

# The Primary PE and sport premium

Planning, reporting and evaluating website tool

*Template updated September 2023*

Commissioned by



Department  
for Education

Created by



AMCPS Plan  
2024-2025

Created July 2024

To be Reviewed  
July 2025





This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

| Activity/Action  | Impact | Comments |
|--|--------|----------|
| <p>Please see separate July 2024 Review on the website. Review at the end of last year's document</p> <p>Go to this page on our Website: <a href="https://www.abbeymeads.swindon.sch.uk/ofsted">https://www.abbeymeads.swindon.sch.uk/ofsted</a></p> <p>Look for <b>PE and Sport Premium Strategy Review 2023-2024 Reviewed</b>, where we reviewed the plan, originally set for a start in September 2023, directly on to that plan.</p> |        |          |

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending. – *Total allocation estimate using last years allocation £20,400*

| Action – what are you planning to do   | Who does this action impact?   | Key indicator to meet  | Targeted Impacts and how sustainability will be achieved?   | Cost linked to the action  |
|--|--|--|---|--|
| <p>Continue the Lunchtime provision of quality sports activities.<br/>Active Life Ambassadors support Sports Coach at Lunchtimes to ensure all children are engaged in regular physical activity above and beyond the normal PE Curriculum</p> | <p>Sports Coach and Lunchtime staff will need to lead the activities supported by ALAs.<br/>All pupil participate.</p> | <ol style="list-style-type: none"> <li>1. All children will have access to activity above and beyond their normal PE curriculum</li> <li>2. Emphasis enhances profile of PESSPA through demonstration of importance through provision and planning for success through participation.</li> <li>3. Children get to experience a range of activities – not necessarily tradition sports.</li> <li>4. Lunchtime staff supporting coach will gain confidence in running high quality sporting activities.</li> <li>5. Coach can continue PE lesson skills to enabled extended practice linked to term focus in lessons.</li> <li>6. Competitive games are an integral part of every session, implementing skills developed into small sided games raising competitive sporting experiences for children</li> </ol> | <p>More children will meet daily requirements for physical activity and more children will actively choose to join after school sporting clubs having experienced tasters through lunchtime provision.</p> <p>Whilst lunchtime staff deliver more experiential sessions based on increased sporting confidence, the coach can develop extended practice of skills linked to those in the PE Curriculum identified each term.</p> <p>Sustainability is difficult to maintain quality – over time the ability of existing staff will be able to create provision, but not the same guidance and leadership of a specialist coach.</p> | <p><i>£5,000 Salaries only – equipment provided via school curriculum budgets.</i></p> |

| Action – what are you planning to do  | Who does this action impact?  | Key indicator to meet  | Targeted Impacts and how sustainability will be achieved?  | Cost linked to the action  |
|---|---|--|--|--|
| <p>Staff training in elements of curriculum development. Sports Coach delivers aspects of curriculum and teachers team teach and develop awareness and skills across a range of sports.</p> <p>We also employ a dance professional every week so all children and staff gain both quality of teaching and CPD at the same time. Swindon Dance Contract</p> <p>Sports Leadership Team developed to lead PESSPA across the school following change in staff and responsibilities.</p> | <p>This impacts on children as they share the quality of teaching at the same time as staff gain vital CPD opportunities. Specific focus on areas audited as having least confidence. (Racket grip techniques and Basketball rukles/skills)</p> <p>Teachers who team teach and lead sections of lessons as they develop their skills. Pupils impacted upon including an enormously increased participation in dance by boys into KS2 when compared with previous data.</p> <p>Specifically the PE Team but also all staff and children as they monitor and lead their subject across the school</p> | <p>Increased confidence in class-based staff in key areas of PE curriculum led by specialists but shared in Team Teach sessions.</p> <p>Continued self-awareness but not negative self-consciousness through the familiarity and continuity of provision from the excellent source. Children’s life chances are enhanced by the aerobic exertion and flexibility needed to complete movements. Curriculum links to projects provides purpose and leads to performances in assemblies for parents.</p> <p>Profile of PESSPA high on the agenda thanks to increased staffing and focus on developing levels of skill acquisition and fitness. Additional support offered to new PE Lead (M3)</p> | <p>Children have access to high quality coaching in specific areas such as Dance – increasing the possibility of longer-term engagement in this complex area of PESSPA. Improved confidence of teachers in teaching PE and delivering plans in partnership with specialist coach. Additional senior leadership support for the PE Lead including her release to monitor quality of provision essential in 2024-2025.</p> <p>New PE Coordinator will lead PESSPA across the school following change in staff and responsibilities.</p> <p>All aspects are difficult to sustain except PE Leaders which will be consumed into school CPD structure 2025-2026</p> | <p>Sports Coach £4,400</p> <p>Dance Coach £5,000</p> <p>CPD for Training for PE Leads incl. release time and Conference 2024/5. £1,000</p> |

| Action – what are you planning to do  | Who does this action impact?   | Key indicator to meet  | Targeted Impacts and how sustainability will be achieved?   | Cost linked to the action                                   |
|---|--|--|---|---|
| <p>Additional activities for children not normally happy to engage in physical activity.<br/>Increase participation of 'sport phobic' children.</p> | <p>Strong Girls Club<br/>Active8 Club<br/>Development Squads</p> <p>Both run as additional after school activity clubs for children with low esteem with regard to physical activity / active participation.</p> <p>2x Sports Coaches a week to cover these clubs.</p> | <p>Engagement of ALL pupils in physical activity increased of (controlled) competitive sporting experiences.</p> <p>Aimed this year at younger age groups to increase confidence and tackle negative viewpoints earlier before the become engrained in older age groups.</p> | <p>Increased participation by specific groups of children who are identified as being 'uninterested' in sporting activities – but where interest is considered a result of negative experiences or lack of other opportunities to exercise.</p> | <p>Sports Coaches for the two clubs all year<br/>£5,000</p> |



## Swimming Data 2023-2024

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

| <u>Question</u>   | <u>Stats:</u> | <u>Further context</u><br><u>Relative to local challenges</u>   |
|---|---------------|---|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?   | 65%           | <i>With Covid and the almost total closure of local swimming facilities many to most children have spent no time swimming outside school.</i><br><br><i>Swimming time this year will be allocated to catch up in the summer of children in Year 6</i>   |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?  | 80%           | <i>See above. Many feel more confident to use a range of strokes without being able to sustain it, whilst others have completed swimathon distances.</i>  |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 55%           | <i>This is taught in school as a sequence of lessons and swimming coaches visit to run workshops/assemblies, but confidence between knowing and actually falling in cold water are rightly considered two different things by children and parents.</i> |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | Not yet       | This will be an end of year addition when we have established new opportunities for extended swimming sessions.   |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes           | Only from the classroom and linked to safety – we do not train our teachers to teach swimming, investing in qualified specialist teachers instead.  |

## Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

| Activity/Action taken from above   | Impact | Comments |
|--|--------|----------|
| Continue the Lunchtime provision of quality sports activities.<br>Active Life Ambassadors support Sports Coach at Lunchtimes to ensure all children are engaged in regular physical activity above and beyond the normal PE Curriculum |        |          |
| Staff training in elements of curriculum development. Sports Coach delivers aspects of curriculum and teachers team teach and develop awareness and skills across a range of sports.   |        |          |
| We also employ a dance professional every week so all children and staff gain both quality of teaching and CPD at the same time.<br>Swindon Dance Contract   |        |          |
| Sports Leadership Team developed to lead PESSPA across the school following change in staff and responsibilities.  |        |          |
| Additional activities for children not normally happy to engage in physical activity. Increase participation of 'sport phobic' children.   |        |          |
| Additional allocation for Year 6 Swimming catchup  |        |          |



Signed off by:

|  |   |
|--|---|
| Head Teacher:  | <i>Bob Buckley</i>                        |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Lauren Harland</i>                     |
| Governor:  | <i>James Stanford (Vice Chair of LGB)</i> |
| Date:  | July 2024                                 |