



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

AMCPS Plan 2023-2024

Created July 2023

Reviewed July 2024

Commissioned by



Department
for Education

Created by



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 (2022/2023)

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 2023 Review on the website.</p> <p>Go to this page on our Website: https://www.abbeymeads.swindon.sch.uk/ofsted</p> <p>Look for <i>PE and Sport Premium Strategy Review 2022-2023</i>, where we reviewed the plan originally set in September 2022 directly on to that plan.</p> | | |

Key priorities and Planning

This planning template will allow schools to accurately plan their spending. – *Total allocation £20,040*

| 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.</p> <p>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.</p> <p>All pupil participate.</p> | <ol style="list-style-type: none"> 1. Lunchtime staff supporting coach will gain confidence in running high quality sporting activities. 2. All children will have access to activity above and beyond their normal PE curriculum 3. Emphasis enhances profile of PESSPA through demonstration of importance through provision and planning for success through participation. 4. Children get to experience a range of activities – not necessarily tradition sports. 5. Competitive games are an integral part of every session, implementing skills developed into small sided games raising competitive sporting experiences for children | <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>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>£5,600 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.</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>Across all three items</p> <p>1-Increased confidence in class-based staff in key areas of PE curriculum led by specialists but shared in Team Teach sessions.</p> <p>3-Profile of PESSPA high on the agenda thanks to increased staffing and focus on developing levels of skill acquisition and fitness.</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.</p> <p>Sports Leadership Team developed to 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 2024-2025</p> | <p>Sports Coach £4,400</p> <p>Dance Coach £4,500</p> <p>CPD for Training for PE Leads incl. release time and Conference 2023. £1,500</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 |
|--|---|--|--|---|
| Additional activities for children not normally happy to engage in physical activity. Increase participation of 'sport phobic' children. | Strong Girls Club Active8 Club Both run as additional after school activity clubs for children with low esteem with regard to physical activity / active participation. 2x Sports Coaches a week to cover these clubs. | 2. Engagement of ALL pupils in physical activity 5. increased of (controlled) competitive sporting experiences. | 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. | Sports Coaches for the two clubs all year £4,400 |

Swimming Data 2022-2023

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> <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 | 60% | <i>With Covid and the almost total closure of local swimming facilities many to most children have spent no time swimming outside school.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 75% | <i>Several report they are able to swim strokes but for around 20m not the stipulated 25m – again relating back to a lack of opportunity with local closures of major swimming venues.</i> |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 50% | <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 but will in 2024-2025 | This will be an end of year addition when we have established new opportunities for extended swimming sessions. Currently only the limited intensive programmes for Year3&4 are available. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes | |

Key achievements 2023-2024

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 | Impact | Comments |
|---|---|---|
| Sports Coaches and ALA Lunchtime provision of quality sports activities. | This was a huge success with not only more children meeting daily requirements for physical activity – but we had more choosing to join after school sporting clubs and skills learned in PE were practiced at lunchtimes. | This system will continue into 2024-2025 with a slight variation in process. The accidental benefit of children continuing to practice skills learned in the PE lesson leads us to consider linking equipment access to link to age group PE Scheme foci each term when in ALA sessions. Need to monitor impact on skill acquisition whilst ensuring participation levels are maintained. <i>(Can we be too organised and would participation drop off if too similar to PE sessions?)</i> |
| Sports Coaches Curriculum Development | Children had access to top quality PE sessions following our agreed GetSet4PE Scheme. This meant no specialist PE teachers we able to support the acquisition of skills in this subject and develop their own awareness of techniques and methods of sports coaching. We also saw a tremendous link between quality coaching in the run up to into school sports tournaments which enabled our children to enter additional events and experience competition with greater confidence. | This will continue into 2024-2025 as we regularly see a positive impact from this service. Analysis shows video support in the scheme is helpful, but never quite as good as live demonstrations from skilled coaches. |
| Dance | This continues to be the most valued and impactful aspect of our PE grant allocation. Our partnership with Swindon Dance and in particular the coach allocated to us every year, means the children have a consistency of curriculum linked provision. They develop confidence and body awareness. They are more flexible following a number of years in the programme and in the vast majority of cases are much less self conscious when asked to make movements/sequences to music. | This is not just a success within year, but the continuity of provision over a number of years means we can now track our older children's improvements and confidence over a number of years. It is a session both teachers and children look forward to, as they receive 2 terms of specialist professional tuition on an annual basis. |

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| Additional PE Clubs for disaffected groups | We had a huge success with these clubs. Each club was targeted at a specific age or gender and always at those normally less interested in PE as a club or activity with which they would engage. There was a 100% positive response from those attending the clubs. This was emphasized by the high level of participation in the Abbey Meads Amble by members of these groups. They didn't all run the full 5K but they took part and had fun doing so. | This will continue into 2024-2025 and 2hrs a week allocation has been made to staffing costs to cover this. |
| Swimming | This is one of the most challenging aspects of PE provision in Swindon. With almost no swimming pool availability and the closure / flooding of local facilities we managed to secure the required amount of sessions and follow ups – but this was some distance away by coach and irregular in timings. | We have decided to invest in a programme linked to Pools to Schools from 2025-2026 and we will have a swimming pool on site for 3 weeks where children can swim every day for 15 sessions and follow an intensive programme. In 2024-2025 we will focus on Yr6 non-swimmers through this Premium and return to delivering lessons to more age groups again from 2025-6 ensuring no age groups 'miss out'. |
| Curriculum Leadership | The work of our PE Leads has been enormously enhanced by the ability to be released and both attend conferences and training as well as monitor progress in our school. The coordinator monitoring forms demonstrate both an improvement in skill development in children and confidence in teachers to both deliver and assess achievements. | This will continue into 2024-2025. |

Signed off by:

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| 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 |