



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



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><i>The environment is safe and creates opportunities to learn and maximise social development</i></p> <p><i>Develop an inclusive PE curriculum aligned with School Games offer and raise profile across the whole school. Ensure that points raised through School Games audit are successfully addressed and prioritised. Participation in national events and initiatives.</i></p> <p><i>Resources match and suit the intended outcomes of the lesson.</i></p> <p><i>Enrichment opportunities for the children of St Peter's, with a variety of sporting clubs after school as well as a busy sporting competition calendar throughout the year.</i></p>	<p><i>Children are fully involved all of the time.</i></p> <p><i>Children develop personal, social, creative, thinking and physical skills</i></p> <p><i>Improve the health and wellbeing of our school. Achieve Health School status.</i></p> <p><i>Develop fundamental skills throughout the key stages.</i></p> <p><i>Development of Girls football – Girls football has made huge progress with 24 girls in KS2 now playing football each week at afterschool club; this has led to a balance in gender equality – this is evidenced by children selecting their own squad for an upcoming tournament and, without stipulating, selecting 4 girls as they felt it</i></p>	<p><i>Children feel they are making progress and getting satisfaction</i></p> <p><i>Children maintain good levels of physical fitness and mental well-being.</i></p> <p><i>Children engaging with families and homes become an environment for fun and engaging activities.</i></p> <p><i>All children are motivated for PE days and engaged in lessons.</i></p>

<p><i>Continue to embed the scheme and develop all elements of PE at home.</i></p> <p><i>Specifically tailored opportunities and competitions created to address gaps in physical literacy.</i></p> <p><i>During St Peter's annual 'sports week' the children are engrossed within in an ambitious curriculum that ensures they are involved in new and exciting sport opportunities!</i></p> <p><i>Further engagement of pupil voice. Embed monitoring and evaluation.</i></p> <p><i>Further, targeted opportunities for those people who need it most through the School Games and Premier League Primary Stars.</i></p>	<p><i>was' important' and that they had 'earned their place'</i></p> <p><i>School Scholarship scheme has developed to 18 children now taking part in a variety of sport. This has led to children learning to swim and now taking their own swimming lessons and badges independently of school; We have several children competing in external gymnastics competitions and medalling. In addition, we have 3 children who have now fed into the football development path at Lincoln City FC as a direct result of the scholarship scheme.</i></p> <p><i>Using technology to develop physical skills.</i></p> <p><i>Adaptive teaching through adapting scoring to develop different sport skills; add fun elements to engage new audiences; adapting the format in increase motivation and adapting the competition environment to support individual development in PE and sport.</i></p> <p><i>Use of display to highlight area of learning. Clear instructions given to the children and modelled. All Children engaged in PE. Positive behaviour management – rewards of dojos, stickers and silver/gold. Values incredibly well understood and articulated by all (SIAMS) Repetition of subject specific vocabulary to consolidate language. Energy – children work hard and are physically tired. Fidelity to the REAL PE scheme; vocabulary, knowledge and skill progression.</i></p> <p><i>St Peter at Gowts, have achieved the School Games Gold Mark Award for the 2022/23 academic year.</i></p> <p><i>The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward and recognise school's</i></p>	
--	---	--

engagement in the School Games against a national benchmark and to celebrate keeping children active, and we are delighted to have been recognised for our success.

We are extremely proud of our children for their dedication to all aspects of physical activity and school sport. We believe in the power of physical activity and school sport as a school and give opportunities to those young people that need it most either as a participant, leader, official or volunteer.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><i>Design and install a Parkour training environment to develop physical, perceptual, psychological and social skills. Parkour training will include locomotor skills, endurance, strength, agility and balance. Parkour training will develop children’s adaptive behaviour in interacting in the environment – so, if you do parkour and go into a martial art, your body is going to be already used to that falling and catching your body with control.</i></p>	<p><i>Parkour and team sports often require athletes to perform dynamic tasks under high demand in response to external factors such as variations in distances, emerging spaces and gaps, the location of obstacles provided by the movement of teammates, opponents, and the direction of the ball. Parkour and team sports share this performance tempo where children are required to move slowly and then quickly (accelerating and decelerating), with maximal effort several times with limited rest. By practicing the flows of movement, you are training the endurance in terms of your muscles and brain having to be</i></p>	<p><i>Key indicator 1: Undertaking Parkour training affords greater balance, postural control and awareness of your body. For example, training precision jumps, balance becomes a lot better because you have to land and stay in control of movements a lot more with your legs. Similarly to swinging and dangling off things because the basis of movement is through the legs. This enhanced awareness of body orientation, coupled with proprioceptive and haptic information from the soles of the feet and the lower limbs, would be of benefit in team sports given the ability to regain balance and postural control following physical challenges is continually</i></p>	<p><i>Psychological skills are developed through Parkour training. Problem solving, stress relief and self-efficacy risk management. Problem solving, learning how things work, why does your body do that? Why does it work like that? Why doesn’t this work? The mechanical aspects of it and to be able to understand all those things adds a great deal of progression. Our Parkour playground will offer an environment with constant attraction to new challenges which offer new actions to</i></p>	<p><i>£8,058.64 Equipment and materials</i></p>

<p>If you go into football, when you kick a football because you've done a running jump when you were doing parkour, you are now going to have. Good kick because you're used to that sort of action.</p> <p>Outdoor gym equipment for physical and mental development and to work alongside government initiatives to reduce obesity.</p> <p>Continue to investigate a wider range of opportunities for specific pupil groups</p> <p>Resources supporting delivery of activities in a</p>	<p>constantly engaged, so you are metabolically more active and you are getting the plyometric power from the sequencing and the reaction time and the spatial awareness.</p> <p>Our intent is to build children's knowledge base through high levels of purposeful activity and active coaching. We are invested in developing emotional behaviours and thinking skills in every lesson. Our rich, cohesively planned curriculum, flows intrinsically alongside our values based learning; helping children to manage pressure; teaching the significance of teamwork and collaboration; learning from failure and turning mistakes into ambition.</p> <p>Active travel to school.</p> <p>Structured lunchtime and</p>	<p>required to maintain and advance play.</p> <p>Hence, developing greater levels of endurance through the integration of Parkour style training would be of benefit to our children to negate degradations in movement coordination and control which can occur through fatigue.</p> <p>Parkour training affords strength gains which will compliment many sports because of the different range of movement and strength types that you can work on, so if your going to do gymnastics and want a stronger core there are many different exercises in Parkour that will help with that.</p> <p>Agility, if you train Parkour, you practise lots of different abilities, different skills and get a true sense of agility.</p> <p>Transferable spatial awareness and proprioception to the</p>	<p>emerge. Our children's mentality, through exposure to these environmental interactions, will become more resilient to overcoming challenges by exploring their own body capabilities and learning how to regulate cognitive and somatic responses when they arise.</p> <p>Intense focus and unity of body and mind.</p> <p>Real PE at home is embedded and children enjoy using it at home – positive feedback from children and families shows this.</p> <p>SPAG skipping challenge embedded into school life –</p>	<p>£695 Create Development</p> <p>£387 GLL Trading – Equipment and materials child</p>
--	--	---	---	--

<p><i>range of sport and games.</i></p> <p><i>Continue to source high-quality CPD that enhances the outcomes and progress of more able pupils</i></p> <p><i>Continue to investigate a wider range of opportunities for specific pupils' groups (e.g. More Able, Pupil Premium, SEN and Children in Care)</i></p> <p><i>Children travel safely and confidently on bikes and have a skill for life.</i></p> <p><i>Children understand mindfulness and are equipped with strategies and knowledge to take responsibility for</i></p>	<p><i>breaktime play.</i></p> <p><i>Playground leaders supporting activity with their peers.</i></p> <p><i>Support parents to achieve an extra 30 active minutes with their children beyond the school day.</i></p> <p><i>Ensure PE is completed each week and is highly active with minimum teacher talk.</i></p> <p><i>Class teachers will use flashbacks, brain dumps and progress pauses to recap the learning process and again aid sticky learning.</i></p> <p><i>Reflect and review – flashbacks to previous learning and opportunities to reflect in each PE lesson.</i></p> <p><i>Rich and broad completion calendar – opportunities for both KS1 and KS2.</i></p>	<p><i>other skills. When training and improving in Parkour children will go to other sports and progress faster because of the development of neuromuscular facilitation of certain movements.</i></p> <p><i>Perceptual skills are developed through Parkour training. Multi-limb coordination, control precision, rate control and response orientation. Incorporating some rails and bars means the children will use a certain amount of precision and through swinging children will be performing upper body strength and hand eye and feet eye coordination.</i></p> <p><i>Developing safe landing strategies as a means of recovering balance, initiating dynamic changes of direction, use of 'soft feet' in running and landing, and postural control following physical challenges is critical to avoid injuries and maintain movement. Parkour</i></p>	<p><i>fundamental skill and personal challenge..</i></p> <p><i>CPD to support staff delivery, subject knowledge and understanding of the skills ladder will be taking place May 26th staff meeting.</i></p> <p><i>Playground leaders supporting activity with their peers.</i></p> <p><i>This was prompted after previous monitoring task – including staff questionnaires.</i></p> <p><i>Each year group to commit a member of staff to teach half-term of PE. This would be with a view of building staff confidence, longevity of high quality PE</i></p>	<p><i>related</i></p> <p><i>£1275 Tranform – playground line markings</i></p>
---	---	---	---	---

<p><i>wellbeing – children respect themselves and wellness.</i></p> <p><i>Culture of how to play on the playground; respecting resources and how to collaborate with peers so everyone is involved and having their own success as well as whole team.</i></p> <p><i>Children are aware of where their learning is at and are mindful of what comes next and to develop.</i></p> <p><i>By the end of the year – the children will know more and remember more.</i></p> <p><i>Staff are knowledgeable about why we have</i></p>	<p><i>Finalised version of the non-core assessment documents.</i></p> <p><i>High quality teaching and learning in PE.</i></p> <p><i>Provide comprehensive resources for all teachers. Professional development opportunities for all teachers. External advisor visits. Assessment framework for P.E. Impact report for PE. Online Learning Platform for delivery of lessons. Access to online assessment platform ‘Create Development Assessment Wheels’</i></p> <p><i>PE teaching enables the development of life skills that are transferred to other curriculum areas, wider school and beyond.</i></p> <p><i>School Games recognition for PE and the impact it has on school priorities, values and vision.</i></p>	<p><i>roll-landing strategy and the use of ‘soft feet’ are explored during the early stages of learning, as the capability to land safely, and then continue to move in a controlled manner is fundamental to a child’s safety and wellbeing.</i></p> <p><i>Key indicator 1: We follow the FUNS program through REAL PE which shows the progression of Fundamental Movement Skills by Year group. FUNS forms a central spine throughout our PE coverage. Includes physical challenges organised into stations and progressive coloured levels, covering a range of balance, coordination and agility areas and enables assessment and monitoring progress.</i></p> <p><i>Physically active breakfast club.</i></p> <p><i>Active travel to school through L2 Bikeability, Learning-to-ride</i></p>	<p><i>provision. Sports Leader to be part of these sessions to build confidence and ensure this is a high quality CPD opportunity.</i></p> <p><i>Expand relationship with Lincoln City Gymnastics through an award to the Club from the school in recognition of their support. Next year, looking to expand scholarship places and invite the club into school for possible extra-curricular provision.</i></p> <p><i>Further develop relationship with LCFC Foundation to embed community sports opportunities along with Bishop King primary school and in addition, working with them to offer football</i></p>	<p><i>£154 Lincoln. City Gymnastics Club</i></p>
--	--	---	---	--

<p><i>chosen the scheme and can articulate its benefits for our children.</i></p> <p><i>All staff teaching PE are trained and confident – lessons are high quality and monitoring shows this (drop ins, pupil voice etc).</i></p> <p><i>Children can articulate their learning and next steps linked to the fundamental skills ladder.</i></p> <p><i>Children using google classroom on a regular basis to access sport padlets and links to exercise.</i></p> <p><i>Whole school staff promoting exercise and healthy habits</i></p>	<p><i>PE and school sport visible in the school.</i></p> <p><i>All teachers receive appropriate professional development in PE.</i></p> <p><i>Teachers able to confidently plan, teach and assess National Curriculum PE.</i></p> <p><i>Children attainment in PE improved.</i></p> <p><i>All staff understand the concept of physical literacy, ensuring a positive experience for children.</i></p> <p><i>PE improves physical, technical, tactical and mental understanding of a range of sports.</i></p> <p><i>PE lessons and teaching develops wider life skills such as communication, teamwork, fair play and leadership.</i></p>	<p><i>scheme and balance bikeability.</i></p> <p><i>Playground and astro-turf is structured into activities and zones with active activities which are facilitated with grown-ups. With the addition of agility games and markings painted on the floor to provoke curiosity and challenge children to complete their personal best.</i></p> <p><i>Wellbeing Warriors are in place to promote activity and wellbeing strategies. Training has been completed and is ongoing to ensure these children build their knowledge base of wellbeing, mindfulness and strategies to support.</i></p> <p><i>Physically active after-school clubs.</i></p> <p><i>REAL PE at home follows the pathway of children’s fundamental skills ladder in school. All families have access</i></p>	<p><i>development opportunities for both our boys and girls.</i></p>	<p><i>£6,540 Lincoln City Foundation</i></p>
---	--	--	--	--

<p><i>through conversation with children and positive praise.</i></p> <p><i>When challenged children will be able to discuss their activity at home and the reasons why it is so important.</i></p> <p><i>Repetition of subject specific vocabulary to consolidate language.</i></p> <p><i>Energy – children work hard and are physically tired.</i></p> <p><i>Specifically, tailored opportunities and competitions created to address gaps in physical literacy.</i></p>	<p><i>PE and after-school clubs enhance participation pathways for children into local community clubs.</i></p> <p><i>Sports and activities within our curriculum are broad and balanced. A combination on individual and team activities; gymnastics, dance, swimming and games.</i></p> <p><i>Children encouraged to be independent, to coach and officiate their peers.</i></p> <p><i>Children offered an exciting, varied and new range of activities.</i></p> <p><i>Beyond the PE National Curriculum our physical activity includes hula-hooping, skipping, yoga and mindfulness.</i></p> <p><i>Children participate in School Games and other National Governing Body recognised versions of sports that are stage and age appropriate for example High 5 netball.</i></p> <p><i>Children are motivated,</i></p>	<p><i>to the system and are signposted each term through home learning.</i></p> <p><i>Lincoln City Foundation completing lunchtime games based around PE and Sport.</i></p> <p><i>Key indicator 2: High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the ‘whole child’.</i></p> <p><i>Children supported to improve individually – each child progressing from their own starting point and challenged.</i></p> <p><i>We follow a clear learning journey which develops a range of personal, social, physical, health & fitness, cognitive and creative abilities.</i></p> <p><i>Be active in the lesson yourself and specific in use of language and subject knowledge.</i></p>		
--	---	--	--	--

<p><i>14 sports based after-school sports clubs. 67% attending after-school sports clubs with 254 places taken up each week.</i></p> <p><i>The school has a wide range of sports on offer (12 at Intra-school and 12 at Inter-School) alongside a wide range of personal challenges. The school also had 3 B teams in Inter-school competitions.</i></p> <p><i>The extracurricular activity is very high due to the range of clubs on offer. The structure of the Intra-competitions is very good, and designed to lead</i></p>	<p><i>competent and confident at the centre of competition.</i></p> <p><i>Staff, volunteers and external agencies are appropriately trained and display behaviours reflective of the nature of competition.</i></p> <p><i>Environment is safe and creates opportunities to learn and maximise social development.</i></p> <p><i>Facilities, resources and the environment created for competition allow children to feel motivated, confident and competent in the format of the competition.</i></p> <p><i>Greater breadth of experiences offered to children • Support Year 5 with their 'Inspirational People' topic learning, to promote inspirational people within our community linked to sport.</i></p>	<p><i>Move around groups to question and coach.</i></p> <p><i>PE teaching aids fine and gross motor skills development through the fundamental skills ladder.</i></p> <p><i>PE and school sport visible in the school through assemblies, sports week, notice boards, social media, school website, school newsletter and sporting star award.</i></p> <p><i>PE and Sport reading display promotes literature based around inspiring figures in sport and inspirational stories.</i></p> <p><i>Sport coaching in school built on the principles of physical literacy to ensure a positive experience for children.</i></p> <p><i>Key indicator 3: Sports leader has worked with staff delivering PE to prepare for learning goals and themes; how to transition amongst</i></p>		
---	---	---	--	--

<p><i>into inter competitions.</i></p> <p><i>School Sports Week and after-school clubs used to providers/taster sessions have a pathway attached to it for children to follow.</i></p> <p><i>Children who show strengths in different sporting areas have the opportunity across school to attend a range of competitions and development days. Some specifically tailored opportunities and competitions are created to attract less active children to participate in physical activity with their positive</i></p>		<p><i>activities; what, when and why; resourcing and confidence building.</i></p> <p><i>Our REAL PE platform has online training which takes you through the platform and the philosophy of PE for everyone.</i></p> <p><i>Children accessing sensory circuits every week. Staff invested in the concept. Several staff feeling competent and confident in delivery.</i></p> <p><i>Key indicator 4: Partnerships with School Games; Youth Sport Trust; Lincoln City Foundation; YMCA; Lincoln Kickboxing Association; Ninja Swimming; Hub Dance</i></p> <p><i>Lincoln City Gymnastics club; we have forged a successful link which has included seven sport scholarship places with the club along with two days of experience activities for the whole school.</i></p>		
---	--	---	--	--

<p><i>'yes you can!' attitude.</i></p> <p><i>Organise expert speakers.</i></p>		<p><i>Lincoln Rugby Club – working with the club and three other schools developing the Lincoln Schools Rugby Hub which has seen children take part in several competitions focusing on embellishing a love of rugby and developing fundamental skills and understanding of the sport.</i></p> <p><i>Participation within competitive leagues in football and netball see children have lots of opportunity for healthy competition and progress their understanding of the rules, tactics and strategies on a sport specific basis.</i></p> <p><i>Ninja Swimming supports our children with foundation swimming lessons for small groups as an extra-curricular activity facilitated by families, supporting the community.</i></p> <p><i>Key indicator 5: Focus on the process rather than the outcome.</i></p>		
--	--	---	--	--

Subject leader understands who their less active children are, and had a well-structured scheme to increase their participation through links with LCFC Foundation – Resilience Rocks and Social Collaboration groups ran through Summer term.

The sport offer at the school outlines how children can officiate and take responsibility in both curriculum and extra-curricular activity.

In addition to this, the school engages well with the wider school community through Twitter, weekly newsletters and celebration assemblies which included School Games awards.

The school has good links with local coaches and clubs, and also has a good relationship with the School Games Organiser.

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

Swimming Data

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?	47%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	41%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>47%</p>	<p><i>Use this text box to give further context behind the percentage.</i></p>
<p>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?</p>	<p>Yes/</p>	<p>We delivered an intensive 10-day swimming session for year 6 in May 2023.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	<p>Sports leader has had CPD through British Swimming and is now an active swim teacher in 23-24 and currently supporting year 5.</p>

Signed off by:

Head Teacher:	<i>Emily Mayer</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sam Magee Sports Champion</i>
Governor:	<i>Debra Armiger</i>
Date:	19.12.23