A brochure of a young child

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This template can be used for multiple purposes:A young child in a swimming pool

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* 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**](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)**.**

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.

Schools must use funding to make additional and sustainable improvements to the quality of PE School Sport and Physical Activity (PESSPA).

**In 2023 – 2024 Thingwall Primary School was allocated £17,820**

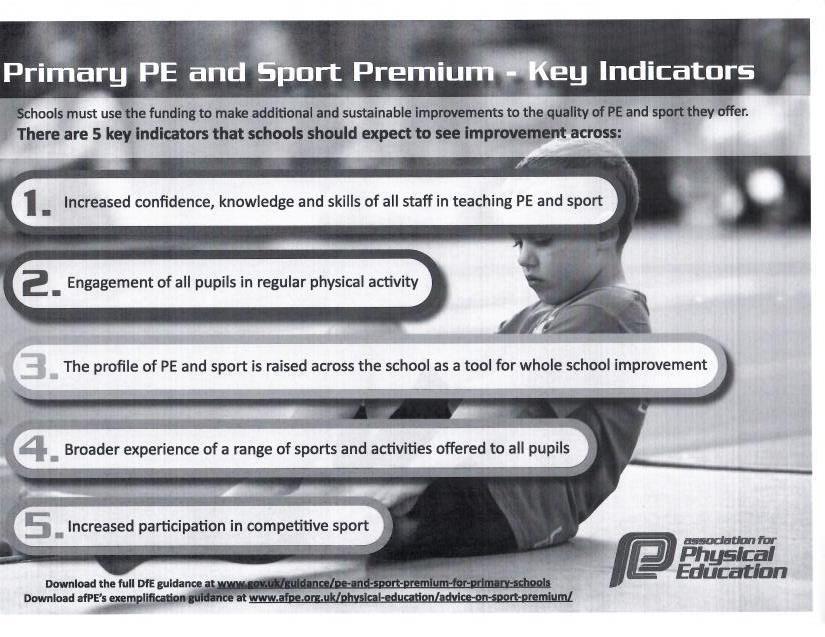


We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

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| **Activity/Action** | **Impact** | **Comments** |
| **(**Specialist PE teacher & PE curriculum lead employed part time to facilitate the actions on this plan  Increased supervision at playtimes, enabling greater opportunities for all pupils to enjoy physical activity at playtimes. This initiative is supported by Y5 & Y6 playleaders  Continuation of Living Streets, Walk to School initiative Children record how they travel to school to earn stickers and certificates  Extended Mental Health Week to allow for additional physical activity e.g. sponsored rave & street dance  Yoga sessions during curriculum time to support wellbeing  PTA Discos with organised games/challenges to encourage more active pupils  Curriculum support for teachers during lessons from PE specialist and CPD training from experienced qualified gymnastics coach (in lessons and twilight training sessions)  Continued to promote outdoor learning and actively looked for new opportunities for physical activity outside e.g. planting as part of the curriculum and expansion of gardening club. Also residential visits for Years 5 & 6  Extended extra-curricular provision to provide a broader appeal to pupils e.g. two morning gymnastics clubs for KS1 & KS2 pupils and two football clubs, 1 mixed and 1 for girls. These clubs are led by specialist coaches  Continued involvement in competitions in & out of school | Lunchtime supervisors confident in their ability to coordinate activities for pupils, improving the quality of physical activity at play  Healthier children (& families) aware of the need for exercise to enjoy good health  Less congestion outside school  All pupils in school involved in activities to improve mental and physical wellbeing  Improvement in teaching and learning in PE lessons with pupils achieving improved outcomes  All pupils involved in outdoor activities, promoting benefits to physical and mental health, putting learning into context and making it more meaningful  Opportunity for pupils to experience outdoor pursuits e.g. climbing, abseiling, canoeing, archery, ropes, bush craft etc.  Increased enjoyment of physical activity over the longer term  All pupils achieving their British Gymnastics Core Skills awards. Invited to demonstrate skills at School Summer Fair  Improved physical strength and flexibility starting with pupils in KS 1  Intra school competition (including preparation for Sports Days) providing opportunity for all pupils to compete  Teams more competitive in local tournaments, with wins for both mixed and girls only teams  Increased motivation and improved fitness and skill levels  Development of important values through teamwork – commitment, determination, perseverance, discipline in addition to learning to win and lose graciously | Calmer, happier children actively engaged at playtimes  Staff more knowledgeable and confident, teaching a broad range of PE activities during the year  Coping with the demands of being away from home, develops resilience can ultimately, greater self-confidence. Pupils enjoy activities not available in school  Pride for pupils representing Thingwall in competitions |



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| **Meeting National Curriculum Requirements for Swimming and Water Safety 2023 - 2024** | | |
|  | **Percentage** | **Other comments** |
| % Year 6 pupils who can swim competently, confidently and proficiently over a distance of at least 25 metres | 94% |  |
| % Year 6 pupils who use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | 90% |  |
| % Year 6 pupils who can perform safe self-rescue in different water based situations | 87% |  |
| 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? | No | Not required this year, however, we will keep this under review |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | Staffing qualifications/experience are good We will keep this under review |



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| **Action – what are you planning to do**  **Intent/Implementation** | **Impacts and how sustainability will be achieved?** | **Funding Allocation** |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school  Enable active playground scheme to extend opportunities for all pupils to enjoy physical activity at playtimes  Work with new lunchtime supervisors to ensure that all pupils enjoy regular physical activity in a safe environment  Appoint new Y5/6 Play Leaders (include less active Y6 pupils to support their physical development) to lead play activity on both playgrounds  Develop a half termly programme (with pupil input) to ensure that activities are age appropriate and accessible  Take part in ‘Living Streets’ Walk to School events  Actively promote across whole school (fun challenge and prizes for winning class  Continue to promote ‘Daily Mile’  Formalise with termly certificates for pupils (most laps, most improved etc) | Lunchtime supervisors are confident in their ability to continue programme  Pupils interacting happily together whilst enjoying active play (not just football!) showing increased support for their peers – happier children, happier playtimes!   * Higher percentage of pupils (all ages) involved in a wide range of age appropriate activities/games   Year 5 pupils are able to continue to support programme (& incoming Y5 pupils, when in Y6)  Programme in place as a starting point for future development  Increased number of pupils walking (or scooting) to school  Positive involvement in physical activity for wider community  Reduced congestion near to school   * Cleaner Air * Environment gain   Whilst some classes still take part in this initiative, this needs to be revisited next year | Specialist PE teacher & PE curriculum lead employed part time to facilitate the actions on this plan |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement  Revisit to ensure that the PE curriculum is age appropriate and that the progression of skills is appropriate to each pupil’s PESSPA journey  Involve pupils in development of PESSPA initiatives including a number of ‘home-based’ projects and other events to promote physical activity for all children e.g. mental health week, school fairs, PTA discos, yoga sessions, street dancing workshops and Sports Days and mini olympics  **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport  Audit to determine how best to support teachers’ development. PE Lead to monitor teaching and pupil progress regularly (at least every half term)  Where available, support team development using volunteers from parent body or with links to local clubs  Review assessment in line with MAT to ensure that it provides useful information so that lessons are adapted to support all pupils  Source possible platform offering bite-sized learning (& flexibility)  realPE  **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils  To provide a wide range of physical activities across the PE curriculum (and clubs)  Extend physical activities outside of the PE curriculum  Invite external providers into school and organise fun events to be enjoyed by all pupils (& families) & take learning outdoors.  **Key indicator 5:** Increased participation in competitive sport  Increase number and breadth of competitions available both in and out of school  Host matches (now that football and netball posts are available). Mark out football pitch on field.  Celebrate and promote activities in assemblies, on noticeboards and twitter | Weekly lessons monitored by PE Lead ensure that pupils skills are age appropriate and that the majority are as expected/in line with NC  All pupils took part in another successful mental health week, street dancing workshops and KS1 enjoyed involvement in a mini Olympics!  PE Lead teaches/supports all teaching staff with weekly lessons throughout the year  Links now established with Speare Gymnastics, Wirral Phoenix, Wirral Judo and Heswall Tennis Clubs, providing CPD for teaching staff  To review in 2024 - 2025  Teaching resources will be updated when new funding is available  Monitoring has ensured that all teaching has following planning, thereby ensuring broad coverage across a range of different activities.  Extended extra-curricular provision to provide a broader appeal to pupils e.g. 2 x morning gymnastics clubs and 2 x new football clubs. These are well attended  Subject coordinators have continued to explore opportunities for outside learning e.g. FS 2 Planting, expansion of gardening club. Also residential visits for Years 5 & 6 (incl. climbing, abseiling, canoeing, archery, ropes course, bush craft. Forest School activities in KS 1  Mental Health Week, School Fairs, Discos, Links with Eco Award have all provided pupils with an enriched curriculum and opportunity for additional physical activity e.g. Freddie Fit, Tennis for all, Yoga sessions, Walk to School, Nature Find….  Teams more competitive in local tournaments with wins for both mixed and girls’ only teams. The whole school community is proud of these achievements and more pupils want to be involved. We will look to organise more games next year.  Development of important values through teamwork – commitment, determination, perseverance, discipline in addition to learning to win and lose graciously  For start of 2024 – 5 season, a 7 a side football pitch will be marked out and football posts used for matches. Support from a representative at a local club is now helping to promote the development of competitive football games  Involvement & success in competitions is always acknowledged in assemblies and on social media | £500 |





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

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| **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** |
| *Review system for monitoring SEN/pupil premium involvement in extra-curricular activities, ensuring that all pupils, have access to additional activities*  *Celebrate diversity in PE e.g. Diversity Day, sitting benchball, volleyball, badminton, boccia etc*  *Enable more pupils to represent the school in sport through Activity for All*  *Survey Year5 & 6 pupils (in particular, more reluctant children) and offer activities that appeal*  *Provide additional activities through development of links with local clubs/specialist coaches*  *(Combined offering through event days and regular cross curricular programme)*  *Organise mental health week with varied range of activities for physical and mental wellbeing*  *Weekly lesson register to record/monitor frequency of ‘no kit’ sending reminders to parents.*  *Keep supply of lost/unnamed kit items for use, where necessary*  *Timetable additional swimming lessons for children not attaining NC level by end of Year 6*  *As part of development of playgrounds, open trim trails and ensure that playground supervision is appropriate to ensure safe use.*  *Develop school playing field e.g. marked football pitch, running track*  *All teaching staff work weekly alongside specialist PE teacher, providing CPD, continuity and progression; this allows regular monitoring of pupil progress*  *Purchase new scheme to support teachers and to ensure continuity and progression of skills*  *Yoga to support staff wellbeing and introduction of short weekly sessions in all classes*  *Create Sports Ambassador role & develop sports leaders to ensure pupils’ voice influences sport provision*  *Continue to raise profile of PE & sports to all stakeholders via communication systems – newsletters, display and social media*  *Involve pupils in key sporting events on the national/international arena – world cup competitions, Olympics, etc*  *Use newsletters and social media (Anomoly screens?) to promote healthy lifestyles to wider community* | *Pupils*  *PE coordinator*  *Teaching staff*  *Visiting sports coaches*  *Pupils*  *Teaching staff*  *PE coordinator*  *Teaching staff*  *Pupils*  *Teaching staff*  *Pupils*  *Playtime supervisors*  *PE Lead*  *Teaching staff*  *Pupils*  *Yoga teacher*  *Teaching staff*  *Pupils*  *Sports Ambassador*  *PE Lead*  *PE Lead*  *Pupils*  *PE Lead*  *Business mgr* | *Key indicator 2 -The engagement of all pupils in regular physical activity*  *Key indicator 5 – Increased participation in competitive sport*  *Key indicator 2: Engagement of all pupils in regular physical activity*    *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils e.g. tag rugby and kwik cricket*  *Key indicator 1: Staff CPD & increased confidence, knowledge and skills of all staff*  *Key indicator 3: The profile of PE is raised across the school*  *Key indicator 2: Engagement of all pupils in regular physical activity*  *Key indicator 1: Staff CPD & increased confidence, knowledge and skills of all staff*  *Key indicator 3: The profile of PE is raised across school*  *Key indicator 3: The profile of PE is raised across school*  *Key indicator 2: Engagement of all pupils in regular physical activity* | *More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities*  *Increased awareness of others’ needs and working together to support these*  *Team building skills and applying tactics to competitive situations*  *Learning sportsmanship, increased confidence and participation*  *Raises profile of full participation in physical activity and its importance in promoting physical and emotional wellbeing*  *All pupils learn to take responsibility for belongings*  *& are able to participate fully and safely in lessons, thereby increasing levels of fitness*  *More children will attain NC expected levels by the end of KS2*  *Sessions will be pre-booked each year and records kept of pupils requiring additional lessons*  *Increased pupil voice in helping to develop pupil involvement in physical activity across the school*  *Parents and children aware of importance of healthy lifestyles*  *Awareness of the importance of looking after bodies and minds*  *Pupils (& their families) are enthused by sport and enjoy following a range of sports on a wider stage* |  |



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.

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| **Activity/Action** | **Impact** | **Comments** |
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*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*

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| **Question** | **Stats:** | **Further context**  **Relative to local challenges** |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | % | *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.* |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | % | *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* |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | % | *Use this text box to give further context behind the percentage.* |
| 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? | Yes/No |  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No |  |

Signed off by:

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| --- | --- |
| Head Teacher: | *(Name)* |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | *Julie Yardley* |
| Governor: | *(Name and Role)* |
| Date: | 16/07/2024 |