



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
<ul style="list-style-type: none"> • Manchester PE Association/AFPE/ Youth Sport Trust membership continued. • School Games Mark - Gold • External coaches provide high-quality teaching and the opportunity for teachers to work alongside these coaches for their own CPD • Extra-curricular clubs offered to all pupils • Sports equipment was replaced and replenished. • All classes receive at least 2 hours of PE • Active lunchtimes • Bike-right • Links with external clubs shared regularly via leaflets and newsletter 	<p><i>Through the teaching of PE, Physical Activity and school sport we hope pupils enjoy and develop a love of sport and physical activity, that they pursue outside of school and in future life outside of education.</i></p> <p><i>Pupils will develop the ability to use good teamwork, make decisions, build on their confidence, show leadership qualities, fair play and honest competition and celebrate the work they are doing.</i></p>	<p>Next steps:</p> <ul style="list-style-type: none"> • Long-Term Map (Planning) = Learning Journey • Explore the options for new schemes of work • Assessment to be more robust and recorded electronically • Ensure consistency in all areas of PESSPA: rules, tactics & the vocabulary being used • Extend our extra-curriculum offer • A governor assigned to monitor PE • CPD/Training overview monitored and recorded for impact • Ensure all pupils engage in at least 60

<ul style="list-style-type: none"> • <i>Sports Crew to support at break/lunch times</i> • <i>The whole school participates in our annual Sports Week</i> • <i>Competitions and events are shared via the websites & newsletters</i> • <i>Pupils are presented with awards in assemblies which continues to raise the profile of PE every week</i> • <i>Parents attend Sports Days and city-wide competitions</i> • <i>Continued to participate in several city-wide competitions to ensure our pupils have the experience of taking part in competitive sports at city-wide level.</i> • <i>Friendly sports competitions set up with local schools</i> • <i>A whole school sports week takes place in the summer term which includes key stage sports days, this gives pupils the opportunity to be competitive and the opportunity to take part in a range of sports.</i> • <i>A range of sports activities run/refereed by the Sports Crew</i> • <i>All pupils experience a variety of sports</i> • <i>Sports facilities improved</i> • <i>Sports-hall and playground zoning is used for a range of sports and activities, enabling more experiences for pupils during breaks and lunchtimes</i> 		<p><i>minutes of physical activity every day 30:30.</i></p>
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- *External coaches for rugby, taekwondo, fitness, dance, tennis, and squash offer taster sessions during sports week.*
- *Team teaching with high-quality coaches for all staff: MCFC & Gymnastics support staff cpd.*
- *All staff offered cpd as and when required by PE Co-coordinator, this ensures immediate impact in delivering a high-quality and inclusive curriculum.*
- *PE Coordinator attends termly subject leader meetings*
- *Support staff with expertise used to run clubs and support lessons*

Cultural Capital:

It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement:

- *Visits to world-class sporting facilities and venues*
- *Leadership Roles (Sports Crew)*
- *Representing the school in city-wide competitions*
- *Lessons delivered alongside specialist coaches*
- *Visits from Olympians/professional sportsmen/women*

- *Assemblies*
- *Ghyll Head residential visit*
- *Sports Week & Diversity Week*

What is the school accessing at local and/or national level to support health and wellbeing issues:

- *Support from the School Health Service*
- *Support and member of the Manchester Healthy Schools Team*
- *Support and member of the Manchester PE Association*
- *Support and member of AFPE*
- *The School Fruit and Vegetable Scheme (SFVS)*
- *Manchester School Swimming Program*
- *Sports Premium Action Plan*
- *SIP Action Plan*
- *Action Plan for Inactivity during lockdown*
- *Active break/lunchtimes*
- *Strong partnership with Manchester City (City in the Community & City Play)*
- *New Manchester Health Champions Program – Starting in September which will replace the Sports Crew.*

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>To continue to increase physical activity for children during lunch breaks</i></p> <p><i>To ensure pupils have a range of quality equipment; large and small/apparatus to engage with at break times and during PE lessons.</i></p> <p><i>To continue offering at least five hours of physical activity every week, comprising of at least two hours of quality PE at school.</i></p> <p><i>PE Coordinator to train</i></p>	<p><i>All classes receive at least 2 hours of taught PE</i></p> <p><i>Extra-curricular clubs offered to all pupils across the school – high uptake for all clubs</i></p> <p><i>Active lunchtimes</i></p> <p><i>Links with external clubs, shared regularly via leaflets and newsletter</i></p> <p><i>New sports leaders appointed from Year 5/6 to support at break/lunch times</i></p> <p><i>The whole school to participate in Sports Week</i></p> <p><i>Competitions and events are shared via the websites & new PE specific termly newsletters.</i></p>	<p><i>Key indicator: The engagement of all pupils in regular physical activity</i></p> <p><i>Key indictator: The profile of PE and sport is raised across the school as a tool for whole school iimprovement;</i></p> <p><i>Key indicator: Increased participation in competitive sport.</i></p>	<p><i>Clubs offered to pupils from Y1 to Y6 – teachers asked to ensure -20% and SEND pupils have priority.</i></p> <p><i>Pupil engagement continues to increase each year.</i></p> <p><i>Positive feedback form pupils received.</i></p> <p><i>Skills/knowledges from PE lessons is transferable and can be seen being accessed in the range of activities offered.</i></p> <p><i>Teacher judgements are more secure. Staff are supported by external professional</i></p>	

<p><i>upper KS2 pupils as play leaders to encourage physical activity in lower KS2 and KS1 pupils.</i></p> <p><i>Purchase apparatus and equipment.</i></p> <p><i>Re-establishing safe practice and routines with pupils.</i></p> <p><i>Rotas are in place to allow fair and safe access for all pupils throughout the week to a range of sports/physical activity opportunities</i></p> <p><i>Re-organise staff supervision/activities at lunchtime and break times.</i></p> <p><i>Ongoing monitoring and review of equipment and</i></p>	<p><i>Pupil's levels of engagement and enjoyment have increased</i></p> <p><i>Pupils have been presented with awards in assemblies which continues to raise the profile of PE</i></p> <p><i>Increased numbers of pupils wishing to be sports crew this year</i></p> <p><i>Parents to attend and participate in both Sports Days</i></p> <p><i>Increased parental engagement for pe and sport across the school.</i></p> <p><i>Re-establish clear guidance to parents on PE uniform requirements.</i></p> <p><i>Celebrate engagement and achievements in PE and sports inside and out of school through displays and on the weekly</i></p>		<p><i>when making their judgements.</i></p>	
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<p><i>apparatus, replaceme when appropriate.</i></p> <p><i>Nike Community coachs to support lunchtimes once a week</i></p> <p><i>Continuing to promote PE and sport in the school by establishing and permanent PE uniform policy.</i></p> <p><i>Continue to promote the importance of engaging with PE and Sport both inside and out of school and celebrate achievements.</i></p> <p><i>Ensure a highly effective curriculum is in place where all children engage,</i></p>	<p><i>newsletter and website.</i></p> <p><i>Signpost and promote activities inside and outside of school.</i></p> <p><i>Effective planning is in place to ensure there is a clear progression of skills and knowledge as pupils progress through the school.</i></p> <p><i>A clear assessments tool is in place to support planning and progress, including ICT equipment to help evidence.</i></p> <p><i>Continue to use the services of professional coaches to work and share expertise with staff and pupils.</i></p> <p><i>Pupils across the school are to be offered cycle training delivered by Bike Right.</i></p>			
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<p><i>make good progress, achieve and enjoy their PE lessons</i></p> <p><i>Continue to improve the quality of teaching PE and sport for all staff.</i></p> <p><i>Continue to develop the role of the PE lead to guide, train, assist and inspire staff.</i></p>	<p><i>Provide CPD from a professional sports coach and other specialists to ensure effective teaching across the breadth of the subject.</i></p> <p><i>Clear record of CPD in place</i></p> <p><i>CPD and Networking opportunities provided through by MPEA.</i></p> <p><i>Ensure the PE lead has subject time and the ICT equipment to support the role with the recent change in his role</i></p>	<p><i>Key indicator: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<p><i>Team teaching with high-quality coaches for all staff: MCFC, Gymnastics.</i></p> <p><i>All staff offered continued support as and when required from PE Co-coordinator, as a result instant CPD has supported staff to deliver a high quality and inclusive curriculum.</i></p> <p><i>PE Coordinator attended termly subject leader meetings</i></p> <p><i>Support staff with expertise used to run clubs and support in lessons</i></p>	
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<p><i>Continue to expose and encourage the pupils to participate in a wide range of physical activities especially sports and activities not normally covered in PE lessons.</i></p> <p><i>Ensure SEND pupils have opportunities to access a wide</i></p>	<p><i>All pupil experience a variety of sports</i></p> <p><i>Sports facilities improved</i></p>	<p><i>Key indicator: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>Increased subject knowledge and confidence teaching specific topics and areas identified through staff surveys.</i></p> <p><i>Pupils are now engaged in an increasing number of city-wide competition's.</i></p> <p><i>This has increased the time our pupils are active during playtime and lunchtime.</i></p> <p><i>Sports-hall and playground zoning is used for a range of sports and activities, enabling more experiences for pupils during breaks and lunchtimes and PE lessons</i></p>	
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<p><i>range of sports.</i></p> <p><i>Plan and deliver the annual Healthy Schools week alongside specialist providers in delivering taster sessions for pupils in a wide range of sports.</i></p> <p><i>Ensure the use of specialised equipment to meet the needs of the pupils.</i></p> <p><i>For pupils to participate in inter-school competitions.</i></p> <p><i>For pupils to compete in intra-school competitions</i></p> <p><i>Re-enrol in the MPEA to compete against other</i></p>		<p><i>Key indicator: Increased participation in competitive sport</i></p>	<p><i>Participate in city-wide competitions to ensure our pupils have the experience of taking part in competitive sports at city-wide level.</i></p> <p><i>Informal sports competitions set-up with local schools</i></p>	
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<p><i>schools in a variety of sports.</i></p> <p><i>Re-establish links with local schools to provide the opportunity for competition.</i></p> <p><i>Ensure competition is incorporated into PE plans to ensure there is some form of competition in the majority of PE lessons.</i></p>			<p><i>Competitions held by the majority of classes at the end of each games unit.</i></p> <p><i>A whole school sports week to take place in the summer term which will included key stage sports days, this will give pupils the opportunity to be competitive and the opportunity to take part in a range of sports.</i></p> <p><i>A range of sports activities run/refereed by sports leaders</i></p>	

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?	77%	<p><i>At Cheetwood, we are immensely proud of our pupils' remarkable progress in achieving national curriculum swimming standards, even in the face of diverse backgrounds and varying levels of prior swimming experience.</i></p> <p><i>Despite the challenges posed by different backgrounds, our dedicated swimming program ensures that every pupil receives the opportunity to excel.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	63%	<p><i>Through tailored and inclusive swimming lessons, our school has created a nurturing environment where pupils, regardless of their background, can learn and grow.</i></p> <p><i>Our approach focuses not only on technical skills but also on fostering confidence and a positive and safe attitude towards swimming.</i></p> <p><i>By providing a supportive and encouraging atmosphere, our pupils overcome any initial hesitations, enabling them to embrace the water</i></p>

		<p><i>with enthusiasm and determination.</i></p> <p><i>The school's success can be attributed to a combination of supportive instructors, well-structured lessons, and a belief in every child's potential.</i></p> <p><i>As a result, our pupils demonstrate that with the right guidance and a nurturing environment, they can make good progress in their swimming abilities, regardless of their background or prior experience.</i></p> <p><i>This achievement reflects our school's commitment to empowering every pupil, ensuring they develop essential life skills and achieve their full potential.</i></p>
<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>70%</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>No</p>	<p>Optimising our swimming attainment moving forward:</p> <ul style="list-style-type: none"> • <i>Establish measurable swimming attainment goals for pupils, such as specific skills or certifications.</i> • <i>Monitor our structured swimming program with regular assessments to track progress.</i> • <i>Provide additional support and instruction for those pupils who need it to reach the attainment goals.</i>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>OFSTED: Swimming attainment at primary is 'mixed' - Action plan to address this:</p> <ul style="list-style-type: none"> • <i>Extra Swimming Lessons - Provide additional swimming lessons during the school term in Y5/Y6 summer term to ensure those pupils who didn't meet their targets get additional time in the pool to achieve these.</i> • <i>Intensive Swimming Course - Promote intensive swimming courses during holidays or weekends for pupils who need extra support.</i> • <i>Targeted Support for Individuals - Identify pupils who require additional support in swimming and provide one-on-one or small-group sessions with a qualified swimming instructor.</i> • <i>Water Safety Workshops - Include water</i>

		<p><i>safety workshops as part of the swimming program to ensure pupils understand the importance of safety in and around water.</i></p> <ul style="list-style-type: none">• <i>Parental Involvement Programs - Promote events where parents can participate in swimming activities or workshops with their children.</i>• <i>Community Partnerships - Collaborate with local swimming clubs/facilities to provide access to instructors, resources, or discounted rates for additional swimming sessions.</i>
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Signed off by:

<i>Head Teacher:</i>	<i>Ellie Clark</i>
<i>Subject Leader or the individual responsible for the Primary PE and sport premium:</i>	<i>Craig Nordon</i>
<i>Governor:</i>	<i>Qudsia Saleem</i>
<i>Date:</i>	<i>03/07/24</i>