



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
New gym commercial sport and fitness equipment purchased to go in our school gym. This has been developed and implemented into the curriculum across all key stages (1-4).	Pupils are able to use specialist equipment during lesson which teaches them how to be safe and behaviors when being in a public gym at any point in later life.	This has been a huge success; we have used this a lot in lessons and even set up a lunch time club for the gym too.
SEN and sensory resources have been purchased to enhance the overall experience of PE for our pupils. Sensory elements have been introduced to our lessons to teach self-regulation as well as meeting the greater needs of our pupils.	Pupils have shown increased amounts of participation and engagement levels throughout the whole lesson. Pupils are learning to self-regulate and hitting the 3 strands of sensory integration.	The sensory equipment has been a great success with our pupils who are not as interested in traditional PE games. Levels of engagement within PE has definitely increased for the last few terms.
An increase in out of school fixtures and tournaments has given our pupils something to work towards over the term. It has allowed us to select students to represent the school which isn't	Pupils have had something to work towards over the term, it has been important as we have seen a shift in engagement. Pupils have increased gratification when representing	This is something we would like to do more, allocating time and finding transport more frequently is our next task.

always done very often.	the school and enjoy having the opportunity to be off site.	
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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
Commit to the North Yorkshire School Sports partnership.	Pupils and PE staff with the regular organization of fixtures and tournaments between the local special schools in North Yorkshire.	Key indicator 5: Increased participation in competitive sports.	<p>Children get the opportunity to represent the school in a competitive and a feeling of self-accomplishment.</p> <p>Pupils learn how important the life skill of team work and communication is when competing in fixtures.</p> <p>Talents and abilities of pupils are shared throughout the school even if they are not usually recognized by everyone.</p>	<i>£2000 to sign up to the partnership throughout the year.</i>
Buy and use more	This will have a massive impact on staff and pupils. The	Key indicator 1: ‘engagement of all pupils.’ Key indicator 2:	The whole site will benefit from pupils with better	

<p>sensory style PE and physical activity equipment to use within lessons and sensory circuits at the school.</p>	<p>whole site will benefit from pupils with better motor control, coordination, emotional processing and decision making to name but a few.</p>	<p>Raising the profile of PE in school. Key indicator 4: Providing a broad range of activities.</p>	<p>motor control, coordination, emotional processing and decision making to name but a few.</p> <p>This will be sustained by entwining sensory circuits into current lesson planning and also sensory circuit clubs before school to alert, organize and designated pupils before the day begins.</p>	
<p>Continue with the KS1/2 Swimming lessons rotation cycle.</p>	<p>SEN, ASC and SEMH pupils from all classes will benefit from learning to swim.</p>	<p>Key indicator 1: ‘engagement of all pupils.’ Key indicator 2: Raising the profile of PE in school. Key indicator 4: Providing a broad range of activities.</p>	<p>This will be impacted by providing the opportunity to develop the lifelong skill of swimming and increasing pupil’s confidence, discipline and confidence around water. The learning of a new physical activity will benefit the pupils, physically, mentally and socially.</p> <p>This will be sustained by continued organization and</p>	

<p>Out of school fixtures and tournaments.</p>	<p>We plan to attend multiple events across the year. These will include fixtures targeting SEMH pupils that will usually (but not always) be more inclusive and less competitive with anxiety, self esteem and confidence at their core. We also plan more competitive fixtures for pupils with less sensory requirements.</p>	<p>Key indicator 1: ‘engagement of all pupils.’ Key indicator 2: Raising the profile of PE in school. Key indicator 4: Providing a broad range of activities.</p>	<p>implementation of swimming as part of the PE curriculum.</p> <p>These fixtures will develop skills in teamwork, leadership and communication; social connections by improving friendships and building a sense of belonging; physical health and emotional resilience by overcoming challenges and learning how to cope under pressure.</p> <p>This will be sustained by a broad and balanced fixture list focussing on target groups of pupils embedded in our curriculum delivery.</p>	
<p>Replenishing specialist stock and PE equipment</p>	<p>Improving and upgrading our specialist PE equipment will impact all pupils partaking in PE lessons. It will give even more pupils the opportunity to have good experiences in a variety of activities.</p>	<p>Key indicator 1: ‘engagement of all pupils.’ Key indicator 2: Raising the profile of PE in school. Key indicator 4: Providing a broad range of activities.</p>	<p>Replenishing specialist stock and PE equipment allows pupils to practice specific skills more effectively and leads to improved techniques and performance. The equipment can make PE more enjoyable and engaging for pupils and can</p>	

<p>Enhancing the profile of PE within the school.</p>	<p>Enhancing the profile of PE within the school will impact all pupils partaking in PE lessons and extra-curricular activities.</p>	<p>Key indicator 2: The profile of PE and school sport being raised across the school as a tool for whole school improvement.</p>	<p>motivate pupils to participate enthusiastically in lessons. Inclusive equipment can engage students with diverse needs and abilities ensuring that every child at Danesgate can benefit from participation in lesson.</p> <p>This will be sustained by continued research into new specialist and inclusive equipment and ongoing correspondence with the specialist teachers at the north yorkshire sports partnership.</p> <p>Improving the facility and fostering a friendly welcoming department will provide a safe space for pupils to experience and ease the heavy pastoral pressure Danesgate sometimes generates.</p>	
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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
Increased the opportunity for pupils to take part in out of school competitive games / tournaments.	Pupils developed their communication and social skills by interacting with pupils in similar specialist settings. These fixtures gave the pupils something to learn and work towards in the weeks leading up to the games. (Key Indicator 5. Increased participation in competitive sport)	The regular fixtures will continue, we have developed a partnership with Evolve Football and another specialist school in the York area to continue these termly fixtures.
Roll out of our Sensory equipment. Using this in lessons and small group setting has been amazing and informative for all staff.	A huge impact has been noticed within pupils in our lessons. Both members of PE staff and class teachers have begun to use sensory equipment. Pupils love it as it is seen in a different way to traditional PE so many more pupils are engaged for longer periods of time. (Key indicator 4: Broader experience of a range of sports and activities offered to all pupils).	Sensory circuit integration is our next step, having further smaller groups to fine tune activities. Our next aim is to try and meet the needs of a wider variety of pupils across the school.
School Games Mark gold award achieved for the year.	The school achieved a gold award, this is down to how many clubs and extra-curricular activities we run as a department. Impact positively on the pupils as they get more competitive exercise but also class teachers with time and attitude changes. (Key indicator 2: The profile of PESSPA	The clubs have been a huge success, we have hit KS3 + 4. Our target for 24-25 is to incorporate primary to add to their extra play time and form more structure to their activities.

	being raised across the school as a tool for whole school improvement)	
School sports day was a bigger better success.	Increased number and pupils got to interact with wider range of pupils they may not see as often. Opportunity to take part in more competitive sport. (Key indicator 5: Increased participation in competitive sport)	Pupils got to interact with a larger cohort of people. Made a full day on the school field with a range of activities.
CPD for staff / class teachers	All PE staff and class teachers pulling together to increase resources and quality of lessons and play. (Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport)	Every term it is highlighted that staff get together to discuss activities and equipment for outside play to try outside.
Extended time for PE and other sporting opportunities within the school day.	Pupils having the chance to get at least the required 30 minutes of physical activity per day whilst being in school. (Key indicator 1: Ensuring that children engage in at least 30 minutes of regular physical activity a day in school, outside of PE lessons)	All pupils in primary get lots of time to discover new games and be physically active indoors and outdoors each day being at school.

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?	80%	The majority of our pupils are confident and competent in swimming 25m+. Due to the nature of our pupils and their needs/disabilities, some never become confident enough to swim for 10m with confidence and control. Additionally, due to the rotation of our lessons it may be that a group of students may only go for one half term during the year.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	Pupils which have recently returned to education / joined our provision in some cases have never had the opportunity to learn to swim. All pupils are not competent over all 4 strokes highlighted. Rolling out our offer to ALL primary classes means a half term (6-8 lessons) per year to each class meaning that they may not have had enough time to become fully competent over all 4 strokes.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75%</p>	<p>The majority of our pupils can self rescue in different water situations. This ensures personal safety in the water and equips individuals to respond effectively if they find themselves in distress. Learning self rescue techniques significantly reduces the risk of drowning, especially in unpredictable situations when swimming in unfamiliar areas. Being able to self rescue adds to students self esteem and sense of independence.</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>Classes which need more tuition get priority to go again when the cycle is done. Pupils also get to go swimming in each Primary year they are at Danesgate.</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>Swimming teacher hired by the school gives knowledge and guidance to present staff on how to best support the individuals achieve.</p>

Signed off by:

Head Teacher:	<i>Chris Nichols</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Charlie Hepworth & Tommy Kindred – PE Teachers</i>
Governor:	<i>TBC</i>
Date:	23/10/24