



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



Great Moor Junior School

"Learning Together"

Respect, Kindness, Tolerance, Responsibility, Co-operation

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 2025.**

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 (2023/2024)

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

Activity/Action	Impact	Comments
<i>Year 5/6 play leaders course paid for and Play time equipment bought</i>	<i>Year 5 and 6 children delivered excellent games and they became leader. The Year 3 children learned new skills through the activities they took part in and thoroughly enjoyed the games. Children who sometimes struggled to join in games or were low in confidence were supported at play times.</i>	<i>Children have asked if they can reapply as a playground leader again, showing the positive impact for both the Year 3 children and the playground leaders.</i>

<p><i>Extra swimming lessons for Year 3 children</i></p>	<p><i>Children in Year 3 who were already competent swimmers were able to push on further and improve their technique.</i></p> <p><i>Children who were not able to swim were given the opportunity to get more confident in a swimming pool and begin to learn the necessary techniques for swimming.</i></p>	<p><i>The top-up lessons for the Year 3 children enabled them to have a lot more confidence in the water. In the top up lessons they had extra time to practice water safety.</i></p>
--	---	---

<p><i>Employing an extra Teaching Assistant for Games lessons</i></p>	<p><i>Providing additional support to all students is essential for creating a more inclusive learning environment. When two adults are involved in the assessment process, it leads to greater accuracy, allowing us to fine-tune our lessons to better address the specific needs of each child.</i></p> <p><i>Students with Special Educational Needs (SEN), those with English as an Additional Language (EAL), Pupil Premium (PP) recipients, and High Achieving (HA) students benefit from this approach as they receive tailored support to reach the lesson objectives, ensuring that no one is left behind while simultaneously offering more challenging opportunities for those who excel.</i></p> <p><i>The overall standard of performance in our games lessons sees continuous improvement due to the invaluable input from multiple adults. This collaborative effort results in a more enriched and effective learning experience for our students, ultimately enhancing their skills and understanding of the subject matter.</i></p> <p><i>Having two adults means that 2 matches in a number of sports can be facilitated. This maximises the utilisation of the pitch and in turn, means there is no need for children to</i></p>	<p><i>This is the most positive and important feature we use for our Sports Premium Grant. You can see from the impacts how imperative this is.</i></p>
---	---	---

	<i>be waiting for a turn in a match.</i>	
--	--	--

--	--	--

<p><i>Great Moor Junior School Cross-country Team</i></p>	<p><i>Competition and cooperation are both essential components of a successful cross-country team. Competition drives athletes to push their limits, set personal records, and strive for excellence. Although running individually during the race, the children were supported by each other in the race and from the sidelines.</i></p> <p><i>Children boosted their fitness levels and their hard work and success was celebrated in front of the whole school.</i></p>	<p><i>Over 35 different children ran for our Cross-country team. The Year 3/4 boys team won the whole season team competition.</i></p>
---	--	--

<p>GetSet4PE scheme</p>	<p><i>Staff are given more resources to work with and consistency across year groups is kept. Evidence and assessment is a lot more efficient and less time consuming for staff.</i></p> <p><i>Staff have delivered high quality PE lessons using excellent resources and using purposeful assessment.</i></p> <p><i>Teachers have built on knowledge and skills and gave children a secure foundation for their next phase of learning.</i></p>	<p><i>The scheme has been very popular with staff who now feel confident in using it.</i></p> <p><i>We will be getting it again for the following academic year.</i></p>
-------------------------	--	--

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
<i>To increase the support for all children in Games lessons, particularly those with additional needs – employing an extra Teaching Assistant to support the learning of PE for SEN children.</i>	<p><i>SEN TA for Games lessons for inclusivity</i></p> <p><i>Children – SEN children get a sports TA to support them throughout the lessons get far more support than if a single person was teaching the lessons</i></p>	<i>1, 2 , 4 and 5</i>	<p><i>Providing additional support to certain students is essential for creating a more inclusive learning environment. When two adults are involved in the assessment process, it leads to greater accuracy, allowing us to fine-tune our lessons to better address the specific needs of certain children.</i></p> <p><i>Students with Special Educational Needs (SEN), those with English as an Additional Language (EAL), Pupil Premium (PP) recipients, and High Achieving (HA) students benefit from this approach as they</i></p>	<i>£17, 080</i>

			<p><i>receive tailored support</i></p> <p><i>to reach the lesson objectives, ensuring that no one is left behind while simultaneously offering more challenging opportunities for those who excel.</i></p> <p><i>The overall standard of performance in our games lessons sees continuous improvement due to the invaluable input from multiple adults. This collaborative effort results in a more enriched and effective learning experience for our students, ultimately enhancing their skills and understanding of the subject matter.</i></p> <p><i>Having two adults means that 2 matches in a number of sports can be facilitated. This</i></p>	
--	--	--	---	--

			<p><i>maximises the utilisation of the pitch and in turn, means there is no need for children to be waiting for a turn in a match.</i></p>	
--	--	--	--	--

<p><i>To give children the opportunity to engage in competitive sport</i></p>	<p><i>Children's World Cup</i> <i>Cross-country team</i> <i>Play-offs within school</i></p> <p><i>The children benefit from healthy competition.</i></p> <p><i>Adults in school volunteer to referee the world cup and run the cross-country team.</i></p>	<p><i>2, 4 and 5</i></p>	<p><i>Competitions give children the chance to showcase their skills to the rest of the school as well as play in different teams.</i></p> <p><i>Mini-tournaments started in games lessons are extended to an intra-school competition in each of the games taught. All pupils are involved in these.</i></p>	<p><i>£120</i></p>
---	--	--------------------------	---	--------------------

<p><i>To increase % of pupils who leave school able to swim</i></p>	<p><i>Extra top up Year 3 Lessons on top of each year group having a half term of swimming lessons every year.</i></p> <p><i>The children – they get more swimming lessons earlier in the school. They keep up rather than catch up</i></p>	<p><i>1 and 4</i></p>	<p><i>Rather than wait till Year 6 to give top up lessons, Year 3 children have been offered a whole extra half term of swimming lessons, thus reducing the need to catch up, they keep up.</i></p>	<p><i>£461</i></p>
---	---	-----------------------	---	--------------------

<p><i>To provide children with a wide range of opportunities beyond the regular curriculum.</i></p>	<p><i>Contribution to Year 4 and Year 6 residential trips</i></p> <p><i>The children – they get access to dance activities most of them would never usually take part in.</i></p> <p><i>Residential trips – children – boosting confidence with a weekend away.</i></p> <p><i>Adults volunteer to give up their weekend to ensure children have a great time and to reduce cost for families.</i></p>	<p><i>2 and 4</i></p>	<p><i>Residential trips give children confidence, increased independence and children are able to use the secrets of success in real life situations. Children are given the opportunity to push themselves.</i></p>	<p><i>£730</i></p>
---	---	-----------------------	--	--------------------

<p><i>To increase opportunities for physical activity at play times and during the school day</i></p>	<p><i>Year 5 and 6 Play leaders – course provided by Staff through Primary leaders license: Sportsleaders.org</i></p> <p><i>Play time equipment</i></p> <p><i>Year 5 and 6 children become young leaders – year 3 children gain support from older children in school and have some more slightly structure play</i></p>	<p><i>1 and 2</i></p>	<p><i>Year 5 and 6 children become leaders and build their confidence. They become role models for everyone else.</i></p> <p><i>The Year 3 and 4 children learn new skills through the activities they take part in.</i></p> <p><i>Active Mile: Increased fitness as well as concentration for the rest of the day.</i></p> <p><i>Sport and physical activity are high profile within the school throughout the year</i></p> <p><i>Regular physical activity and sport have a positive effect on levels of concentration and learning across the curriculum.</i></p>	<p><i>£285</i></p>
---	--	-----------------------	--	--------------------

<p><i>To increase knowledge and skills of staff who teach PE by giving extra resources and schemes</i></p>	<p><i>Subscribing to a scheme - GetSet4PE</i></p> <p><i>Staff are given more resources to work with and consistency across year groups is kept. Evidence and assessment is a lot more efficient and less time consuming for staff.</i></p>	<p><i>2 and 3</i></p>	<p><i>Staff will deliver high quality PE lessons using excellent resources and using purposeful assessment.</i></p> <p><i>Teachers will build on knowledge and skills and give children a secure foundation for their next phase of learning.</i></p>	<p><i>£444</i></p>
--	--	-----------------------	---	--------------------

Key achievements 2024-2025

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
Subscribing to a scheme - GetSet4PE	<p>Teachers have increased confidence and subject knowledge in delivering high-quality PE lessons.</p> <p>Planning time is reduced for staff, allowing them to spend more time focusing on high-quality delivery and pupil engagement.</p> <p>Pupils experience a consistent, progressive PE curriculum across all year groups, improving skill development over time.</p> <p>Assessment and tracking of pupil progress in PE is more effective and manageable, supporting clear next steps.</p>	
<p>Year 5 and 6 Play leaders – course provided by Staff through Primary leaders license: Sportsleaders.org</p> <p>Buying the equipment needed to run the playground leaders initiative.</p>	<p>Older pupils develop leadership, teamwork and communication skills through taking responsibility as Play Leaders.</p> <p>Play Leaders provide structured, active play opportunities at break and lunch times, increasing physical activity levels for all pupils.</p> <p>Younger children benefit from positive role models and more inclusive, engaging playground activities.</p> <p>Behaviour at break times improves due to increased purposeful activity and positive peer</p>	

	<p>interactions.</p> <p>The new equipment supports a wider range of games and activities, helping to keep pupils active and reducing playground conflicts.</p>	
Contribution to Year4 and 6 residential trips	<p>Pupils have opportunities to experience a wider range of outdoor and adventurous activities that are not available within the school grounds.</p> <p>Children develop teamwork, resilience and problem-solving skills through challenging physical activities.</p> <p>Residentials help build pupils' confidence and self-esteem in new environments.</p> <p>Increased participation in outdoor physical activities encourages a positive attitude towards lifelong physical activity.</p>	
<i>Extra top up Year 3 Lessons on top of each year group having a half term of swimming lessons every year.</i>	<p>More pupils reach the national curriculum swimming requirements by the end of Year 6.</p> <p>Children build water confidence at an earlier age, reducing fear and increasing safety awareness.</p> <p>Additional lessons help less confident swimmers make faster progress.</p> <p>Children have greater opportunity to develop swimming stamina and technique.</p>	
Cross-country team	<p>Pupils have the opportunity to participate in competitive sport, representing the school with pride.</p>	

	<p>Children develop stamina, resilience and a positive attitude towards physical challenge.</p> <p>The team encourages wider participation in running and fitness among pupils of all abilities.</p>	
SEN TA for Games lessons for inclusivity	<p>SEN pupils receive targeted support, enabling them to fully participate in Games lessons alongside their peers.</p> <p>Lessons are more inclusive, ensuring all children can access and enjoy physical activity.</p> <p>Behaviour and safety are better managed, allowing for more active learning time.</p> <p>Children with additional needs make greater progress in developing physical skills and confidence.</p> <p>Additional adult support means activities can be adapted and differentiated more effectively.</p>	

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?	87.01%	<p>Many children in our community have limited access to swimming opportunities outside of school, as not all families can afford private lessons - swimming lessons are very expensive at our local swimming pools</p> <p>Our local area has limited public swimming facilities within walking distance, which makes family access more difficult.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87.01%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	87.01%	

<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/No</p>	<p>Although our data is not below the national standard, we feel it is vital to ensure our younger children are given the best possible start. We pay for extra top-up lessons to ensure that they are not falling behind. Any children struggling in Year 3 go for extra lessons after their main block to work on water safety.</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/No</p>	<p>Staff work alongside Mr David Jones during our swimming lessons to gain the skills needed to then take their own groups of children.</p>

Signed off by:

Head Teacher:	<i>Kate Bushaway</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Joe Garnett – PE Coordinator</i>
Governor:	
Date:	<i>6/10/24</i>