



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



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
<ul style="list-style-type: none"> Completion of rebound therapy training for 3 members of staff 	<p>Pupils accessing and responding to rebound therapy. Pupils developing balance, co-ordination and spatial awareness.</p>	<p>3 staff now trained and delivering trampolining both as part of PE sessions and as extra-curricular lunchtime clubs.</p>
<ul style="list-style-type: none"> Development of KS1 outdoor continuous provision to support development of gross and fine motor skills 	<p>Pupils engaging in physical activities embedded in all aspects of their learning. Exciting challenging and engaging activities to develop gross and fine motor skills</p>	<p>Outdoor continuous provision in place and being utilised on a daily basis whatever the weather.</p>
<ul style="list-style-type: none"> Development of archery as physical activity 	<p>Pupils engaged in a broader range of activities Building on skills following taster session during sports week</p>	<p>Continuation of skills development from taster sessions during schools sports week the previous year. Lunchtime archery club offering further opportunities.</p>
<ul style="list-style-type: none"> Competitive activities with other schools 	<p>Boccia competition / new age curling competition</p>	
<ul style="list-style-type: none"> Family engagement in sports days activities 	<p>Adapted and targeted sports day and activities with families competing with their children.</p>	<p>Engagement from families promoting sport and healthy activity with children</p>

Key priorities and Planning 2024-2025

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

Action – what are you planning to do and why	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Focus: Rebound therapy has an impact on balance, co-ordination, muscle tone and relaxation for children with complex needs. There has already been a positive impact of rebound therapy through staff already trained in previous cycles. High intensity of staffing involved due to complex needs of the pupils, additional staff trained increases flexibility and ability for more pupils to access.</p>				
<p>Further develop teacher knowledge, confidence and skills to deliver rebound therapy to pupils with complex disabilities</p> <ul style="list-style-type: none"> Teachers/TA to access accredited rebound training Purchase of equipment e.g. peanut rolls to support delivery of rebound Timetabling of rebound sessions, to include the identification of additional staffing support 	<p>Teachers and teaching assistants completing qualifications in, and then delivering, rebound therapy</p> <p>Pupils – to have opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation.</p>	<p>Key indicator 1: engagement of all pupils in regular physical activity</p> <p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: broader experience of a range of sports and activities offered to all pupils</p>	<p>More pupils meeting their daily physical activity goal.</p> <p>Staff more confident in delivering specific sporting activity to a range of pupils with complex needs</p> <p>More pupils engaged in PE and Sport Activities that meet their complex needs and support their physical development and wellbeing</p> <p>Pupils developing their movement and balance skills alongside promoting changes in muscle tone, relaxation, sensory integration as well as improving fitness and exercise tolerance and to improve communication skills</p> <p>Sustainability: more staff gives more opportunities outside of dedicated PE sessions e.g. through lunchtime clubs</p> <p>Staff class swaps to support rebound in those classes where staff aren't currently trained</p>	<p>£1000 for staff members to undertake rebound therapy course and to purchase some supportive equipment for delivery after</p>

<p>Focus: Many pupils at Oak Field have profound physical disabilities Swimming in warm water pool reduces pressure on joints and muscles making movements easier, for some pupils this is the only free movement they can experience. Engaging in warm water swimming can have a positive impact on physical comfort and wellbeing. Increase access to high quality 'swim' sessions bespoke to their needs</p>				
<p>CPD for staff in swimming and water confidence delivery sessions</p> <ul style="list-style-type: none"> PE and qualified swim teacher to lead swim top up sessions with primary classes on a weekly basis throughout the year Support staff from primary classes to engage in CPD through in house practical hands on training in the pool 	<p>Teachers and support staff – CPD skills development and confidence</p> <p>Pupils accessing high quality water confidence and swim sessions in all delivered sessions</p>	<p>Key indicator 1: engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Staff more confident to deliver and support effective swimming and water confidence sessions</p> <p>Skills can be transferred to statutory swim sessions</p> <p>Pupils access additional 'top up' swim sessions</p> <p>Pupils accessing high quality individualised swim sessions and making progress in line with their complex needs</p> <p>Sustainability: increased number of staff trained and confident in delivering water based physical skills with pupils.</p> <p>Skills can be transferred to statutory swim sessions throughout the primary phase</p>	<p>£6000 PE/swim teacher to lead and mentor staff through top up swim sessions</p> <p>£1500 – additional support staff to support in water increasing the number of pupils who can access the sessions</p>

<p>Focus: many of the pupils at Oak Field have sensory processing issues Sensory OT input Focus on development of enhancing body awareness (proprioception) improving coordination, balance and motor planning Exploring vestibular input to develop core stability and posture and necessary to further develop their physical skills and wellbeing</p>				
<p>Sensory OT assessment and programmes</p> <ul style="list-style-type: none"> Identified pupils to be assessed and programmes in place to support development of body awareness Sensory OTs to train staff in the delivery of programmes aimed to develop body awareness Family workshops to share ideas and strategies for home 	<p>pupils - clear structured programmes that meet sensory processing issues to help develop motor skills</p> <p>staff – developing awareness, understanding and skills to support the pupils through structured programmes</p>	<p>Key indicator 1: engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: broader experience of a range of sports and activities offered to all pupils</p>	<p>Clear assessment of sensory processing needs Structured programmes and activities to support the needs of individual pupils in place and embedded through the curriculum Staff confidence in delivery physical activities that develop and meet the needs of pupils with sensory processing issues Families understanding of needs and strategies developing to support their children with physical activities at home.</p> <p>Sustainability: review sessions planned to build on and further develop individual pupil programmes Skills embedded as part of class routines and shared as pupils' progress through school.</p>	<p>Block of assessment and training from external sensory OT provider £3500</p>

Focus: people with learning disabilities are at a higher risk of obesity and associated health risk. Creating daily exercise opportunities to support and encourage pupils to take part in physical activities so it becomes part of their routines.

<p><i>Development of physical activity clubs lunchtime</i></p> <ul style="list-style-type: none"> <i>Staff to create and develop a range of lunchtime activity clubs to engage pupils in physical activity</i> <p><i>Clubs to include but not limited to:</i> <i>Table cricket</i> <i>Strolling and rolling club</i> <i>Basketball</i> <i>Football</i> <i>Kwik cricket</i> <i>Ten pin bowling</i></p>	<p><i>Pupils – being able to engage in a range of daily lunchtime physical activity clubs.</i></p> <p><i>Staff of all levels developing skills and confidence in delivering small group sessions</i></p>	<p><i>Key indicator 1: engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 4: broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>Pupils and staff engaging in physical activities through the week</i></p> <p><i>Staff building in confidence in leading small group sessions.</i></p> <p><i>Pupils accessing a wider range of physical activities through the range of clubs available.</i></p> <p>Sustainability: <i>staff mentoring other staff in the development and running of lunchtime clubs</i></p>	<p><i>£1800 – as part of sensory resources/resources to support engagement with activities for our learners with profound and multiple learning disabilities and complex needs</i></p>
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Focus: Develop extra-curricular activities to support pupils accessing physical activities. Support family activities engaging and working with pupils

<p><i>Extra-curricular clubs for primary pupils to access different physical activities.</i></p> <ul style="list-style-type: none"> • <i>After school swim club</i> • <i>Saturday swim club</i> • <i>Sensory club</i> 	<p><i>Pupils – have the opportunity to attend appropriate extra-curricular physical activities</i></p> <p><i>Families to be able to engage in physical activities with their children</i></p>	<p><i>Key indicator 1: engagement of all pupils in regular physical activity</i></p>	<p><i>Pupils accessing and engaging with extra-curricular activities</i></p> <p><i>Pupils engaging in physical activities beyond the school day</i></p> <p><i>Physical activities with families taking part with their children.</i></p> <p>Sustainability: <i>Access to clubs continues throughout the year.</i></p>	<p><i>Lifeguard support for after school swim club £500</i></p> <p><i>Saturday swim club – staff support £585</i></p> <p><i>Staffing support for sensory club £1950</i></p>
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Focus: many of the pupils have profound or complex needs and are working at an engagement level of learning. Enhancing sensory resources to stimulate engagement and interaction from pupils is vital for pupils working at this level.

<p><i>Development of sensory engagement in physical activity for pupils with profound physical disabilities</i></p> <ul style="list-style-type: none"> <i>• Purchase of range of sensory resources that can be used to encourage looking, turning, reaching and pressing.</i> <i>• Resources to be used in both designated PE sessions and as loan equipment to classes in other sessions</i> 	<p><i>Pupils with profound disabilities have a range of resources to support their engagement with PE sessions.</i></p>	<p><i>Key indicator 1: engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 4: broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>Pupils engaging with sensory resources</i></p> <p><i>Pupils working towards individual targets with stimulating range of resources to meet needs and levels of learning</i></p> <p>Sustainability: <i>resources available for class groups to use outside of designated PE sessions to</i></p>	<p><i>£1800 – as part of sensory resources/resources to support engagement with activities for our learners with profound and multiple learning disabilities and complex needs (same money as for physical activity clubs)</i></p>
<p>Focus: Increasing the engagement of pupils in competitive sporting activities.</p>				

<p><i>Develop sporting competitions both internal and external</i></p> <ul style="list-style-type: none"> <i>In school competitions between different classes to be held each term</i> <i>Pupils take part in competitions against other pupils from other schools.</i> 	<p><i>pupils being able to engage in competitive sport</i></p>	<p><i>Key indicator 4: broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 5: increased participation in competitive sport</i></p>	<p><i>Pupils taking part in competitions developing confidence and interacting with pupils from other schools.</i></p> <p><i>Pupils experiencing and responding to the excitement of competition</i></p> <p><i>Pupils understanding the rules of different sports and activities and using their skills in another setting</i></p> <p>Sustainability: <i>format of inter school competitions can be used for internal competitions</i></p> <p><i>Opportunities for inter school competitions to be built on the formal organised competitions</i></p>	<p><i>£100 for school sport competitions</i></p>
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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

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?	0%	<i>Pupils at Oak Field have a range of physical disabilities</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	<i>Pupils are working on water confidence initially and then developing skills through rockhopper awards</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</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>Pupils at Oak Field benefit in many ways from access to swimming session, as well as developing swimming skills, but through</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>Top up swim sessions with PE teacher leading and mentoring other staff in the provision of high quality sessions and activities to develop water confidence and skills</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	