



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
<p>1. the engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> We have 2 hours of PE curriculum time for all year groups The majority of pupils wear their PE kit for lessons All classes were allocated activity tubs for playtimes Premier Sports – coaches available to work with children over lunchtimes <p>2. the profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <ul style="list-style-type: none"> PE Policy updated and linked to whole school improvement plan Sports week, encompassing sports day, introduced with medals and trophy presentation Yearly fitness check on pupils to identify pupils that needed additional help 	<p>1. the engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> Lesson times are still often inactive. Daily Physical Activity not built into every school day for all pupils – national recommendation for 30 minutes every day Playground markings updated to encourage daily physical activity over break and lunchtimes <p>2. the profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <ul style="list-style-type: none"> More 'wow' days to raise profile of PE and encourage more, less physically active pupils into sporting activities. Noticeboards in place displaying certificates and information 	<p>To continue to increase the impact and monitor how active lessons are. This will include an PE Inquiry day and PE subject leader time for lesson visits.</p> <p>Timetable from Sept to include 'Daily Mile' for none PE days</p> <p>To be timetabled in for 2024-5</p> <p>Complete and updated regularly</p>

<ul style="list-style-type: none"> • National Fitness Day, The Big Pedal - AJA were at the top of the leader board across Derby City <p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • Progressive units of Work in place for all PE Lessons. • REAL PE training session CPD for all staff <p>4. broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Range of after school clubs on offer to pupils • Active in April – all pupils took part in the activities • All year groups have the opportunity to attend sporting events and festivals enabling all children to take part (inclusive of SEN) • Qualified Sports Coaches (Premier Sports) running various weekly sports clubs • A range of school sports clubs for children to attend including, athletics, netball, gymnastics, fencing, football, archery, cricket and multi-sports <p>5. increased participation in competitive sport</p> <ul style="list-style-type: none"> • AJA football team took part in sporting events and competitions. 	<p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • Further CPD training needs identified in gym, dance & OAA • NQTs require in depth training and support to be confident in PE • Mentor scheme for less confident teachers in games and dance. • Yearly questionnaire to access staff CPD needs • Assessment framework for PE developed and introduced <p>4. broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • School Sport Council needs to be established to allow pupils to play a role in shaping our sport and physical activity offer • Need to access more SSP festivals for pupils that don't normally take part – Termly SSP Report Keep accurate records of pupils that take part in competitions and clubs. <p>5. increased participation in competitive sport</p> <ul style="list-style-type: none"> • Need to increase number of less physically active children taking part in competitive sport. • Attending a variety of sporting events and competitions run by Derby City SSP (all year groups). • • Current intra-competition offer is quite small and needs expanding 	<p>For CPD 2024 – 5</p> <p>To be added to their action plans for continuation in 2024-5</p> <p>From September 2024</p> <p>As part of the Harmony Pledge, democracy, pupils to select the Sports Council representatives</p> <p>To be added to the school diary when booked</p>
---	--	--

	<ul style="list-style-type: none">• Use data provided by baseline fitness assessment test to influence and target groups of children• Greater percentage of children attending sporting festivals and competitions from all year groups.•	<p>Needs an analysis of who attends each year including disadvantaged groups. Link to fitness levels also.</p>
--	---	--

Key priorities and Planning (for 2023/24)

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>Introduce short bursts of physical activity during lesson time to improve children’s health, concentration and focus of pupils</p> <ul style="list-style-type: none"> • Encourage teachers to improve children’s strength and core by accesses materials such as Joe Wicks, Fitness is Fun, lesson starters and brain breaks. • Allocate playground equipment to engage children in more lunch and break activities. • Premier Sport to baseline fitness of each class and hold football sessions during lunchtime on a regular timetable basis throughout the year. 	<p>All teaching staff as they will lead the action.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Children’s health improves through more opportunity to engage in physical activity each day • Children are more focused and engaged in lessons through increased physical activity • Premier Sports to continue. PE PPA by specialist PE teacher (who is also the PE subject leader in 2024-5) <p>Next steps:</p> <ul style="list-style-type: none"> • Daily Mile to be introduced for all classes • PE specialist teacher for PPA (one lesson per week) 	<p>£3000</p>

<p>Encourage all pupils to engage in increased levels of fitness through the AJA Great School Run.</p> <p>To introduce 'Bags of Character' activities to new intake of Year 2 to 3.</p>	<p>ALL pupils and staff</p>		<p>AJA Great School Mile is undertaken by more children than last year</p> <p>Sport is used as a fun way to aid in transition of pupils from Y2 to Y3</p> <p>Playground equipment is plentiful and good quality so that children can make positive choices in the type of physical activity that choose to do at breaks</p>	<p>£500</p>
<p>To refresh 'exercise' boxes for each class to use at playtimes.</p>	<p>All pupils</p>		<p>Exercise boxes are regularly replenished to ensure that the children have a suitable quantity of equipment of a suitable quality</p>	<p>£3000</p>
<p>Arrange a school based Physical Activity Festival that all pupils can enjoy taking part in.</p>	<p>Festivals are planned and undertaken. Children have all participated and enjoyed themselves</p>		<p>Festivals are planned and undertaken. Children have all participated and enjoyed themselves</p>	<p>£500</p>
<p>Train pupils to be Mini Sports Leaders to help run activities at lunchtimes to increase physical activity levels and develop pupils' leadership skills.</p>	<p>Middays trained and supported</p>		<p>Children are given the opportunity to become Mini Sports Leaders which will enhance their self-esteem</p> <p>Children take on the responsibility of organizing games at break times for their peers</p>	<p>£500</p>

<p>Maintain Sports Notice-board in corridor and outside PE coordinators classroom</p> <p>Display regularly updated, whole school timetables, sports results and upcoming events For example: Enrichment Program</p> <p>For all staff to receive CPD in teaching PE and Sports so that they are confident in delivering a wider range of activities at a high standard.</p> <p>To continue to include sporting achievements in the Friday celebration assembly to ensure the whole school is aware of the importance of PE, Sport and Physical Activity and to encourage pupils' participation.</p> <p>Ensure school are up to date with key national and local developments in PE and Sport to ensure pupils can benefit from high</p>	<p>All staff knowledge and all pupils knowledge and pride in achievements</p> <p>All staff</p> <p>All stakeholders</p> <p>PE Lead</p>	<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key Indicator 1: Increased confidence and skills of all staff in teaching PE and Sport.</p>	<p>More organized activities for the children to participate in each day</p> <p>Profile of sport across the academy is raised. Achievements are celebrated and events are well published to encourage more children to take part</p> <p>Monitoring shows that PE lessons are of an improved standard, taught confidently and enjoyed by children who are making good progress in this area.</p> <p>All children given the opportunity achieve and succeed in sport even those from a disadvantaged background. The importance of sport is emphasized regularly during whole school assemblies The status of PE is raised Children who excel at sports are acknowledged</p> <p>PE coordinator liaises with Trust Implementors to ensure</p>	<p>£150</p> <p>£300</p> <p>£500</p>
--	---	--	--	-------------------------------------

<p>quality PE and Sport provision</p> <p>Upskill teachers to improve pupil progress and achievement in PE and sport</p>	<p>All teaching staff</p>		<p>that staff are up to date with the best practices and knowledge regarding teaching PE and sport</p>	<p>None</p>
<p>Increase staff knowledge of PE activity areas (e.g. Games) through working alongside a PE Specialist/Academy PE coordinator and trust implementers, to improve the quality of PE lessons.</p>	<p>All teaching staff</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Staff are consulted by SLT as to the type of CPD that they require in PE. Appropriate sessions are identified and then undertaken</p> <p>Monitoring shows that PE lessons are of a high standard, taught confidently and enjoyed by children who are making good progress in this area</p>	<p>£300</p>
<p>Ensure a variety of lunchtime and after-school clubs (teacher-led and Premier Sports)</p> <p>Investigate the use of external specialist</p>	<p>Middays, all teaching staff, possibly external specialists</p>	<p>Key Indicator 1: Increased confidence 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>Staff are consulted by SLT as to the type of CPD that they require in PE. Appropriate sessions are identified and then undertaken</p> <p>Monitoring shows that PE lessons are of a high standard, taught confidently and enjoyed by children who are making good progress in this area</p> <p>Increase the range of sports and activities being offered to children. Children have been able to participate in the Harmony Enrichment Program, which includes sports like lacrosse, fencing and archery which most have not experienced before.</p>	<p>£500</p>

<p>teachers/trainers to deliver part of the curriculum</p> <p>Identify 3 additional competitions for pupils to represent their school in more diverse sports: Book competitions Training sessions/ club (with staffing) Celebrate participation</p> <p>Identify at least one 'Sports WOW Day' or 'Sports Week' per term to inspire the children into sport. Sports' council – arrange visitor Arrange through local sports clubs and organisations Link to a club or activity to maintain legacy</p> <p>Book a range of competitions for different pupils to take part in and represent their school</p>	<p>All teaching staff</p> <p>All pupils and staff</p> <p>All pupils</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Learning new sports/skills leading to competitions at the end of every half term with schools within the academy in Derby.</p> <p>Children have access to a greater variety of sports and some which they may never have participated in before</p> <p>Children have access to a greater variety of sports and some which they may never have participated in before</p> <p>Ensure that as many children as possible in all year groups get the opportunity to</p>	<p>£7800</p> <p>£500</p> <p>£250</p>
--	---	---	---	--------------------------------------

<p>Attend at least 1 new competition for each year group, increasing participation in competitions: Fencing, Lacrosse, Archery, Boccia, Handball</p> <p>Target at least one year group to take part in more competitive sport opportunities partly based in baseline fitness levels.</p>	<p>All pupils</p> <p>All pupils</p>		<p>experience competitive sport including: SEND Athletics event at Derby Arena run by Derby County Community Trust Derby High 5 Netball League Derby District 9 a side football league Harmony Enrichment Program</p> <p>Children get the opportunity to compete competitively in a more unusual sport</p> <p>Bassline assessment in September 2024 will identify targeted year group and structured activities will be set up over lunch which will lead to competitions to participate in.</p>	<p>£500</p> <p>£500</p> <p>£500</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
<p>ALL pupils are more active at Alvaston than 12 months ago.</p> <p>Wider Sports Participation across the academy:</p> <ul style="list-style-type: none"> • Harmony Enrichment Program – competitions across the Trust academies • SEND athletics event at Derby Arena run by Derby County • Derby High 5 Netball League • Derby District 9 a side football league • Playtime exercises boxes for each class to encourage greater movement <p>Profile of PE raised – PE noticeboard on corridor, assemblies and certificates for PE. The next step is a school Pupil Sports Council.</p> <p>Staff training – implementors training PE lead with regular meetings and PE lead cascading to all teachers and staff.</p>	<p>More opportunities for pupils has led to more active pupils who play a wider variety of sports with greater opportunities.</p> <p>Profile of PE is high across the academy</p> <p>PE lead increased knowledge to pass onto all teachers at the academy. Ensuring an improved quality in lessons and what is available for pupils</p>	<p>Includes activities/events such as the AJA Great School Run and Bags of Character Initiative for new Y3 pupils</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?	35%	The Y6 cohort missed sessions when they were in Y4 due to Covid. So we reduced Y4's time in the summer term and gave that to Y6 as a chance to catch up with what they had missed in Y4.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	The Y6 cohort missed sessions when they were in Y4 due to Covid. So we reduced Y4's time in the summer term and gave that to Y6 as a chance to catch up with what they had missed in Y4.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>15%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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/No</p>	<p>No additional space at the local swimming pool.</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>	

Signed off by:

Head Teacher:	<i>Mrs Christine Bower</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr C Bhogul (PE Lead)</i>
Governor/Trustee:	<i>Kit Thorne</i>
Date:	July 2024

Alvaston Academy

Rationale

At Alvaston Academy we aim to build on children's natural enthusiasm for physical exploration by providing stimulating, purposeful and challenging experiences through games, dance, gymnastics, swimming, athletics and outdoor and adventurous activities. We aim for as many pupils as possible to engage in activities that promote their physical development including being involved in competitive sports.

We know from evidence that physically active children are not only healthier but do better academically and in life; they are far more likely to be active as adults. The first ten years of life provide children with a blueprint for their adult lives and is the time when they develop the critical fundamental movement skills that act as foundations and building blocks for future activity.