



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
Continue specialist coaching with local clubs provided for all children in curriculum time.	Our PE curriculum at Oatlands is much broader and varied. Without visiting Harrogate Racquets Club, we would not be able to provide badminton due to lack of space, equipment and facilities. Without Harrogate Racquet Club visiting us to deliver tennis, we would not otherwise have space in the curriculum to do so in summer term. Our PE specialist and lead delivers one activity in the afternoon (e.g. athletics and striking and fielding), the class teacher and coaches deliver tennis in the morning. By investing in specialist coaches from local clubs, pupils get to experience high quality tennis and badminton lessons, which will prepare them for their secondary school curriculum. It also furthers basic skills such as hand-eye co-ordination, and lends to transferable skills in units such as striking and fielding (batting in rounders > forehand in tennis). Staff also feel more	

	<p>confident in delivering these activities after working alongside specialist coaches and seeing the activities they use and how they teach these racket sports.</p>	
<p>Bikeability programme provided to Y5 children</p>	<p>Year 5 children can all ride bikes safely. They all know safe local bike routes to take in their local area, e.g. how to bike to school. This also encourages children to bike to school, which has a positive impact on active travel.</p>	
<p>Taster days provided by local external clubs, e.g. Martial Arts, to all classes.</p>	<p>Again, this has furthered our PE and sport offer to our children. The Martial Arts lesson was particularly positive for our SEND, SEMH and vulnerable children. They thoroughly enjoyed and engaged in their session. Children took leaflets home to promote the club, and some joined, positively influencing their healthy, active lifestyle and sporting experience outside of school.</p>	
<p>A wide variety of competitions entered, Sport Premium was used for entry fees, equipment required, and travel costs.</p>	<p>More PP children were able to participate in clubs and competitions as we could provide specialised equipment required for participation e.g. their own shin pads and hockey sticks. Much more children experienced inter school competitions and festivals since COVID-19. This in turn improved key skills for their development, e.g. resilience, confidence, etc. Some children also joined clubs and teams as a result of enjoying their school competitions, notably football, netball and cricket. This is particularly impactful</p>	

	for children who were not very active outside of school until joining a club.	
Use active close-the-gap maths interventions for targeted pupils.	Sporting Influence delivered weekly interventions for targeted pupils in upper KS2. Positive maths SATs results were achieved for these pupils, evidencing progress.	
Deliver CPD for staff to ensure high quality teaching.	Cricket, badminton, and tennis CPD offered this year where teachers could observe, then build up to working alongside (or being observed by) specialist coaches. This meant they got new ideas for teaching skills and topic areas, they knew the key teaching and safety points, and could deliver the curriculum more confidently.	
Ensure PE equipment is safe and of good quality for lessons, clubs and competitions.	Equipment replaced, e.g. footballs and netballs, made a big impact on lessons as the children could perform better with better equipment. We also could offer more within our PE and extra-curricular curriculum.	
Active playtimes to contribute toward 60 active minutes.	Money was well-spent on playtime equipment that encouraged more activity. More equipment, and better quality equipment, meant more children had access to it and could use it to be active. Some money spent towards the trim trail, which is used daily and is popular – especially with less active children as it is easy to access.	

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>We are aiming to achieve the Platinum School Games Award this year. Focus for case study: to increase girls' participation in school sport (clubs and competitions).</i>	<i>Girls at our school. Class teachers - to be confident when delivering PE for children to enjoy sports and wish to continue with them outside of PE lessons.</i>	<ul style="list-style-type: none"> • <i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> • <i>Key indicator 2: The engagement of all pupils in regular physical activity</i> • <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> • <i>Key Indicator 5: Increased participation in competitive sport</i> 	<i>Money to be spent on girls' competitions – entry fee, transport, any equipment. More girls participating in clubs and competitions. Introduce girls' only football club. Work with SGO and Sporting Influence to set up more girls' competitions. Continue to spend money on this next year. Work with local clubs to come into the school and deliver sessions for girls e.g. Harrogate Lionesses.</i>	<i>£470 – Sporting Influence Competition Fees £55 -Harrogate Hockey Club Tournament Debbie Speed partnership cost which included competitions such as girls' cricket - £1,300 Cricket bats for competitions - £32.95</i>

Continue specialist coaching with local clubs provided for all children in curriculum time for staff CPD and a broader curriculum.	<ul style="list-style-type: none"> • Class teachers. • All children. 	<ul style="list-style-type: none"> • Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. • Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils 	<p>Primary teachers more confident to deliver effective PE, supporting pupils to undertake extra activities inside and outside of school.</p> <p>Children to experience a broader PE curriculum, in preparation for their secondary PE curriculum.</p>	<p>£990 – Y4 badminton</p> <p>£1,380 – Y3,4,5 tennis</p> <p>£750 – Y3 & Y5 dance</p> <p>£450 – Y3 netball</p>
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<p><i>Improve resources for dance and gymnastics to support class teachers in delivering these topics confidently and with quality in PE.</i></p>	<ul style="list-style-type: none"> • <i>Class teachers.</i> • <i>All children.</i> 	<ul style="list-style-type: none"> • <i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> 	<p><i>Primary teachers more confident to deliver effective dance and gymnastics lessons, supporting pupils to undertake extra activities inside and outside of school (this links to our dance and gymnastics after school clubs).</i></p>	<p><i>£673.20 – iMoves subscription with lesson plans, videos, printable resources, etc for gymnastics and dance. These resources were written into our schemes of work for staff to easily access.</i></p>
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Use active close-the-gap maths interventions for targeted pupils.	Upper KS2 pupils struggling with maths.	<ul style="list-style-type: none"> Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement 	Positive maths SATs results were achieved for these pupils, evidencing progress	£5,250 – Sporting Influence contract for weekly sports numeracy interventions across the whole academic year.
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<p>Active playtimes to contribute toward 60 active minutes.</p>	<p>All pupils</p>	<ul style="list-style-type: none"> Key indicator 2: The engagement of all pupils in regular physical activity 	<p>Much more children active at playtimes as broken equipment could be replaced straight away, and much more equipment was out on the playground to use. Contribution made towards playground markings which encourage activity at playtime.</p>	<p>£99 – Play Leaders renewed license. Children trained to deliver activities at break times.</p> <p>Playground balls and chalks - £328</p> <p>Basketballs for play time - £269</p> <p>Goal posts for field for football at break times £760</p> <p>Sandbags for goal posts for safe football on field at break times £43</p> <p>Playground markings (e.g. long jump, snakes and ladders, target throws, etc) - £1,020</p> <p>£28 – floor spots</p>
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<p><i>Improve the profile of school competitions so more children aspire to represent the school and participate.</i></p>	<p><i>All pupils</i></p>	<ul style="list-style-type: none"> • <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> • <i>Key Indicator 5: Increased participation in competitive sport</i> 	<p><i>Medals for all participating children purchased.</i> <i>Trophies for 1st, 2nd, 3rd placements in competitions (if one not provided by the organiser) and displayed in trophy cabinet.</i> <i>Celebrations assembly on a Friday celebrates these medals and trophies – awarded by Headteacher. To continue with, and start earlier, next year.</i></p>	<p><i>£599.50 – medals and trophies ordered</i></p>
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Invest into active lessons and orienteering so this can be used in the next academic year.	All class teachers and pupils.	<ul style="list-style-type: none"> • Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. • Key indicator 2: The engagement of all pupils in regular physical activity • Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement • Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils • Key Indicator 5: Increased participation in competitive sport 	Outdoor Learning subscription and set up purchased for an orienteering course to be mapped for our school. This subscription includes an online platform for staff and children to use and can be used in any lessons to make them more active as children can go around and complete the course and answer questions/do activities when they find a plaque. It also includes intra and interschool orienteering competitions, where prizes can be won for inter-school competitions.	£2,999
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<p>To arrange for a disabled athlete / sportsperson to visit the school to do an assembly and Q+A to compliment disability in sport week. To inspire our children (particularly SEND) and, increase awareness of disability sport.</p>	<p>All children, particularly SEND.</p>	<ul style="list-style-type: none"> Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement 	<p>Children can ask questions to the athlete. The athlete will discuss their story and share their achievements and show their medals, etc. Children participate in a Disability in Sport Week prior to the visit and try out disability sports / adapted sports.</p>	<p>£750 – Sport for Champions, re-arranged for 24-25 due to cancellation (athlete availability changed).</p>
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<p><i>Bikeability programme provided to Y5 children</i></p>	<p><i>Y5 children.</i></p>	<ul style="list-style-type: none"> • <i>Key indicator 2: The engagement of all pupils in regular physical activity</i> • <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> • <i>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</i> 	<p><i>Year 5 children can all ride bikes safely. They all know safe local bike routes to take in their local area, e.g. how to bike to school. This also encourages children to bike to school, which has a positive impact on active travel.</i></p>	<p><i>£1,440 - Bikeability</i></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
School Games Platinum Award 23-24 Achieved	<ul style="list-style-type: none"> - Focus for case study: get more girls involved with school sport (clubs and competitions) - Girls' competitions entered: Y3/4 netball, Y5/6 netball, 4 girls' only football competitions, Y5/6 cricket 	Harrogate Ladies' College Football Tournament: 1 st place; 2 nd place in Y5/6 girls' dynamos cricket tournament; 1 st place in Y5/6 netball tournament; 2 nd place in Y3/4 netball tournament; often 1 st or 2 nd in other generic girls' football tournaments
Subscription to iMoves	<ul style="list-style-type: none"> - CPD for class teachers for dance and gymnastics - Access to resources to support delivery of dance and gymnastics 	
Subscription to Harrogate Well Schools / Springboard Partnership	<ul style="list-style-type: none"> - CPD for PE lead - Attendance to after school competitions such as the Yorkshire Cricket Board's Dynamos Cricket tournament. 	Our Year 5/6 boys' cricket team progressed through all rounds. They came 1 st in the final, winning all of their games, and are Yorkshire Champions 23-24.
PE equipment audited and purchased for PE lessons, clubs, competitions, break times (play equipment/playground markings), sports days	<ul style="list-style-type: none"> - Staff are able to teach high quality lessons as resources are good. - Club offer is broad and high quality as appropriate equipment is in place, supporting our entry and success in local competitions - A huge increase of the number of children who are physically active across break times as there is plenty of equipment in good condition to use. Equipment is varied and broad so children can participate in lots of active play e.g. tennis; cricket; throwing and 	Our school sport offer is well-reputed and high profile in the local area and within the trust. We are a full school and oversubscribed, and when given tours parents/carers mention valuing our sport offer.

<p>Increased number of pupils attending after school clubs and competitions 22 sports competitions entered for the year. We finished top 3 in 21 competitions.</p> <p>CPD offered to staff to target their less confident areas following and audit</p>	<p>catching; basketball/netball passing, shooting, dribbling, mini-games; hoola hooping; skipping; hop skotch; target throw; etc. Equipment, e.g. shin pads and hockey sticks, bought and provided for full attendance of PP/FSM children at clubs and competitions where specialist equipment is required</p> <p>Increased number of children are participating in above and beyond the recommended 60-minutes of physical activity a day. Less active children have got more involved this year and have joined local clubs off the back of our extra-curricular programme (clubs and competitions). Big waiting lists for clubs and competitions – huge interest levels now as school sport profile has increased. Life skills – sportsmanship, commitment, respect, conduct > children nominated for awards in competitions based on these life skills e.g. respect wrist bands</p> <p>Netball, badminton, dance, and tennis CPD offered this year where teachers could observe, then build up to working alongside (or being observed by) specialist coaches. Staff have fed back that this has been valuable. Pupil voice has fed back that they really enjoy having external visitors/specialists in, particularly the net/wall activities i.e. tennis and badminton. High quality PE lessons observed in moderation days of class teachers and of PE specialist.</p>	<p>After school clubs offered: Y3/4 Rugby, Y5/6 Rugby (led by Harrogate Rugby Club), Dance (led by Harrogate District Dance Company), Gymnastics, Y5/6 Football, Y3/4 Football, Girls' football (1 session led by Harrogate Lionesses), Y3/4 Netball, Y5/6 Netball, Y3/4 Basketball, Y5/6 Basketball, Multi-Skills Club, Y3/4 Hockey Club (led by Harrogate Hockey Club), Y3/4 Rounders & Cricket, Y5/6 Rounders & Cricket. Most clubs had Harrogate Grammar Schools' Sports Leaders assisting.</p> <p>"Open door" policy for staff to watch PE specialist in PPA time. ECTs supported in scheduled observations in modelled lessons and meetings.</p>
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<p>We entered the Panathlon, a SEND sports competition organised by North Yorkshire Sport.</p>	<ul style="list-style-type: none"> - SEND pupils accessed competitive sports at an achievable level - We came 1st place - TAs and class teachers reported a significant improvement in the confidence and mood of our SEND pupils when they arrived back to school after the competition - The pupils who attended were very proud to represent the school and were keen to tell their peers, parents/carers, and teachers about it 	
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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?	100%	<i>Children who had not met these requirements attended swimming lessons with Y4 and Y5 classes while they were in Y5 in 2022-2023, and when they were in Y6 in 2023-2024. The children who had not met the requirements went weekly across both academic years.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	<i>Children who had not met these requirements attended swimming lessons with Y4 and Y5 classes while they were in Y5 in 2022-2023, and when they were in Y6 in 2023-2024. The children who had not met the requirements went weekly across both academic years.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>Children who had not met these requirements attended swimming lessons with Y4 and Y5 classes while they were in Y5 in 2022-2023, and when they were in Y6 in 2023-2024. The children who had not met the requirements went weekly across both academic years.</i>
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?	No	<i>Not needed. Children who had not met requirements were not charged for their additional swimming lessons.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>Not applicable. Sessions are delivered by Brimhams Active Harrogate staff.</i>

Signed off by:

Head Teacher:	<i>Estelle Scarth</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Francesca Bakes</i>
Governor:	<i>Jason Wurzal</i>
Date:	18/09/24