



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><u>Key indicator 1: The engagement of all pupils in regular physical activity</u></p> <p>At Ebor Gardens Primary Academy, we aim to maintain the current provision of 2 high quality PE sessions per week.</p> <p>We aim to promote at least 30 minutes of physical activity a day in school in line with the Chief Medical officers' guidelines.</p> <p>We aim to develop different aspects of play to ensure breaks and lunchtimes are as active as possible.</p> <p>Development of the outdoor areas for each Key Stage: continue to invest in high-quality equipment to encourage activity during break / lunchtime.</p> <p>Development of extra-curricular provision: to include school-led initiatives and competitions and events.</p>	<p>PE and sport are delivered more effectively, by staff members and physical activity is embedded across school.</p> <p>Children have a much more positive attitude towards health and wellbeing and they are aware of how important it is.</p> <p>Improvement in attainment, mood, behaviour and general wellbeing.</p> <p>Break times and lunch times provide more opportunities for physical activity: this include more opportunities for games, climbing and scooting.</p> <p>Extra-curricular clubs offer a range of physical activities. Competitions have been established with local schools.</p>	<p>All children EYFS-KS2 participating in 2 hours high quality PE per week.</p> <p>All children are exposed to a range of different sports and play equipment at breaks and lunch times. The school continues to invest in different types of play equipment to provide increasingly varied opportunities for physical activity.</p> <p>New play equipment was installed in the playground in 22/23: a KS1 trim trail, a small clamber stack and a larger clamber stack. In addition, the MUGA area was improved.</p> <p>In 22/23, a range of extra-curricular clubs were offered which changed each term (42 clubs). These were led by school-based staff. In 23-24, the Academy will explore the use of external providers to further develop extra-curricular clubs to increase the variety of active clubs offered to pupils across school.</p>

<p><u>Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</u></p> <p>At Ebor Gardens, we want to raise the profile of PE and sporting activity in school. This will be done through embedding physical activity into school life and providing opportunities for children to try a range of sports and activities.</p> <p>Celebrate successes and challenges through assemblies, newsletters and social media eg school Twitter / Facebook page.</p> <p>We aim to increase the opportunities for children to participate in competitions, both within the Victoria and Ebor partnership and by organising competitions with other schools outside of the partnership.</p> <p>Continue to monitor and celebrate sport and PE across all pupil groups making sure children at Ebor feel proud of their sporting achievements.</p> <p>Development of Health Education and links with PSHE and science.</p> <p>Continue to have whole school sporting events such as sports day and seasonal events.</p>	<p>All children have experience of participating in competition, some children competing to beat their own score and improve.</p> <p>More children are taking part in sports outside of school.</p> <p>Children understand sport is a diverse environment that includes individuals from different cultural and racial backgrounds.</p> <p>Children's effort and success is celebrated. Children feel proud of not only their achievements but also effort</p>	<p>Through our curriculum, children are exposed to a range of different sports. This will continue beyond 22/23. with the BLPP PE network driving the PE curriculum, helping to embed and refine this.</p> <p>Sporting achievements have been celebrated in school.</p> <p>All children took part in a competitive sports day, with parents invited to celebrate their achievements.</p> <p>For 23/24, the academy will engage with School Games to gain School Games Mark.</p> <p>In 23/24, continue to enter more competition through BLPP and School Games.</p>
<p><u>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</u></p> <p>Continue to develop a PE team at Ebor Gardens who meet termly to discuss and share planning and CPD, sharing this with the wider teaching teams.</p> <p>Continue CPD program for all staff to increase confidence led by the network leads in each of the partner schools to increase engagement of all staff (Inc. Josie TV).</p> <p>Continue the development of extra-curricular sports clubs with teachers leading.</p> <p>Through links with the OT, develop the use of Jump Ahead / Sensory circuits to improve engagement of children with SEND.</p>	<p>High quality PE being delivered across the school - a cycle of indoor and outdoor lessons (2 sessions per week).</p> <p>Growth in staff knowledge and confidence.</p> <p>Ideas shared across trusts, PE leads can see what other schools are doing and how they are continuing to develop PE during uncertain times.</p> <p>Children are given opportunities to try new and different sports.</p> <p>Children are given opportunities to shine in new ways. Staff given the opportunity to grow their knowledge.</p>	<p>Continue the development of extra curricular sports clubs with teachers and outside professionals leading.</p> <p>Peer observations / observations of the PE leads to improve staff confidence further/team teach.</p> <p>Continue to develop engagement of children with SEND through links with the OT. Develop the use of Jump Ahead / Sensory circuits.</p> <p>In 23/24, further develop the outdoor woodland area and begin to develop more outdoor learning opportunities (I.e welly walks).</p>

<p><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</u></p> <p>Children continue to have the opportunity to participate in different sports and activities at no cost. They will learn new sports and core skills.</p> <p>Build further inter-sporting links between Leeds Partnership to introduce existing and new competitive situations/experiences.</p> <p>Maintain and develop further opportunities for different experiences in the curriculum and after-school(Competitions, clubs, Y6 activity day and sports week etc.)</p> <p>Continue the development of outdoor learning spaces.</p> <p>Increase engagement of girls, SEN and EAL children across school in physical activity by offering different activities.</p>	<p>Creating relationships and friends, through sport, with children from other schools.</p> <p>Children are still able to compete in activity.</p> <p>Children given the opportunity to succeed in a competition format.</p> <p>Children given opportunity to try new and different activities: a chance to shine.</p> <p>Increase in confidence of girls in sport and more girls reaching the recommended physical activity guidelines.</p> <p>All children across school given an opportunity to beat their own score/ time encouraging competition within self.</p> <p>Increased participation in physical activity at home and more children reaching recommended physical activity goals.</p>	<p>For 23/24, establish an annual cycle of events within school and increase the number of opportunities for children to compete in competitions (school games, partnership and with local schools). .</p> <p>Think of new ways/ sports/ activities to engage girls in PE.</p> <p>Continue with the CPD programme to identify any areas for development.</p> <p>Introduce activity weeks across school to provide more experiences of a range of team games and competitions, linking this to National School Sports Week.</p> <p>In 23/24, to establish links with external providers to increase the number of active clubs offered at the Academy.</p>
<p><u>Key indicator 5: Increased participation in competitive sport</u></p> <p>Maintain focus of competition in sport and push for more competitions to be entered.</p> <p>Planning for more ‘match’ opportunities within the LPP and with local schools.</p> <p>Create links across Leeds with schools, particularly in the local area.</p> <p>High quality focus in all after school clubs and in sports day events.</p> <p>Develop and implement active week/ active days in school.</p>	<p>Children have been exposed to new competition and challenges.</p> <p>A cycle of competitions established with partnership school. Other local competitions have been accessed where possible (at local schools / within the city).</p>	<p>Continue to arrange more fixtures across the trust and with schools outside of the trust (developing further links with local schools).</p> <p>Strengthen community links with sports clubs.</p> <p>Further develop and implement active week/ active days in school for all year groups in school.</p>

Key priorities and Planning

This planning template will allow schools to accurately plan their spending of **£19,330**.

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>Continue to develop a PE team at Ebor Gardens who meet termly to discuss and share planning and CPD, sharing this with the wider teaching teams.</p> <p>PE team to review the PE curriculum at Ebor with the BLPP PE specialist, identifying next steps for the action plan.</p> <p>Continue CPD program for all staff to increase confidence led by the network leads in each of the partner schools to increase engagement of all staff (Inc. Josie TV).</p> <p>Progression of the PE curriculum is clearly articulated and understood by staff (Soundbites/CPD in staff meetings) .</p>	<p><i>Teaching staff</i></p> <p><i>Support staff</i></p> <p><i>Pupils</i></p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><i>LINK TO SCHOOL DEVELOPMENT PLAN</i> <i>To develop a series of virtual CPD materials to support the implementation of the high quality curriculum and pedagogy.</i></p> <p><i>LINK TO SCHOOL DEVELOPMENT PLAN</i> <i>Focus subject leaders on the evaluation & impact of their work, including the quality assurance of planning resources, pupil/staff conversations.</i></p>	<p>Teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, as a result improved % of pupil's attainment in PE.</p> <p>Networks established to develop collective planning opportunities and ensure high quality, assured plans for all staff to access</p>	<p>Total: £1,850</p> <p>Assessment Tool: £500</p> <p>PE Review: £750</p> <p>PE network attendance: £600</p>
<p>At Ebor Gardens Primary Academy, we aim to maintain the current provision of 2 high quality PE sessions per week.</p> <p>Pupils wear PE kit on allocated PE days to allow sufficient time to be spent on physical activity and maximise allocated time to physical activity.</p> <p>Continue to drive extra activities: Balance Bikes / Bikeability (Y2 & Y6), Welly Walks (FS)</p> <p>Further develop the outdoor woodland area and begin to develop more outdoor learning opportunities.</p>	<p><i>Pupils</i></p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity and sport</p> <p><i>LINK TO SCHOOL DEVELOPMENT PLAN</i> <i>Continue to focus on the development and use of the outdoor environments available at each academy.</i></p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>Total: £6,500</p> <p>PE Equipment: £2,000</p> <p>Playground equipment: £2,500</p> <p>Scooters: £2,000</p>

<p>Development of extra-curricular provision including after school timetable, active breakfast club, lunch and playtimes to give children exposure to new and challenging experiences.</p> <p>Development of the outdoor areas: continue to invest in high-quality equipment to encourage activity during break / lunchtime - to include scooting and skipping.</p>				
<p>Increase focus on vocabulary within planning and in delivery of lessons, with particular attention to keywords and terminology</p> <p>Work with School Games Coordinator and engage in competitions and events</p> <p>Maintain strong links with schools in the BLPP network and within the Trust network to share good practice and develop partnerships.</p> <p>Share examples of PE on social media to celebrate and demonstrate achievements of individuals, teams and the school as a whole</p> <p>Continue to have whole school sporting events such as sports day and seasonal events.</p>	<p><i>Teaching staff</i></p> <p><i>Support staff</i></p> <p><i>Pupils</i></p>	<p>Key Indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>All children have experience of participating in competition, some children competing to beat their own score and improve.</p> <p>More children are taking part in sports outside of school.</p> <p>Children understand sport is a diverse environment that includes individuals from different cultural and racial backgrounds.</p> <p>Children's effort and success is celebrated. Children feel proud of not only their achievements but also their effort.</p> <p>Children given the opportunity to succeed in a competition format</p>	<p>Total: £2,000</p> <p>Equipment: £1,000</p> <p>Medals and certificates: £500</p> <p>Display: £500</p>
<p>Children continue to have the opportunity to participate in different sports and activities. They will learn new sports and core skills.</p> <p>Continue to enter competitions, creating links with other schools and partnerships to create a cluster of schools to compete against in sporting events.</p> <p>Introduce activity weeks across school to provide more experiences of a range of team games and</p>	<p><i>Pupils</i></p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p><i>LINK TO SCHOOL DEVELOPMENT PLAN</i> <i>Establish outdoor learning at the heart of the 100 experiences curriculum to ensure that children have the opportunity to visit and experience a wide range of geographical contexts.</i></p>	<p>Creating relationships and friends, through sport, with children from other schools.</p> <p>Children given opportunity to try new and different activities: a chance to shine.</p> <p>Increase in confidence of girls in sport and more girls reaching the recommended physical activity guidelines.</p>	<p>Total: £8,500</p> <p>Equipment for clubs: £1,500</p> <p>Activity weeks (Y1-Y6): £1,500</p> <p>GT Sports extended provision: £5,500</p>

<p>competitions, linking this to National School Sports Week.</p> <p>In 23/24, to establish links with external providers to increase the number of active clubs offered at the Academy.</p>			<p>All children across school given an opportunity to beat their own score/ time encouraging competition within self.</p> <p>Increased participation in physical activity at home and more children reaching recommended physical activity goals.</p>	
<p>Continue to arrange more fixtures across the trust and with schools outside of the trust (developing further links with local schools).</p> <p>Strengthen community links with sports clubs.</p> <p>Further develop and implement active week/ active days in school for all year groups in school.</p>	<p><i>PE Lead</i></p> <p><i>Pupils</i></p> <p><i>Staff</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p>Children have been exposed to new competition and challenges.</p> <p>A cycle of competitions established with partnership school. Other local competitions have been accessed where possible (at local schools / within the city).</p> <p><i>More pupils to receive recognition for attending and taking part in school games competitions</i></p>	<p>Total: £480</p> <p>Kits for girls / boys team: £480</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
<ul style="list-style-type: none"> ● Use of playground areas and outdoor provision to support active learning ● Wider experiences offered to full classes from FS2-Y6 linked to physical activity: well walks, sports weeks and more active extracurricular clubs offered to pupils. ● Engaged in more school games opportunities and inter-school events with other local primaries so that more children have engaged with extra-curricular clubs and represented school. ● A wider range of active extracurricular clubs have been made available through working with an external partner. 	<ul style="list-style-type: none"> ● All children in school have access to the outdoor equipment in school and engage in active play at break times and lunchtimes. In the Summer term, an active breakfast club was also available for KS2. ● Zones for various play have been created with the use of GT Sports, new climbing equipment and investment in physical active play. ● Competitions and a festival of sport have had an impact this year with involvement from different age groups and boys and girls. 	<ul style="list-style-type: none"> ● Silver Schools Games Award achieved

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?	45%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	40%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>50%</p>	<p><i>All Y6 children have completed lessons on water safety and drowning prevention</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>No</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>No</p>	<p>Additional instructors have been providers, who have worked alongside the class teacher.</p>

Signed off by:

Head Teacher:	Mrs N Wathen
Subject Leader or the individual responsible for the Primary PE and sport premium:	Miss N Pedder, Mrs L Wright and Mr H Waugh
Governor:	Mr M Sanderson
Date:	June 2024