



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.

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	Impact / Reflection	Cost linked to the action
<p>*Employment of Sports Coordinator, to work across the trust to provide a broad timetable across the year of sports competitions, festivals and taster days.</p> <p>*Full audit of current levels of equipment complete in 22/23. With the reintroduction of gymnastics and dance to the timetable, 4 new gymnastics roll out mats will be purchased. The following equipment will also be purchased - New set of rugby balls (many of the current set have slow punctures) Tag rugby belts and tags (current sets have lost their Velcro stick) Netball bibs (current sets will be mended but 2 new sets will be purchased for fixtures) Netball posts – TBC</p> <p>*Pupils to be provided with equipment and rota of use. *Pupils to be offered structured activities, led and monitored by PE staff/house leaders. *Pupil led leagues to be trialed in football and basketball. *Build strong relationships with PP and SEND and ensure they feel confident to take part in lunch time physical activity. *Use pupil voice data to gather data on who is currently taking part in physical activity at break/lunch times.</p>	<p>*To provide opportunities for all children, regardless of ability or socio-economic group with the chance to take part and be inspired to take up physical activity and sport through sports competitions, festivals and taster days.</p> <p>*School sports equipment to be in excellent condition to ensure that all pupils can participate safely and well in a range of sports. Ensure that the school has enough equipment that all children can participate fully in lessons, with minimal time spent inactive.</p> <p>* Pupils to be engaged in supervised high-quality, inclusive, physical activity and movement during lunchtimes. Aim to target those children who do not currently do any physical activity at lunch/break to feel confident to get involved.</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>A variety of festivals and events were run, which targeted those children who do not ordinarily attend sports fixtures with school. The hope was that other school would buy in to the same schedule of events, however unfortunately the take up was not there and therefore it was unsustainable to keep the role.</p> <p>New equipment was bought and it has ensure that the school have enough equipment for lessons. A wide variety of equipment was bought to ensure that even in wet weather the children will always be engaged in some form of physical activity.</p> <p>Equipment was provided for children during lunchtime breaks. This has benefited activity levels, however it means that equipment needs to be replaced more often.</p> <p>Inter-house sports events were organised, with good take-up. It is hoped that these events will continue next year. An</p>	<p><i>£1200 contribution to Trust sports coordinator salary</i></p> <p><i>Equipment - £4063.83</i> <i>Sport Safe visit - £1546.55</i> <i>(replaced and fixed broken bench, purchased new bench, new netball post padding on current posts.)</i></p> <p><i>Clubs - £1755</i></p>

<p>*A wide variety of extra-curricular sports clubs for children. Autumn term – football, netball, hockey, bootcamp and rugby.</p> <p>*Build a culture of inclusiveness where all children are encouraged to take part in clubs that will build fundamental skills in key sports.</p> <p>*External clubs to be invited in to provide specialist coaching – RFU coach will run rugby club every week throughout the whole school year.</p> <p>*Rigorous tracking of the extra-curricular clubs that pupils attend, so that potentially inactive pupils and PP can be targeted and encouraged to join a club.</p> <p>*Through pupil voice survey, discover barriers to attendance, so that changes to be made to make inclusive.</p> <p>*Target for attendance at extra-curricular clubs aims to be at 40% across the school.</p> <p>*Target for representing the school at least once over their BMS lifetime – 50%.</p> <p>*Introduction of half termly fitness weeks where children will learn and understand the importance of a healthy lifestyle.</p> <p>*During PE lessons, children will be guided through the same warm up across the whole school at every lesson. Children will understand and be able to articulate the importance of warming up/muscle groups/CV health.</p> <p>*PE team will liaise and build links with other subjects in school and support their curriculum in lessons – e.g. science (year 6 cardiovascular health, muscular/skeletal systems), maths (measuring distances), pshe (healthy eating, healthy lifestyle)</p> <p>*Pupil voice survey to be conducted at the start of the year and end of the year to show</p>	<p>* A strong offer of inclusive extra-curricular sports clubs for all pupils to take part in, aimed at those children who want to progress further in a particular sport/take part for enjoyment or to get more physically active.</p> <p>* PE team to provide authentic learning experiences and provide skills for students to live healthy, active lifestyles.</p>		<p>improvement would be to offer a wider variety of sports/activities that focused on non-traditional sports and activities – such as dance/gymnastics.</p> <p>A wide variety of sports clubs were offered. Unfortunately, data was not recorded in the summer term, however up until Easter the figures were -</p> <p>32% of children attended at least one sports club (at least twice).</p> <p>27% of children represented BMS at a sports event</p> <p>These figures, whilst down on 2022/23 do show that a large amount of children were targeted and involved. Factors that affected how many fixtures and events we were able to attend were -</p> <ul style="list-style-type: none"> - Weather – we had an extremely wet autumn/winter and many fixtures were cancelled - Staffing changes. - Availability of minibus. <p>PE lessons continue to be highly structured with a clear routine for the children. This benefitted children who are nervous about PE as the lessons have clear expectations.</p>	
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<p>progress in enjoyment of PE lessons. Also, has aim of highlighting where barriers to participation lie and what extra-curricular activities pupils would like to participate in.</p> <p>*Children and staff to be kept up to date with current PE initiatives through Powerpoints that can be disseminated through tutor time – e.g. fitness week/cross country information. PE expectations.</p> <p>*School staff to be encouraged to take part in PE throughout the year. E.g. encouraged to set cross country time so children can try and beat their time/take part in inter-house competitions.</p> <p>*PE noticeboard – to be kept up to date with inspirational news/current pupil sporting success/adverts and information about clubs they can attend outside of school/benefits of staying active.</p> <p>*House leaders will be trained (internally) and understand how their role contributes to PE at BMS. They will be an integral part of lunchtimes through timetabled organisation of activities.</p> <p>*During PE lessons they will be asked to help set up equipment and lead warm ups.</p> <p>*House leader t-shirts will be provided to differentiate them from other pupils, increasing their confidence and visibility around school.</p> <p>*House leaders to support BFS with sports days and other feeder schools with assisting with sports activities.</p>	<p>*To raise the profile of PE and the health benefits of being active across the school and therefore encourage and enthuse pupils to be more active.</p> <p>* New house leaders trained to assist with the running of various sports during social times and progress their leadership skills.</p>		<p>Pupil voice was collected and information gathered about what children disliked about lessons. The top answer was the weather – we have limited inside space and something we are unable to control.</p> <p>We also collected information about what activities children would like to do during lunchtimes and as a result, one half of our MUGA is now used for a variety of activities – frisbee/vortex/skipping/basketball. Previously the courts were dominated by football.</p> <p>Fitness weeks continued to run well and provided children with a variety of fun fitness led activities. It was great for those children who do not enjoy traditional sports and enjoyed many children to continue their fitness in the local gym. Fitness weeks will continue to run and they have been built into the curriculum.</p>	
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<p>*Half termly curriculum progression days to be implemented with other school in the trust and curriculum director, to ensure consistency and quality of PE across the trust.</p> <p>*Training to be provided for all children and staff to ensure safe and effective use of gym equipment.</p> <p>*Provide a rota for equipment use to ensure all year groups can use it safely and confidently.</p>	<p>* To improve of the curriculum from year 5 to year 8 to provide enriching and engaging lessons.</p> <p>* Gym equipment previously purchased with sport premium money to be used effectively during break and lunch times.</p>		<p>Pupil voice was conducted at the start of the year and follow a follow up survey was meant to happen at the end of the year, however it was decided not to do this. Teh development of pupil voice and leadership in school is a priority for 2024 - 25</p> <p>Survey results from September show that across the school - 66% of children – like/love PE 58% of children – are confident in PE 43% of children – take part in lunch time physical activity.</p> <p>Staff netball game ran in the summer term, which was a great motivator for children.</p> <p>PE noticeboard was kept up to date with cross country top 10 results across the year. External opportunities for sports clubs outside of school were also advertised.</p> <p>Year 5 and 6 house leaders were trained by YST representative. They assisted at lunch times, in lessons and during sports days.</p> <p>PE curriculum progression days were held to ensure that PE</p>	
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<p>*Equipment to be used for fitness week and fitness sessions with children.</p> <p>*Link pupils to have access to equipment to provide sensory breaks and activity during the school day.</p> <p>*Engage all children, but particularly focusing on those who we know are particularly sedentary to move more. Provide Powerpoint for classes to go through with tutor.</p>	<p>*Understand how all pupils get to school, so that inactive students can be engaged in extra-curricular activities.</p>		<p>curriculum was mapped across the year groups.</p> <p>Children and staff provided with powerpoint on how to use equipment appropriately.</p> <p>Rota was drawn up and is used consistently every break and lunch time.</p> <p>Equipment used regularly for sensory breaks across the school.</p> <p>Children consistently tracked their journeys to school.</p>	
<p>*Employment of Sports Coordinator to facilitate and organise CPD courses for PE staff across the trust.</p> <p>*Curriculum will be robust and link across the trust to share knowledge and expertise.</p> <p>*Informal lesson observations and mentoring of PE staff will provide an easy tool for upskilling less experienced PE staff.</p> <p>*PE staff to use these opportunities to observe and gain knowledge/confidence in game specific knowledge.</p>	<p>*Utilise CPD opportunities that arise out of links created with other schools in the trust.</p> <p>*Utilise the knowledge and experience of more experienced PE teacher at BMS to transfer knowledge to less experienced PE staff.</p> <p>*Use of external specialist sports providers to run taster days and extra-curricular sessions for pupils.</p>	<p>Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>A partnership with Purbeck and Christchurch sports partnership has been arranged, so that staff from our trust can attend and engage with CPD courses that have already been planned.</p> <p>- PE staff attended sports development conference, which was useful for completion of sport premium plan.</p> <p>*PE team will continue to develop by observation of lessons and by attending external/internal CPD courses.</p> <p>*BMS PE will continue to invite expert coaches in and will continue to use these opportunities to learn.</p>	<p><i>£1200 contribution to Trust sports coordinator salary</i></p>

			*PE lead was involved in leadership coaching to support the development of his leadership for the PE team.	
<p>*Employment of Sports coordinator, to work across the trust to provide a broad timetable across the year of sports competitions, festivals and experience days.</p> <p>*Create greater links across the trust for pupils to regularly take part and be excited about sport and physical activity.</p> <p>*Through linking with other schools in the trust, curriculum will be more robust and therefore provide pupils will more structure and learning opportunities.</p> <p>*Pupils to be provided with equipment and rota of use.</p> <p>*Pupils to be offered structured activities, led and monitored by PE staff/house leaders.</p> <p>*Pupil led leagues to be trialed in football and basketball.</p> <p>*Build strong relationships with PP and SEND and ensure they feel confident to take part in lunch time physical activity.</p> <p>*PE noticeboard – to be kept up to date with</p>	<p>*The way that PE at BMS is viewed by pupils to undergo a change of culture. To provide opportunities for all children, regardless of ability with the chance to take part and be inspired to take up physical activity and sport through sports competitions, festivals and taster days.</p> <p>* Pupils to be engaged in supervised high-quality physical activity and movement during lunchtimes.</p>	<p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>A variety of festivals and events were run, which targeted those children who do not ordinarily attend sports fixtures with school. The hope was that other school would buy in to the same programme of events, however unfortunately the take up was not there and therefore it was unsustainable to keep the role.</p> <p>PE teachers are now on duty at lunch time, supervising and encouraging children to take part in physical activity.</p> <p>House competitions were run during lunch times with many children taking up the opportunity to compete for their house.</p>	<p><i>£1200 contribution to Trust sports coordinator salary</i></p>

<p>inspirational news/current pupil sporting success.</p> <p>*All events, photos and reports on sporting achievements are shared on media platforms.</p> <p>*Staff to be encouraged to set a time for cross country course, which will be displayed on PE noticeboard. Pupils will be challenged to beat their time. Also, helping to remove the barrier for some pupils that cross country is a race against the fastest pupil in the class.</p> <p>*Sports day will be a celebration of PE at BMS. All pupils, regardless of ability will take part and feel confident to support their house.</p> <p>*Termly inter-house sports events and half termly inter-house competitions that link with the rest of the school.</p> <p>*Training to be provided for all children and staff to ensure safe and effective use.</p> <p>*Provide a rota for equipment use to ensure all year groups can use it safely and confidently.</p> <p>*House leaders will be trained and understand how their role contributes to PE at BMS. They will be an integral part of lunchtimes through timetabled organisation of activities.</p> <p>*During PE lessons they will be asked to help set up equipment and lead warm ups.</p> <p>*House leader t-shirts will be provided to differentiate them from other pupils, increasing their confidence and visibility around school.</p> <p>*House leaders to support BFS with sports days and other feeder schools with assisting with sports activities.</p>	<p>*To ensure that successes and achievements of children in PE (in lessons and extra-curricular) and out of school are shouted about internally and externally.</p> <p>*Engage whole school in termly fitness weeks, including cross country.</p> <p>*Whole school to be engaged in inter-house competitions.</p> <p>* Gym equipment previously purchased with sport premium money to be used effectively during break and lunch times.</p> <p>*Sports leaders trained and deployed to support with lunch time provision using the equipment provided in the outdoor trunks.</p>		<p>Children enjoyed seeing the cross country times changing each term on the PE noticeboard as they improved times.</p> <p>Fitness weeks have been a great success and will continue and be built into the curriculum. It was a great way to target those children who do not engage in traditional sports.</p> <p>Sports days are very inclusive for all with a variety of activities available for all.</p> <p>Please see key indicator 2 related to gym equipment.</p> <p>Please see key indicator 2 related to house leaders.</p>	
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<p>*Ensure that all criteria are rigorously checked off to ensure compliance.</p>	<p>* Work to maintain Gold award status for the 2023/24 School Games Mark.</p>		<p>School Games Mark was not achieved due to changes in staffing. It is a priority for 24/25.</p>	
<p>Employment of Sports coordinator, who will work across the trust to increase the number of sports and activities that are available for pupils to try.</p> <p>*Handball added to the curriculum to provide children will the opportunity to try a new sport that is very inclusive.</p> <p>*Sports coordinator to arrange taster days at the start of each half term. Pupils will have the opportunity to take part in a new activity/sport during fitness week. E.g. Try Golf.</p> <p>*Invite a broad selection of specialist sports coaches in to carry out extra-curricular clubs, in order to expose pupils to a much larger range of sports/activities. E.g. rugby, yoga, tennis</p> <p>*Use social media channels to post events and</p>	<p>* Offer a range of sports and activities to pupils with aim of finding something they are inspired to take up as an extra-curricular clubs or outside of school.</p> <p>*Goals had already been purchased in previous years spend, however the pitches needed to be marked out on the MUGA.</p> <p>*Provide children with the opportunity to try new sports and activities, with the aim of inspiring them to take it up an extra-curricular/external club.</p> <p>* Support learners in experiencing a new way of learning through the use of specialist coaching staff.</p>	<p>Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>*Handball pitch lines marked out and old tennis/netball court lined remarked as they were causing issues for children understanding boundary lines.</p>	<p><i>£1200 contribution to Trust sports coordinator salary</i></p> <p><i>£3250 - MUGA line marking</i></p>

<p>opportunities for pupils as and when they arise. *Contact the parent/carer of talented pupils or anyone that shows a real enthusiasm for a sport via phone or email</p>	<p>*Provide pupils with information about clubs and activities that they can take part in outside of school.</p>			
<p>*Employment of Sports coordinator, to work across the trust to help provide opportunities for all children, regardless of ability the opportunity to take part and be inspired to take up sports activities through sports competitions, festivals and taster days. *Provide opportunities specifically relating to SEND and PP (e.g. PP multi-skills festivals, can do football) *50% of BMS pupils to represent the school at some point across their BMS school lifetime. *Aspire and be consciously aware of inviting PP pupils to all sports events. Aspire to have at least 10% of PP at each event.</p> <p>*Memberships are paid and maintained for those sporting competitions BMS participate in (E.g. cross country and athletics) *Continued dialogue with School games and local schools to ensure participation in competition, as well as hosting events.</p> <p>*All children will compete in at least 1 event</p>	<p>*Provide opportunities for all pupils, regardless of ability, who would like to represent BMS in school sport to do so.</p> <p>*Ensure that BMS has opportunities to take part in a wide range of external competitions.</p>	<p>Key Indicator 5: Increase participation in competitive sport</p>	<p>Football and rugby competition were attended by a wide variety of children – boys and girls.</p> <p><i>PEDSSA continues to be engaged with. Fixtures have been attended – cross country, indoor rowing mountain biking, football, netball.</i></p> <p>Football kit was purchased to make sure football team looked smart and felt comfortable in a wide variety of sizes available – previous kit was very old and did not have a good variety of sizes. Sports days were inclusive, with</p>	<p><i>£1200 contribution to Trust sports coordinator salary</i></p> <p><i>Football kits - £485.39</i></p> <p><i>£126 entry into football and rugby competitions</i></p> <p><i>£168 PEDSSA Membership</i></p>

<p>at BMS sports day. *LINK provision will be invited to participate.</p> <p>*Encourage local sports clubs into school to offer taster opportunities. *Ensure that PE noticeboard is populated with external club information.</p> <p>*Advertise links to external sports clubs on sports media channels.</p>	<p>*Run two (KS2 and KS3) sports days that are fully inclusive.</p> <p>*Ensure that all children who are enthusiastic about school sport are also provided with information about how they can continue with this outside of school.</p>		<p>a variety of events available. Poole Runners provided volunteers to help and also invited children with potential to attend external training. Link decided to run their own sports day, due to needs of children.</p>	
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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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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>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 Dawn Wilks</i> <i>Miss Jade Palmer</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Duncan McDermid</i>
Governor:	<i>(Name and Role)</i>
Date:	