



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



Our planning, reporting and evaluating tool is used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps us to meet the requirements (as set out in guidance) to publish information on our 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.

It is important that our 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. We 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.

Total amount allocated for 2022/23	£17,810
Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,820
Total amount of funding for 2023-24. To be spent and reported on by 31st July 2024.	£17,820

Review of last year's spend and key achievements (2022/2023)

Activity/Action	Impact
All points funded through SSP Basic membership	
The engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> Increased physical fitness and overall health among all Key Stage 1 and 2 students. Improved concentration and focus in academic tasks due to enhanced physical activity levels. Promotion of a healthy lifestyle, fostering positive habits from an early age. Enhanced physical activity opportunities during break and lunch times for all students. Increased social interaction and teamwork through active play. Regular physical activity through participation in events and festivals organised through Deanes. Integration of physical activity into academic subjects, such as mathematics, through the Sports Apprentice program has led to improved cognitive function and academic

	<p>performance through active learning.</p> <p>Next steps: Get SET interventions for pupils who have identified through pupil voice that they do not engage in regular physical activity outside of school</p>
The profile of PESSPA being raised across the school as a tool for whole school improvement	<ul style="list-style-type: none"> • Improved lunchtime behaviour outcomes through targeted PESSPA interventions and evidence-driven adjustments (Safeguard logs) • Alignment of PESSPA initiatives with school-wide objectives, fostering a cohesive and integrated approach to improvement. • Dissemination of PESSPA information and insights across all staff members. • Dedicated time for regular PE feedback during staff meetings has led to the sharing of knowledge and insights among staff, promoting collaboration and awareness. • Opportunities for staff to discuss successes, challenges, and strategies for improvement in PESSPA implementation. <p>Next steps: Enhanced accountability and measurement of progress through the use of data-driven planning tools (Sonar)</p>
Increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> • Staff voice showed improved teaching competence and confidence in implementing daily activity strategies among school staff (80% of staff) • Fostering a culture of physical activity within the school community. • Greater awareness and appreciation of the importance of physical activity across the Westwood community (staff, parent, pupil voice) • Improved instructional techniques, contributing to a positive learning experience for students (flashbacks, small steps learning, modelling) • Improved staff knowledge in health and fitness promotes the long-term health and well-being of all. <p>Next steps: Coaching from PE lead and team teaching opportunities for staff who are less confident in teaching PE and sport (staff voice, drop ins)</p>
Broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> • Long term mapping enabled pupils to engage in a range of sporting activities including dodgeball, hockey, netball and tag rugby. • Exposure to a broad range of festivals, competitions, and leagues, enhancing students' overall sports experience. • Entry of groups of children into events specifically designed for less active students, promoting inclusivity.

	<ul style="list-style-type: none"> • Implementation of PALs training and staff inset for support staff has boosted activity levels during break and lunchtimes. • Engagement of different students in performance-based opportunities like Dance Festival, Cheerleading Competition, and Skipping Festival. • Utilization of the SSP Community club scheme to offer a diverse range of extra-curricular clubs. • Students engaged in SSP Get Into Sport Days, supporting our young people in discovering their preferred activities. <p>Next steps: develop Sonar knowledge assessment in physical education to quickly identify and target gaps in learning across a range of sports</p>
Increased participation in competitive sport	<ul style="list-style-type: none"> • Pupils in all year groups engaged in at least 1 competitive sport event in the year through annual calendar mapping to ensure appropriate staffing and teams • Increased confidence and self-esteem among participants as they experience success and overcome challenges in competitive settings. • Cultivation of character traits such as resilience, perseverance, and sportsmanship. • Creation of a sense of belonging and unity among students, enhancing our overall school culture at Westwood. • Strengthening of bonds through shared experiences on and off the field (pupil voice) • Deeper connections with parents and local community (social media, celebrations, supporters pitch side) • Identification and nurturing of athletic talent through exposure to competitive opportunities (District trials) • Providing a platform for talented individuals to further develop their skills and potentially pursue sports at higher levels. <p>Next steps: SEAT intra trust sports tournaments to be introduced next academic year</p>

Key priorities and Planning

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

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Action	Who does this action impact?		Evidence of impact	Sustainability and suggested next steps:
Be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £1,877	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached)</p> <p>To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are competent and confident in</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ol style="list-style-type: none"> 1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. 2. Selected children chosen to complete the Gym Trail on a Monday and Wednesday morning. 3. Introduction of Teach Active – Maths based learning to support bottom 20% in each year group. 4. Attendance of SSP Annual Conference May 2023 and training from Teach Active on approaches to make the school day more active. 	<p>Points 1-6 are all funded through SSP Basic membership.</p>	<ol style="list-style-type: none"> 1. Whole school assembly on SSP Healthy Lifestyle delivered by Carrie Monday 7th November. Follow up Q and A by class teachers on content. Display made in Sports Hall to continue discussion. 2. Register and profile of selected students. Comparative data of baseline activity and track progress. 3. Bought in Teach Active using Mini Marathon Monday. Sports coach leading active Maths interventions with the bottom 20%. 3/4. New strategies to make more of the school day active through approach to literacy and 	<ol style="list-style-type: none"> 1. Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP. 2. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum. 3. Use the Personal Challenges to chart activity between festivals. 4. Staff to provide in house training for other teaching and support staff. Purchase resources to retain in school. 5. Staff CPD and resources

<p>implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p> <p>Sports Apprentice used morning sessions to deliver Teach Active mathematics interventions.</p>	<p>5. Year 3 attended the Dance Festival.</p> <p>6. Children from all ages took part in Teach Active interventions to boost their understanding and fluency, whilst supporting their active minutes.</p>		<p>numeracy</p> <p>5. Year 3 learnt and rehearsed a dance for the dance festival on 24th February.</p> <p>6. Pupils are more fluent in mathematics tasks, using it as a flashback to revisit prior learning.</p>	<p>specific to the setting.</p> <p>6. Looking into budget funds for Teach Active continued next year.</p>
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Key indicator 2: The profile of physical education, school sport and physical activity being raised across the school as a tool for whole school improvement

Action	Who does this action impact?		Evidence of impact	
Be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £3200	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area To impact on all students and staff in Key Stage 1 and 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to</p>	<p>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes. SSP designed virtual sports leaders schemes for KS1 and KS2. These included SSP Mini Sports Leaders KS1 and Super Sports Leaders KS2 .</p> <p>2. Attendance at PE Lead</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p>	<p>1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.</p> <p>2. Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of</p>	<p>1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.</p> <p>2. Monitoring of quality of delivery and links to whole school priority improvements. E.g. greater engagement of girls in PE lessons following</p>

<p>enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which, in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.</p> <p>To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.</p>	<p>meetings and share outcomes across whole school.</p> <p>3. Individualised CPD at school, trust and borough level to stay up to date with best practice in PE</p> <p>4. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff.</p> <p>5. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life</p> <p>6. Distribution of termly SSP newsletter to raise awareness and raise profile across the school community.</p> <p>7. Attendance by PE coordinator at SSP meetings, briefings and Annual Conference.</p>		<p>new knowledge via Sonar.</p> <p>3. Registers and staff attendance.</p> <p>4. Annual tracking of staff attending CPD mapped against whole school priorities – staff voice collected.</p> <p>5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants</p> <p>6. An annual plan of involvement in festivals, e.g. to lead preparation of Dance Festival. Aim to engage and raise profile across all staff.</p>	<p>Dance Staff Inset.</p> <p>4. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>5. Sharing across all staff and informing schemes of work across a range of subjects.</p> <p>6. Follow up activities to projects by in – house staff and records of future engagement.</p> <p>7. Develop an ethos of shared responsibility across PE, SS and Physical Activity.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Action	Who does this action impact?	Evidence of impact	
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Be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £1,419	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and</p>	<ol style="list-style-type: none"> 1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. 2. Training for middays and LSA's on games and engaging activities during break time and lunch time. 3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. 4. Attendance at SSP PE Lead meetings to gain knowledge to share 5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons. (All videos, resources and fortnightly home learning tasks made available through the web page) 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided across all 5 Key Objectives</p>	<ol style="list-style-type: none"> 1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery. 2. LSA's and Middays to attend training and begin to implement learning. 3. Staff records of project involvement. Staff records on follow up activities. Future interventions. 4. Records of meetings, notes and handouts. 5. Making use of the SSP resource bank to support schemes of work and lesson planning. Teachers using this to support delivery and learning. 6. Attend and utilize SSP networking opportunities and sharing of ideas between schools. 	<ol style="list-style-type: none"> 1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations. 2. Midday and LSA's have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training. 3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school. 4. PE Lead has the opportunity to share within whole staff meetings. 5. Central whole school base for resources accessible to all

<p>make choices to participate in a wide range of their chosen extra-curricular activities, delivered by highly motivated and competent staff.</p> <p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>6. Wider use of SSP infrastructure to network and share ideas.</p>			<p>in school.</p> <p>6. Allocating time for staff to feedback to the wider teaching team following CPD</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Action	Who does this action impact?		Evidence of impact	
Be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £11,324	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2</p> <p>To ensure every child has the opportunity to represent the school in an external inter school competition, league or festival and be able to articulate how this made them feel.</p> <p>To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active.</p> <p>Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>Students to be equipped by the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>To support each individual child to find 'their' chosen sport or activity.</p> <p>To utilise SSP expertise to deliver a</p>	<ol style="list-style-type: none"> 1. Access to broad range of Festivals, competitions and leagues. Preparing children. 2. Entering groups of children in events aimed at less active students 3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes. 4. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities. (SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer) 5. Engage with Active Kids Festivals 6. Use of SSP Community club scheme to offer a wider range 	<p>Points 1-8 are all funded through SSP Basic membership.</p> <p>Annual cost is divided across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. Records of events entered, records of children and participation levels and percentages across school. 2. Records of events and students selected – track pre and post levels of activity 3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime. 4. Entry details in these events. Profile and details of students attending. 5. As above 6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs. 7. Children to attend after school clubs, ranging each term to find a club they enjoy. 	<ol style="list-style-type: none"> 1. A plan to ensure all students have opportunities to prepare, attend and represent school. 2. Tracking of students attendance and engagement in broader extra-curricular sport post event. 3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities. 4. A school plan to allocate different opportunities to different year groups and target groups of children. 5. Tracking of engagement in broader clubs and extra-curricular opportunities 6. Mapping club programme to a wider range of festivals and competitions
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<p>wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p> <p>Our students will be able to use correct sporting terminology across a broad range of sports</p> <p>Children are offered a variety of sports clubs afterschool, supported by CPRSSP along with our apprentice.</p>	<p>of extra-curricular clubs.</p> <p>7. Offering a range of clubs throughout each term to allow pupils to identify and find a sport they enjoy.</p> <p>8.Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.</p> <p>9. Student engagement in SSP ‘Get Into Sport’ Days – aimed at supporting young people to find their activity.</p> <p>10. Children in years 2 and 6 to attend swimming lessons during the summer term.</p> <p>11. Variety of sports clubs offered, gather parental and pupil feedback</p>		<p>8.Keep a record of letters, invited students and those who attended</p> <p>10. Children in Year 2 and 6 attend swimming lessons for 10 weeks during the summer term. Register to be held in central office.</p> <p>Children are able to access and trial a range of sports</p>	<p>and festivals to track. Allowing our own school staff to support experts in a range of clubs.</p> <p>7. Registers of clubs to be held in office.</p> <p>8. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process</p> <p>9. Children to have the opportunity to practice swimming skills whilst at school, which contributing to their 30 minutes of exercise.</p>
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Key indicator 5: Increased participation in competitive sport

Action	Who does this action impact?		Evidence of impact	
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally, both winning and losing in sport.</p>	<ol style="list-style-type: none"> 1. Involvement of a wide range of students in a broad offer of competitions 2. Participation in SSP Football leagues to increase regular competitive opportunities. 3. Entry into Dance Festival 4. Development of Trust intra competitive opportunities. 5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond 	<p>Points 1-5 are funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives</p>	<ol style="list-style-type: none"> 1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website. 2. Records of fixtures, training and participants. 3. List of students and programme from the event. 4. Annual plan of intra competition to act as trials for inter competition. 5. Records of students who attend, SSP links to local clubs. 	<ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. 3. In school performances to engage and inspire students. 4. Build intra competition into whole school and trust diary – develop SEAT working group 5. Celebrate the success of these

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

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?	78%	<i>Students hesitations were addressed at the start of sessions for a small number of students linked to body image – this was addressed through our PHSCE curriculum and 1:1 sessions with our wellbeing manager</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	<i>A structured and progressive swimming curriculum enabled the majority of pupils to be able to use a range of strokes effectively.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	44%	<i>Can jump in, tread water for 45 seconds, swim back to point of entry and exit. Perform</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?	Yes	<i>Yes – As part of Castle Point and Rochford SSP we collectively contribute to a targeted Top Up Swimming holiday programme to support students to reach 25m (February half-term Year 4 / Easter holidays Year 6). This is coordinated centrally by the SSP team. We send out information to our parents of targeted groups, which allows them to access this during the holidays.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by		Date
Head Teacher:	<i>E Perryman</i>	15.09.2023
Subject Leader:	<i>Claudia Reynolds</i>	14.07.2023
Governor:	Laura Bartlett	30.10.2023