



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
The Bike Project was continued in 2022-2023 year. Investments were made to ensure that the bike riding provision was inclusive for all students who attended Woodlands Academy.	To cater to the diverse needs of our ever-changing cohort, the school has invested in a range of bicycles, tricycles, and quads. This comprehensive equipment selection ensures that every pupil has the opportunity to participate in cycling activities. Notably, the project has witnessed a surge in enthusiasm for cycling amongst pupils who are experiencing both onsite bike riding and outdoor cycling excursions for the first time.	Feedback from pupils indicates a high level of satisfaction with cycling opportunities, both within the school grounds and in external locations.
Girl's PE continued to be a big focus.	Ensuring this lesson remained timetabled was a big success for this year.	The Girls' PE programme continues to demonstrate its effectiveness in promoting positive engagement and progress amongst female pupils. This success is particularly noteworthy given the potential challenges some girls may face with disengagement in mixed PE settings. The programme's positive impact further reinforces the importance of providing dedicated PE provision for girls.

<p>A proportion of the funding was spent on covering the PE teacher. This meant that the PE teacher was able to lead more off-site visits to local beauty spots for bike rides and also for sporting competitions.</p>	<p>The expansion of cycling opportunities to include local parks and nature reserves has demonstrably enriched the student experience. These excursions provide pupils with valuable opportunities to connect with nature and engage in physical activity within diverse environments.</p>	<p>The introduction of off-site cycling opportunities expands pupils' horizons by enabling them to explore new locations within Nottingham and the wider Nottinghamshire area.</p>
<p>Pathway 1 (now called Yellow pathway) has been developed in terms of appropriate equipment for their development.</p>	<p>Yellow Pathway PE has improved. A dedicated PE store with appropriate equipment is now in place. This has made the PE lessons more purposeful and beneficial for our Yellow Pathway learners.</p>	<p>The introduction of a dedicated PE store equipped with appropriate resources has significantly improved the quality of PE provision for Yellow Pathway learners. Lessons have become more purposeful and directly contribute to pupil learning outcomes.</p>

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
Trust PE meeting	Staff who teach PE.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Trust-wide PE meetings drive staff collaboration, sharing best practice, a consistent curriculum, and efficient resource use. These discussions have helped the department explore ideas to better cater PE for children with significant levels of need. This creates a sustainable PE program by encouraging lifelong student activity, reducing waste, and fostering a positive work environment.	£0
SEND PE Network	PE Lead at Woodlands Academy.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	SEND PE network meetings with other schools act as a springboard for a more sustainable SEND PE programme. Sharing best practices, resources, and knowledge across schools fosters a more inclusive PE environment for all	£0

Break/Lunch Activity	<p>Each class requested equipment which was taken from the existing Sports equipment store. This equipment would be age appropriate for the learners. Each break and lunch time, students engage with this equipment. Teaching Assistants support the structured play time.</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>students by allowing staff to learn from each other's experiences in catering to diverse needs.</p> <p>Each class requested equipment which was taken from the existing Sports equipment store. This equipment would be age and developmentally appropriate for the learners. Each break and lunch time, students engage with this equipment. Teaching Assistants support the structured play time.</p>	£0
Develop Yellow Pathway Swimming	Yellow Pathway Students	<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>The school has implemented a new swimming programme for Yellow Pathway participants. A suitable pool was identified to meet the specific needs of this group. The programme was piloted during the summer term and received positive feedback from staff and parents. Plans are in place to expand the programme in the next academic year,</p>	£85

<p>Further develop the bike project to engage and excite pupils in cycling.</p>	<p>All pupils at Woodlands Academy present and future.</p>	<p>Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>demonstrating a commitment to enriching the curriculum for all students.</p> <p>The school has further developed its bike project by investing in indoor bike trainers and software. This allows students to participate in virtual cycling sessions indoors during inclement weather, ensuring continued engagement with the project regardless of the conditions.</p>	<p>£4,489.75</p>
<p>To continue promoting Girl's PE.</p>	<p>All Girls at Woodlands Academy</p>	<p>Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Girl's PE has been fantastic. All girls engage fully with the lesson and have stated that they feel as though they can compete with each other. It has also had a positive impact on Girls performance in mixed PE, with girls making good progress. Girls now have the confidence to compete with other schools.</p>	<p>£0</p>

<p>Winners medals handed out to all children after sports day. Often the first medal a student will receive.</p>	<p>All Pupils at Woodlands Academy</p>	<p>Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>The medals have excited and encouraged all young people in school.</p>	<p>£219</p>
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<p>Summer fleet service of all bikes, trikes and quads.</p>	<p>All pupils will benefit from having good working bikes.</p>	<p>Key indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>The service of the bike fleet is essential to ensure that the bikes are in good working condition as they are used weekly, all year round.</p>	<p>£3000</p>
<p>New equipment purchased to provide a quality PE provision. This equipment also replaced broken/tired equipment. There has been a large focus on purchasing equipment that is suitable for Yellow Pathway.</p>	<p>All pupils at Woodlands Academy</p>	<p>Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>The investment in new PE equipment for both Yellow Pathway and the wider school has significantly enhanced the learning environment and improved the quality of the PE curriculum for all pupils.</p>	<p>£7,008.52</p>
<p>Develop sporting opportunities for children.</p>	<p>All pupils at Woodlands Academy</p>	<p>Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>Lots of sporting trips have taken place this academic year including; swimming, sporting competitions, bike rides, cricket matches, and play activities. These trips have created opportunities that may not be readily available to our young people, including those with significant levels of need. The department has used these experiences to explore ideas for better catering PE to all students.</p>	<p>£403.81</p>

<p>To purchase software that will allow pupils to ride virtual bikes during poor weather.</p>	<p>All pupils at Woodlands</p>	<p>Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>The school's subscription to Zwift has introduced pupils to the concept of virtual cycling, promoting enjoyment and engagement in physical activity. This innovative approach, which combines game-based elements with fitness training, has proven to be highly successful.</p>	<p>£738.92</p>
<p>Continue subscription to the mailing list of School Sport Manager for Nottingham City Council.</p>	<p>All pupils at Woodlands</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Entry into; inclusive football, inclusive athletics, inclusive Kurling, inclusive dodgeball, inclusive handball, urban hockey and running competitions.</p>	<p>£285</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
To continue promoting Girl's PE.	The Girls' PE programme has demonstrably increased participation in sport and physical activity amongst female pupils. The programme's enrichment activities, including a visit to a professional cricket match and a tour of Trent Bridge Cricket Ground, further inspired the girls. The opportunity to interact with female cricket coaches, particularly one with a diagnosis of autism, provided relatable role models and fostered a positive learning environment.	The school's Girls' PE programme attracted the attention of The Lord Taverners. Together, a promotional video was created to showcase the importance of girls' PE and their engagement with the cricket programme.
To purchase software that will allow pupils to ride virtual bikes during poor weather.	The school's subscription to Zwift has introduced pupils to the concept of virtual cycling, promoting enjoyment and engagement in physical activity. This innovative approach, which combines game-based elements with fitness training, has proven to be highly successful.	The provision of indoor cycling equipment has demonstrably improved the experience of pupils who lack confidence on bicycles and typically rely on stabilisers. The absence of balance concerns and fear allowed them to experience the joy of cycling and achieve impressive distances. This intervention has undoubtedly contributed to their physical health and well-being.
Develop Yellow Pathway Swimming	The school has implemented a new swimming programme for Yellow Pathway participants. A suitable pool was identified to meet the specific needs of this group. The programme was piloted during the summer term and received positive feedback from staff and parents. Plans are in place to expand the programme in the next academic year, demonstrating a commitment to enriching the curriculum for all students.	Woodlands Academy is proud to have successfully piloted swimming lessons for Yellow Pathway pupils. Recognising the unique needs of these learners, the school implemented solutions to address logistical challenges, ultimately facilitating a positive and enjoyable swimming experience. Building on this success, the Academy intends to expand access to swimming opportunities for Yellow Pathway pupils in the future.

<p>Continue subscription to the mailing list of School Sport Manager for Nottingham City Council.</p>	<p>Entry into; inclusive football, inclusive athletics, inclusive Kurling, inclusive dodgeball, inclusive handball, urban hockey and running competitions. These inclusive sporting events have helped the department explore ideas for better catering PE to all students.</p>	<p>The availability of well-organised, inclusive competitions has been a significant factor in promoting pupil participation and enjoyment. The competitions are thoughtfully designed to provide an appropriate level of challenge, ensuring a positive and engaging experience for all participants.</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?	0%	The school currently has a single pupil in Year 6. This student has not yet participated in school swimming lessons due to their placement in the Yellow Pathway. Pleasingly, the Yellow Pathway has successfully begun swimming lessons, requiring significant logistical planning. Building upon this achievement, the school intends to expand participation in swimming lessons to include more Yellow Pathway pupils.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	The school currently has a single pupil in Year 6. This student has not yet participated in school swimming lessons due to their placement in the Yellow Pathway. Pleasingly, the Yellow Pathway has successfully begun swimming lessons, requiring significant logistical planning. Building upon this achievement, the school intends to expand participation in swimming lessons to include more Yellow Pathway pupils.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p>The school currently has a single pupil in Year 6. This student has not yet participated in school swimming lessons due to their placement in the Yellow Pathway. Pleasingly, the Yellow Pathway has successfully begun swimming lessons, requiring significant logistical planning. Building upon this achievement, the school intends to expand participation in swimming lessons to include more Yellow Pathway pupils.</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</p>	<p>A proportion of the sports premium funding was allocated to piloting swimming lessons for the Yellow Pathway. A suitable pool, different from the one used for Green and Blue Pathway lessons, was successfully secured. The pilot session proved to be a positive experience, and the school intends to expand this provision in the coming academic year.</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>Staff support swimming lessons across pathways, ensuring pupil safety through close collaboration with qualified swimming instructors. While formal CPD opportunities have not yet been organised, staff effectively follow instructors' guidance to provide in-water support.</p>

Signed off by:

Head Teacher:	<i>Andrew Morgan</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Paul Wyles, Assistant Principal
Governor:	<i>Adrian Armstrong (Chair)</i>
Date:	22/07/2024