



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

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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.

**Carlyle Infant and Nursery Academy**  
**Academic Year 2023-24**

**Rationale**

At Carlyle Infant and Nursery Academy we aim to build on children's natural enthusiasm for physical exploration by providing stimulating, purposeful and challenging experiences through games, dance, gymnastics, swimming, athletics, the daily mile and outdoor and adventurous activities. We aim for as many pupils as possible to engage in activities that promote their physical development including being involved in competitive sports.

We know from evidence that physically active children are not only healthier but do better academically and in life; they are far more likely to be active as adults. The first ten years of life provide children with a blueprint for their adult lives and is the time when they develop the critical fundamental movement skills that act as foundations and building blocks for future activity.

**Summary of Proposed activity for 2023-24**

- Children will continue to work with Cycle Derby to develop their core strength, balance and gross motor skills.
- KS1 playground and Cycle area/Sensory Garden will be further developed to provide a larger space for a range of physical activities that enhance pupil's physical and social skills, cognitive development, fine and gross motor skills and mental health and wellbeing.
- EYFS outdoor area will include a range of thematic learning opportunities that enable children to develop fine/gross motor skills.
- The profile of sport will continue to be raised across the academy through increased enrichment opportunities for the children linked to sports and activities.
- Dojo teams will be established and used to promote team building activities and enrichment opportunities.
- Increased communication with parents regarding sporting achievements, healthy eating and pupil's mental and physical wellbeing.
- An effective PE curriculum that is taught with confidence across the academy with clear progression of skills from EYFS through to year 2.
- Continued partnership with Premier Sports: Lunch time active club, after school clubs, enrichment opportunities, competitive sports and skills.

**Intended Impact of the Pupil Premium / Sports Funding**

It is intended that the above actions will be sustainable over time as they focus on:

1. the engagement of all pupils in regular physical activity
2. raising the profile of PE and sport across the school as a tool for whole-school improvement
3. increased confidence, knowledge, and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

## 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>The engagement of all pupils in regular physical activity.</p> <p>Premier Sports (outside sports specialists) worked with all children weekly – games, gymnastics and dance, physical literacy, fundamentals.</p>	<p>Children engaged in regular physical activity - The Daily Mile, Forest Schools, Sensory and Movement Garden throughout the day.</p> <p>Feedback from children includes –</p> <p><i>'I like playing with the different equipment outside'.</i></p> <p><i>'If we don't exercise, we won't be fit and healthy. It's good to run around and play different games. Sometimes I get out of breath'.</i></p> <p><i>'Playtime is more fun now we have more to play with outside'.</i></p> <p><i>'The playground didn't use to be fun but now it is, I like playing with the tyres and building dens'</i></p>	<p>Look at ways to further enhance the KS1 playground to encourage and promote active play during breaks and lunchtimes.</p> <p>Create playtime zones lead by mini leaders.</p> <p>Allocate specific outdoor physical activity opportunities for KS1 including the use of the new cycle area/sensory garden.</p> <p>Increase PE and physical activity opportunities used as whole school rewards.</p>
<p>Cycle Derby worked with all children from EYFS.</p>	<p>Helped to develop independence and resilience skills. Current year 2 children have worked with cycle derby consistently for the last 3/4 years. All year 2 children able to ride a pedal bike independently. 80% year 1's riding pedal bikes.</p>	<p>Liaise with Cycle Derby to book in for next year Promote sporting achievement and clubs through website, Dojo and school newsletter.</p> <p>Monitor pupils to develop cycling as a life-long skills – working with the support of Cycle Derby.</p>
<p>Broader experience of a range of sports and activities offered to all pupils.</p>	<p>New Cycle Area established as part of the sensory garden. Increased outdoor learning/physical opportunities accessible for all children.</p>	<p>Focus on developing progression of skills in EYFS - how do these progress into Key Stage One.</p>
<p>The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Skills and progression mapped out clearly on LTP/MTP.</p>	<p>Enhanced teaching and learning across the school. Progression monitored and used to inform next steps, future actions.</p> <p>Teacher/TA CPD delivered throughout the year - games, gymnastics and dance and fundamentals. (In response to teacher audit of needs). Improved teacher confidence and delivery of lessons.</p>	<p>Audit staff needs – arrange appropriate CPD particularly for those new to year group/ECTs. Increased lunch time sports provision offered daily to pupils by outside agencies. Improve playtime and outdoor behaviour with a range of sports and structured physical activities - look into training for middays.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff confident in planning, teaching and assessing PE to ensure progression and challenge.</p>	<p>Audit EYFS outdoor provision to enhance and support physical activity outdoors.</p>
<p>Increased participation in competitive sport</p>	<p>Whole School Sports Days inclusive - all children able to access and compete to a level that matches their needs. Positive engagement/feedback from parents.</p>	<p>Liaise with outside agencies to organize inter and intra school competitions. Further develop outdoor cycle area/sensory for children to use.</p> <p>Focus on how PE and physical activity can be used to enhance cultural capital. Set up school dojo groups to be used during competitive games and sports across the school.</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
<p>Encourage children to be active by integrating physical active into every aspect of life.</p> <p>Create opportunities for children to develop a skill, which will increase their activity levels and give them an enjoyment for being active.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – taking part</p> <p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – taking part</p>	<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>Inspire, motivate and engage pupils whilst increasing levels of physical activity. Helps create cross curricular links. Contributes to the recommended 30 minutes a day physical activity children should undertake. (PE Lead to monitor). Helps to improve behaviour and concentration levels. Encourages resilience (Staff feedback). (Observations/assessments) Promotes good behaviour for learning. Increases enjoyment of physical activity.</p> <p>All pupils exposed to a range of sports, learning new skills and games both competitive and non-competitive. Continue to work with Premier sports and monitor the impact and effectiveness. Look at introducing intra-sport games across school. PE lead to continue to monitor the impact and daily usage of the area. How effective is it? What could be done to increase engagement? Look at opportunities to extend outdoor provision further, look into other outdoor providers.</p> <p>Pupils will have learnt a new skill. Increases/encourages physical activity in and out of school. (Parent feedback, pupil certificates) KS1 – 90% able to ride pedal bikes independently - assessment Matrix Most of FS2 riding pedal bikes independently - assessment Matrix Nursery – mostly using balance bikes, core strength improving. Monitor impact of lessons – what percentage are riding pedal bikes/ how can we increase this further? Focus on development of school cycle area/sensory garden. Train staff to support children on bikes.</p>	<p><i>£3000 for resources and training</i></p> <p><i>£7850 for Premier Sports lunchtime provision.</i></p> <p><i>£1200 for Cycle Derby</i></p>

<p>Promote sports/PE to wider community: school newsletter to include news re participation in sports events, competitions and festivals, encouraging pupils to take part and informing parents of whole school commitment to PE and Sport.</p>	<p>PE Lead, teaching staff, pupils, parents</p>	<p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>	<p>Pupils are inspired and motivated to take part in sporting activities (registers, feedback). Increase in self-esteem/ confidence is having an impact on learning across the curriculum (teacher feedback). Create parent surveys linked to sport to gauge focused feedback. PE enrichment day - celebrate and promote PE across the whole school. Continue to promote sport through team colours linked to dojo groups. Liaise with Premier sports to support with this.</p>	<p>n/a</p>
<p>Achieve national recognised awards such as Healthy Schools that help to educate children on the importance of looking after their bodies and showing parents our commitment to the health and wellbeing of our pupils.</p>	<p>Teachers, pupils, parents</p>		<p>Achievement of award, Inspire Curriculum and PE enrichment opportunities means pupils can make more sensible and informed choices when it comes to healthy eating. Children understand the importance of a balance diet alongside exercise. Pupils are more educated in understanding why and how they should look after their bodies. Healthy bodies and discussions are embedded within PE lessons. Continue to work to completing and maintaining the award. Parent feedback – healthy eating at home. Information, success and impact of awards to be shared with parents and the wider community.</p>	<p>£150 for resources</p>
<p>Ensure school are up to date with key national and local developments in PE and Sport to ensure pupils can benefit from high quality PE and Sport provision.</p>	<p>PE lead, teachers, pupils</p>	<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>School benefits from national and local strategies enabling more pupils to be more active, more often (feedback). National programmes are utilised. Staff/Pupil feedback. Continue to sign up to national and regional programmes that promote sport and activity. Continue to work with Premier Sports and other outside agencies.</p>	<p>£300 for cover</p>
<p>Upskill ECT teachers/teachers new to year groups</p>	<p>ECTs, teachers</p>		<p>Pupil audit indicates pupils continue to enjoy PE lessons and are making good progress (feedback/ end of year assessment). Teachers have an improved understanding of the PE curriculum; this is supported by the development of the new inspire curriculum. Planning scrutiny, sonar used and data monitored. LTP/MTPs used effectively to plan, teach and assess pupil progress. Continue to work with Premier to access ongoing training/ support.</p>	<p>£500 for cover/ training</p>

<p>Offer a wide variety of sports for all children to participate and develop skills.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – taking part</p>	<p><b>Key indicator 4:</b>  <b>Broader experience of a range of sports and activities offered to all pupils.</b></p>	<p>Share CPD across the academy to further support ECTs and support staff new to teaching or staff new to year groups. Lead to share information through staff meetings monitor in action across school. Progress monitored throughout and impact measured. Additional opportunities provided for all pupils. Participation celebrated at assemblies. Pupils inspired and motivated to take part (feedback). Improved behaviour during outdoor social times. Children engaging in imaginative play using a range of resources. Children developing interests in specific sports. Positive feedback from parents. Pupils taught lifelong skills e.g., cycling, coping mechanisms. Look into opportunities for cluster level competitions across the trust. Look into further training for staff to deliver focused lessons linked to sports/activities of interest.</p>	<p><i>Cost allocated within Key Indicator 1 (£3000)</i></p>
<p>Continue to develop the new outdoor Cycle Area and Sensory Garden to be accessed by all children to support mental health, gross motor skills and balance control.</p>	<p>Lunchtime supervisors / teaching staff.</p> <p>Pupils – taking part</p>		<p>Children are accessing the sensory garden regularly. A variety of resources are available to encourage and promote active learning, physically and mentally. All pupils can access the cycle area with a supporting adult. Supports/enhances SEND provision across school. Monitor the use of bikes. Are skills taught through cycle derby being transferred?</p>	<p><i>£2000 for resources</i></p>
<p>Encourage children to develop and learn new skills (gross/motor) across the school.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – taking part</p>		<p>A range of resources available for all pupils to access. Outdoor provision in EYFS further enhanced though resources to support gross and fine motor skills. PE resources match curriculum needs. Range of equipment available to pupils at break/lunchtime – positive feedback from pupils/staff. Research resources to support and enhance year 1 outdoor provision – focusing on developing pupils fine/gross motor skills.</p>	<p><i>£2000 for resources and training</i></p>



<p>Organise a range of intra sport and external competitions for different pupils to take part in and represent the school.</p>	<p>Teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – taking part Parents - watching</p>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Regular afterschool clubs running weekly with a high intake of pupils. Children take part in afterschool competitions in local cluster groups – parents attend. Pupils inspired and motivated to take part (feedback). Increase in PP pupils accessing afterschool sports clubs. Discuss future competition opportunities with Harmony Trust. Liaise with Premier Sports to discuss these ahead of 2024-25. Look into taking part in Premier Gymnastics competition. Continue to share and celebrate achievements with parents.</p> <p>Look into further competitive sports opportunities across Harmony Cluster academies 2024-25.</p>	<p><i>Cost allocated within Key Indicator 1 (£3000).</i></p>
<p>Organise whole school sporting events-for all children to take part in, opportunity to engage in competitive sports</p>	<p>Teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – taking part Parents - watching</p>		<p>Children compete in a range of sports, with parents supporting. Children compete in vertical groups (Dojo teams) Children understand the importance of ‘taking part’ and trying their best. Rewards given to the winning dojo team. Continue to use dojo teams to enhance enrichment opportunities across the school. Liaise with premier sports to support with this. Use to raise the profile of sports and achievement across the academy – share with parents.</p>	<p><i>£100 for Premier Sports and resources</i></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
<p>Encourage children to be active by integrating physical active into every aspect of life.</p> <p>Create opportunities for children to develop a skill, which will increase their activity levels and give them an enjoyment for being active.</p> <p>Encourage children to develop and learn new skills (gross/motor) across the school.</p> <p>Promote sports/PE to wider community: school newsletter to include news re participation in sports events, competitions and festivals, encouraging pupils to take part and informing parents of whole school commitment to PE and Sport.</p> <p>Achieve national recognised awards such as Healthy Schools that help to educate children on the importance of looking after their bodies and showing parents our commitment to the health and wellbeing of our pupils.</p> <p>Upskill ECT teachers/teachers new to year groups</p> <p>Continue to develop the new outdoor Cycle Area and Sensory Garden to be accessed by all children to support mental health, gross motor skills and balance control.</p>	<p>Curriculum incorporates physical activity e.g. Daily Mile, Premier Sports enrichment activities, Trim Trail, Sensory Garden etc. Increase in children’s stamina and endurance – teacher feedback. Improvement in children’s behaviour and attention in the classroom. Reduced restlessness and improved focus. Children enjoy active learning - provides a fun and engaging learning experience.</p> <p>Premier Sports have delivered after school clubs teaching a range of sports not normally accessible to pupils in the school day. Increased opportunities for children to develop new skills. PE resources match curriculum needs to support this/enhance learning opportunities. Helped children to develop their interest and talents.</p> <p>Parents have been informed of a range of different sports clubs available to pupils and attended intra sport competitions to support their child/school. Parents are proud of their children’s participation in events. Children engaging in sports outside school hours. New skills and interest developed which children may choose to further continue.</p> <p>Not yet started (due to PE Lead on maternity). However, teachers have delivered lessons promoting sun safety and the importance of looking after your bodies.</p> <p>No new ECT teachers or teacher movement this year, however PE lead has supported with teacher development and training.</p> <p>Cycle area and sensory garden complete – all children now accessing this area during lunchtimes and throughout the day either in classes or small groups. Increased in the level of interaction that children have with the outdoor environment. Provided benefits such as increased educational development, concentration, skills, ecological awareness and academic learning.</p>	<p>Arrange for BLM assessment next year, to measure the impact of physical activity across the year – liaise with Premier Sports.</p> <p>Review the popularity of after school clubs on offer this year. Meet with Premier Sports to discuss the plans for next year. Look at</p> <p>Continue to raise the profile of sport and physical activity across the school and share with parents via Dojo/Newsletter.</p> <p>Carry over to next year.</p> <p>Ensure all children can access external clubs – introduce teacher led clubs to support with costs. Continue to sign up to national and regional programmes that promote sport and activity. Continue to work with Premier Sports and other outside agencies to support with this.</p> <p>Monitor the usage of the area across school. Make any necessary improvements/adaptations according to pupil needs.</p>

<p>Organise a range of intra sport and external competitions for different pupils to take part in and represent the school.</p> <p>Organise whole school sporting events-for all children to take part in, opportunity to engage in competitive sports</p>	<p>PE enrichment day – celebrating PE and physical activity. Teachers delivered bespoke lessons targeting different aspects of physical activity including keeping healthy, positive mental health, problem solving and keeping active. Children took part in intra sport activities across year groups. Enabled children to develop their character, including resilience, confidence and independence. Children know how to keep fit both, mentally and physically. Helps to prepare them for future success.</p> <p>Children competed in a range of sports, with parents supporting. Children competed in vertical groups (Dojo teams) for whole school sports day. Children understood the importance of 'taking part' and trying their best, whilst also celebrating and supporting one another competitively.</p>	<p>Plan further enrichment opportunities for next year. Liaise with outside agencies to support. Draw on the interest of children.</p> <p>Continue to use dojo teams to enhance enrichment opportunities across the school. Liaise with premier sports to support with this. Use to raise the profile of sports and achievement across the academy – share with parents.</p>
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