



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
To further increase active play at lunch and break times. <ul style="list-style-type: none"> • Train and monitor sports ambassadors to lead activities at lunchtime. • Purchase additional resources. 	Pupils enjoyed using the new equipment: it helped with their balance and gross motor skills. Sports leaders were effective in supporting active play, where all KS2 pupils have had a range of resources and ideas to play games and develop physical skills.	Ensure that Year 6 pupils are trained to lead activities at lunchtime. Purchase additional resources, especially for winter use.
Promote activity in the EYFS <ul style="list-style-type: none"> • Purchase additional scooters and trikes. • Purchase resources for active play. 	Pupils developed early learning goals of physical development through the additional resources.	Purchase further balance and climbing resources for Reception.
Increase activity in wrap-around care <ul style="list-style-type: none"> • Purchase resources to increase activity such as goals and play equipment. 	Pupils were more active through during sessions.	Continue to monitor resources.
PE aspirations and profile to be raised through reading. <ul style="list-style-type: none"> • Purchase inspirational sporting books for the school library. 	Pupils enjoyed reading the new books. This helped to develop comprehension skills, reading fluency and reading for pleasure. The books helped to inform pupils of inspirational athletes.	Purchase additional books from the little people, big dreams range in addition to KS2 range for accelerated reader.

<p>Raise sporting aspirations using a growth mind-set approach</p> <ul style="list-style-type: none"> • Book Inspirational speaker <p>Ensure quality teaching of PE from Nursery through to Year 6.</p> <ul style="list-style-type: none"> • Ensure sports coach has support to deliver effective sessions. <p>Further develop the quality of swimming teaching.</p> <ul style="list-style-type: none"> • All staff to receive resuscitation and water rescue training. • Staff to receive additional training sessions and support in developing water skills and technique. <p>Introduce Maypole dancing to curriculum.</p> <ul style="list-style-type: none"> • Purchase maypole. <p>Increase range of extra-curricular sports so that pupils have a broader range of opportunities.</p> <ul style="list-style-type: none"> • Purchase resources for clubs. • Introduce variety of clubs such as Street or Maypole dancing. <p>Arrange in school enrichment days to give pupils enhanced sporting experiences.</p> <ul style="list-style-type: none"> • Book Circus Skills workshop • Book Skipping workshop 	<p>All pupils were inspired by the assembly and workshops. It was noticeable that their application in all aspects of school had improved.</p> <p>Monitoring through lesson observations and pupil voice showed that high quality lessons were delivered.</p> <p>Monitoring showed that lessons are being taught effectively. It was noticeable that most pupils had developed water confidence and swimming competence.</p> <p>It was evident that pupils had developed teamwork and coordination through learning maypole dancing. Pupils had developed confidence when performing.</p> <p>The new clubs introduced had been well attended and had positive feedback from pupils.</p> <p>The large majority of school took part in these workshops. These were both great experiences for the pupils.</p>	<p>Arrange another inspirational speaker.</p> <p>Arrange an effective programme of CPD for all teachers. Explore schemes of work to further develop teaching.</p> <p>Continue with similar training.</p> <p>Continue maypole dancing as part of next year's curriculum.</p> <p>Continue to provide these clubs next year.</p> <p>Book two more workshops for next year.</p>
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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
Purchase necessary equipment for active lunchtimes, PE lessons and extra-curricular clubs	Lunchtime supervisors / teaching staff/ Play leaders as they need to lead the activity Pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£2150 for resources <ul style="list-style-type: none"> • Speedstacks • Eco resources • Playtime equipment • Handball goals • Construction resources • Nursery equipment • Warm-up resources
Provide quality swimming sessions for all pupils	Teaching staff as they will be leading the sessions Pupils as they will take part.	Key indicator 1 –Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils developing water confidence and swimming competence.	£2350 for training, resources and swimming costs

<p>Arrange external visitors to broaden experiences</p>	<p>Pupils as they will take part.</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils experiencing different sports.</p>	<p>£1000 for Team Rubicon and Stomp workshops.</p>
<p>Enhance PE lessons and active playtimes with barriers.</p>	<p>Lunchtime supervisors / teaching staff/ Play leaders as they need to lead the activity</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£3500 for barriers.</p>
<p>To offer a wide range of opportunities to enter sports competitions.</p>	<p>Pupils – as they will take part.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>More pupils experiencing competitive sports</p>	<p>£1850 for DSSN membership and transport.</p>
<p>Purchase books for library</p>	<p>Pupils as they will have access.</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>More pupils being inspired by sporting role models</p>	<p>£250 for non-fiction books</p>

<p>To provide additional opportunities to develop activity, broaden experiences.</p> <p>To provide CPD opportunities for teachers and TA to support lessons/active play</p>	<p>Pupils as they will take part</p> <p>Teachers who will be delivering PE lessons Teaching assistants who will be supporting active play</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 1 –Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>More pupils being given personal development opportunities</p> <p>Teachers more confident in delivering effective lessons. Teaching assistants more confident to support active play</p>	<p>£1500 for enrichment activities – transport and resources.</p> <p>£3600</p>
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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
Purchase necessary equipment for active lunchtimes, PE lessons and extra-curricular clubs	The equipment has benefitted pupils in PE lessons, active play, breakfast club and extra-curricular clubs.	Ongoing investment needed.
Provide quality swimming sessions for all pupils	All pupils have had regular swimming lessons. This has enabled them to develop swimming skills and water confidence.	
Arrange external visitors to broaden experiences	Feedback from pupils has been positive. Pupils have gained confidence with new activities.	
Enhance PE lessons and active playtimes with barriers.	It is noticeable that pupils have been more active at lunchtimes and the range of activities has increased.	
To offer a wide range of opportunities to enter sports competitions.	Pupils have enjoyed the competitive element of the competitions as well as competing in teams. They have enjoyed the variety of experiences.	
To provide additional opportunities to develop activity, broaden experiences.	Pupils have developed valuable skills such as cooperation, resilience and problem-solving. In addition they have experienced new activities such as water sports and climbing.	Consider bringing further opportunities to school such as a climbing wall.

<p>To provide CPD opportunities for teachers and TA to support lessons/active play</p>	<p>Staff more confident with delivering effective PE lessons as well as developing confidence in individual disciplines such as table tennis.</p>	<p>Consider purchasing new scheme of work to further develop teaching and learning.</p> <p>Consider staff attending accredited sports courses for individual sports.</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?	96%	<i>Extra pool sessions have enabled pupils to meet this criteria.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	82%	<i>The majority of pupils who did not meet this expectation struggled to swim effectively on their back.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>96%</p>	<p><i>Extra pool sessions have enabled pupils to develop these skills.</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</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</p>	<p><i>Annual training to develop teaching of ASA swimming expectations.</i></p> <p><i>Annual rescue and resuscitation training.</i></p>

Signed off by:

Head Teacher:	<i>Daniel Barron</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Daniel Barron</i>
Governor:	<i>Ian Briscoe</i>
Date:	19-7-24