



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
<p>Key indicator 1: The engagement of <u>all</u> 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.</p>	<ul style="list-style-type: none"> • Children have a variety of games that they can lead themselves during break time. Years 5 and 6 have some children taking part in extra-curricular cross-country races. Significant numbers plan to do so in January '23 at the next fixture, with younger children expressing great interest. It has become aspirational. • Deepened interest in sports activities. Children want to take part in their active time. Areas of the playground being 'zoned' have given clarity of purpose to children and coaches alike. • Children are actively engaged in meaningful activities during their free play at lunchtime, facilitated using appropriate equipment. • More families are becoming active at home and understand the educational and health benefits. 	<ul style="list-style-type: none"> • More consistent delivery and approach to the learning elements of these sessions required – potential new supplier for current academic year. • Increased ability of playmakers etc. to take over the role of sports coaches at lunch and break.

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> • 100% of children who took part were awarded some form of recognition of achievement in line with School Games aims. • Children engage in lunchtime activities as well as those qualified as leaders to develop their own physical literacy and skill base. 	<ul style="list-style-type: none"> • Arrangement and planning in place ready for future years.
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> • Staff to become proficient in using Complete PE. • Inter-school participation understanding and involvement. 	<ul style="list-style-type: none"> • Staff will be able to share their experiences with the new staff. • Continued and improved relationship with local schools. • Subject lead and sports coaches to conduct equipment and planning audit to identify gaps.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Children can talk more passionately and with greater interest about both dance and acrobatic routines and skills. • Involvement of children in sports such as basketball, badminton and table tennis that were previously unavailable. 	<ul style="list-style-type: none"> • Continued progression into next year.
<p>Key indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • Anecdotal evidence from children, families and staff on experiences and personal impact. • Improvement from 0% participation in inter-school sports last year to 50% this year. 	<ul style="list-style-type: none"> • Continued development of all children with broad experiences in a range of contexts – both inter and intra school events. • Legacy of events competed at being used during break and lunchtimes.

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
Continue lunchtime sport sessions/activities for pupils.	<p>Lunchtime supervisors / teaching staff, coaches - 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 – 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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Increased availability and participation in extra-curricular activities across all year groups to provide the widest possible interest and participation.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£9,555</p>

<p>Ensure children have access to age-appropriate active travel training to encourage them to walk or cycle to school safely.</p>	<p>Reception children to take part in Balanceability bike training.</p> <p>Year 5 and 6 children to take part in Bikeability level 1 and 2 training to learn how to ride their bike safely on the road.</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More families are becoming active at home and understand the educational and health benefits.</p>	<p>Funded</p>
<p>Increased recognition of ability through awards.</p> <p>Designated Sports Day, including attendance of parents/carers/spectators. Awards given on the day.</p>	<p>Teachers, pupils, and parents/carers/spectators.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>100% of children who took part were awarded some form of recognition of achievement in lines with School Games aims.</p>	<p>£230</p>
<p>To develop leadership skills in children.</p>	<p>School Sports coach to train up Sports leaders in Year 5 who then lead physical activity sessions to the rest of school in groups during lunchtime.</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children engage in lunchtime activities as well as those qualified as leaders to develop their own physical literacy and skill base.</p> <p>Giving children responsibility has improved behavior at lunchtime.</p>	<p>£400</p>

<p>CPD for teachers.</p> <p>Identify gaps in staff knowledge and organise professional development and arrange cover.</p> <p>Staff questionnaire to identify gaps and professional development needed.</p>	<p>Primary teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved pupil's attainment in PE.</p> <p>Staff will be able to share their experiences with new staff.</p>	<p>£1550</p>
<p>PE training and conference.</p> <p>Specialist staff training and improved performance.</p>	<p>Primary teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Inter-school participation, understanding and involvement.</p> <p>Continued and improved relationship with locality schools.</p>	<p>£350</p>
<p>Specialist Dance teaching to enrich learning and allow children to exposure to a more complex range of sports.</p>	<p>All children</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children can talk more passionately and with greater interest about both dance and acrobatic routines and skills.</p>	<p>£7,676</p>

<p>Attendance in extra-curricular sporting events to increase participation.</p> <p>Children experience competition at an appropriate level to develop understanding of winning, losing, and taking part. Using the School Games values as a guide.</p>	<p>Teachers, pupils, and parents/carers/spectators.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Continue to maximise opportunities to take part in competition and recreational sporting events for all children in a range of contexts – both inter and intra school events.</p> <p>Legacy of events competed at being used during break, lunchtimes, and afterschool.</p>	<p>£2500</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

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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>%</p> <p>TO COMPLETE USING CURRENT DATE AND THEN UPDATED AT THE END OF THIS TERM</p>	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>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></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>%</p> <p>AS ABOVE</p>	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>AS ABOVE</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>Sharon Byrne</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Charlotte Cowley</i>
Governor:	<i>Helen Rufus, Chair of Governors</i>
Date:	