



# 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
Continue to upskill staff	Staff continue to build their confidence in delivering a range of sports and PE	Build on this further through a new provider – Sporting Influence and develop competitive sports
Increase in participation of sport at lunchtime and after school	More uptake of sport at lunchtime and a range of sport on offer	Build on this further with KS1 and EYFS
Offer a wide range of activities both within and outside of the curriculum	School is embedding a wider range of activities into the school year such as balance bikes, boxercise	Continue to build on this further and look at community involvement too.

## 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 (total for 2023-24 £16640)
CPD for teachers through the use of Sporting Influence and Sam Rich (dance)	Primary generalist teachers.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	K1 more staff have developed their skills, knowledge and confidence in teaching PE and sport. Primary staff are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school	£8000 costs for additional coaches to support lunchtime sessions.

Introduce lunchtime sport sessions/activities for pupils.	Lunchtime supervisors / teaching staff, coaches - 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	K2 More pupils meeting their daily physical activity goal	£1000
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<b>Action – what are you planning to do</b>	<b>Who does this action impact?</b>	<b>Key indicator to meet</b>	<b>Impacts and how sustainability will be achieved?</b>	<b>Cost linked to the action (total for 2023-24 £16640)</b>
Review resources for PE and sport and purchase where further resources are needed	Pupils and their use of equipment. Staff – building confidence to use new equipment	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	K3 more pupils and staff are aware of the benefits of physical activity and sport	£4640 - resources
Continue to offer a wide range of activities both within and outside the curriculum to	Pupils – record who participates and seek to increase	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	K4 more pupils encouraged to take part in PE and Sport Activities	£2000

<p>get more children involved.</p>	<p>Boxercise Skip to be fit Balance Bikes Sporting Influence weekly club (changes each half term): tchoukball) Outdoor and adventurous activities – residential, Carlton Lodge</p>			
<p>Engage more pupils in sports competitions Increase opportunities for children to take part in school competitions</p>	<p>Pupil – record who participates and seek to increase</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>K5 more pupils encouraged to participate in competitive sport</p>	<p>£1000 - transport</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
CPD for teachers through the use of Sporting Influence and Sam Rich (dance)	Staff are more confident in supporting and delivering PE. Staff can see a clear progression of skills through the new provider.	New provider is working well with school and supporting the planning and delivery of the PE curriculum.
Introduce lunchtime sport sessions/activities for pupils.	MSAs have been supporting the play at lunchtime - a clear rota for sports is in place.	Next academic year Y5/6 children are to be trained as sports leaders so then they can support play across the school at lunchtime.
Review resources for PE and sport and purchase where further resources are needed	New provider has worked with PE subject lead – any gaps have been purchased.	Continue to review as different sports / opportunities arise.
Continue to offer a wide range of activities both within and outside the curriculum to get more children involved.	A sport club is on offer every term and in summer an additional club of Ro-icket was on offer after a sporting competition. Clubs get a very good take-up	Parent contributions to the Passports of Experiences have got staff to explore other opportunities eg Judo taster session booked for September 24.
Engage more pupils in sports competitions Increase opportunities for children to take part in school competitions	New sport provider has a very comprehensive list of competitions for school to join in with – football, netball, cross-country, ro-icket	Continue with the provider. High 5 netball team went through to a Finals and came runner-up

## 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?	67%  12/18	<i>High pupil mobility throughout the school – children arrive with different experiences of swimming. Physical disability.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	67%  12/18	<i>Children will receive their final swimming lessons in year 6 and we are expecting the number to increase in the year 24/25.</i>



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>78%</p>	<p><i>Most of the children have a strong understanding on what to do to self-rescue if needed as we have taught them through assemblies/PSHE about water safety as well as when they are in the water. Some children with additional needs may find this a little hard due to their understanding.</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>Year 6 children have been targeted to enable them to meet the expectation.</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>Staff accompany the children swimming and are supporting the lessons which take place. In addition to swimming lessons, school has also engaged with the local Fire Service for talks on water safety and how to keep safe in the event of getting into difficulty.</p>

Signed off by:

Head Teacher:	<i>Julie Lyon</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Subject Leader: Amy Newton</i>
Governor:	<i>Jim Brown – Chair of Governors</i>
Date:	September 2023 reviewed July 2024