



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 |
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| Sports day has been developed | It is now more inclusive to SEN/less active children | "I love practicing the skills because I don't always like to compete against my friends." – Year 3 pupil "The best part about Sports day is that there is so much to do and I love that I can see every year group take part in something, it makes me feel like we're a big family taking part in something together" – Year 6 pupil |
| CPD for all teachers, listening to which area they most need support. | New consistent planning, more specific CPD. | "Having my gymnastics CPD has really helped me to understand what areas of skills I should be focusing on and how to deliver them correctly for the children to see 'What a Good One Looks Like'" – Year 3 teacher |

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| <p>Broaden the sporting opportunities available to all pupils.</p> <p>LEAF</p> <p>To promote achievements</p> <p>Improve resources</p> | <p>Children have been able to take part in events such as Cross Country, Football, Tag Rugby and Athletics</p> <p>From providing new experiences, teaching new skills, having time to explore nature as well as being given an opportunity to work as a team and reflect on their experiences. It also a lot of fun and is a great opportunity for our pupils to burn off a bit of energy, enjoy our beautiful grounds and let lose for a little while. This has improved the focus of the pupils once they return to class and encouraged children who may have skills outside of the classroom, to shine.</p> <p>The children have been keen to achieve certificates this year. Children have been able to look at the achievements through class assemblies as well as celebration assemblies and in our newsletters. As we have attended more events this year, children have received more certificates and recognition as teams.</p> <p>Throughout the year, we have monitored the equipment and what has need to be ordered more often and what has needed to be replaced. Using</p> | <p>"Gymnastics CPD has allowed me to enjoy teaching the curriculum because I can confidently support children individually in the way they need." – Year 1 teacher</p> |
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| | <p>the Sequences of learning we have been able to see who is teaching what at the same time and whether there needs to be more than one class set of a certain object.</p> <p>We have worked hard so that the organization of the equipment is much easier to see and we are able to see what is available when it is needed.</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 |
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| Monitor equipment/improve resources | Pupils | Key indicator 3 – The profile of PE and sport is raised across the school as a tool for the whole school improvement | More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. | £8000 |
| CPD – ensure teachers have the confidence, knowledge and skills to teach engaging lessons | Teaching staff, pupils | Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport | Teachers to feel confident and comfortable teaching all areas of PE | £5000 |
| Playleader training | Pupils | Key Indicator 2 – Engagement of all pupils in regular physical activity | To give the children responsibilities, encouraging leadership and teamwork | Part of the CPD training listed above |
| Inter/Intra competitions and events | Pupils | Key indicator 5 – Increased participation in competitive sport, Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils | Pupils to feel accomplished and take pride in their skills in sports old and new | £1500 |

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| To motivate less active children and targeted groups | Pupils | Key indicator 2 – Engagement of all pupils in regular physical activity | | Part of our weekly lessons, using equipment and CPD which has been listed above |
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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 |
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| Replenish Equipment | Key indicator 3 – The profile of PE and sport is raised across the school as a tool for the whole school improvement | |
| New Equipment | Key indicator 3 – The profile of PE and sport is raised across the school as a tool for the whole school improvement, Key Indicator 4 – Engagement of all pupils in regular physical activity | “We can do any sport we want because we always have the right things for it and I love doing gymnastics in the hall with the spring boards.” – Year 3 pupil |
| CPD | Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport | <p>“I benefitted from Stacie teaching my Year 2 class gymnastics in the Autumn term. This has been the most beneficial CPD I've had in PE in recent years. Stacie made the lessons very explicit for both me and the children and there was a clear progression throughout the sequence of lessons. Stacie taught me how to safely teach forward rolls in a progressive way as well as lots of different shapes, movements and rolls.” – Year 2 teacher</p> <p>“I found the dance CPD invaluable, I feel that now I would be able to teach a decent sequence of lessons and I understand how I can use games and themes to teach different dance elements. The children were also great at learning and using the correct terminology. I've</p> |

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| Playleader training | Key Indicator 2 – Engagement of all pupils in regular physical activity | <p>also used the way Stacey starts her lessons (thinking about current sport, what we've already learnt and that days focus) in my other PE lessons which has helped children to link their learning and build on from it". – Year 1 teacher</p> <p>"Play Leader training was well delivered by Kickoff. Explanations were clear and children benefitted, not only in the knowledge of skills coaching but social and communication skills." – Year 5 teacher</p> <p>This would be a useful course for each year 5 group to undertake.</p> |
| Intra/Inter Competitions | <p>Key Indicator 5 – Increased participation in competitive sport,</p> <p>Key Indicator 2 – Engagement of all pupils in regular physical activity,</p> <p>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for the whole school improvement</p> | <p>"Football and Tag Rugby sessions delivered by Kickoff (pre interschool matches) clarified rules with the children and were useful to provide guidance for which players to include." – Year 4 teacher</p> |
| Events | <p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport, Key Indicator 4 – Engagement of all pupils in regular physical activity</p> | <p>"It's been great to get on a coach and play netball with other schools, I love the competitions." – Year 6 pupil</p> |
| To motivate less active children | <p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport, Key Indicator 4 –</p> | <p>"I have loved going to another school and doing activities I wouldn't normally do, it was even better</p> |

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| | Engagement of all pupils in regular physical activity | that we won the trophy!" – Year 2 pupil |
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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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 49% | |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 49% | |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 50% | <i>Use this text box to give further context behind the percentage.</i> |
| 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? | Yes | |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | |

Signed off by:

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| Head Teacher: | <i>Mark Frost</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Jasmine Power, PE Lead</i> |
| Governor: | <i>Richard Rolfe (Chair)</i> |
| Date: | <i>19th July 2024</i> |