



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
We will need to audit staff and provide relevant CPD to all staff as needed to maintain high quality PE across the school for all pupils. We will also subscribe to Get Set 4 PE to provide staff with high quality lesson plans to support the teaching and assessment of PE.	Curriculum map has been updated and is progressive and is inclusive of nursery to year 2. This will be shared with staff to ensure that all areas of NC PE are covered and lesson are broad and balanced/high quality.	
Look at opportunities for competitions with other schools. Competition is great for our pupils and competing against other schools gives our pupils a broader experience of PESSPA whilst developing character.	Competitions have been booked and children are attending a range of different events giving them a broader range of experiences.	
Look at opportunities to provide extracurricular clubs for our pupils to provide a broader experience of PESSPA.	Extracurricular clubs have been booked twice a week to allow children to have a broader experience of physical activities.	

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
Physical activity is very important to all of our pupils. Our intent is to look at developing the opportunities that we already have to engage pupils in daily physical activity. We will do this through encouraging more physical activity at lunchtimes and training play leaders at lunchtimes to promote physical activity. The aim is to promote a wider variety of play and activity at lunchtimes.	Lunchtime supervisors / teaching staff/playground 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 – 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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Playground observations carried out in autumn 1 last year by HW show that although pupils were active, there was little directed play which led to pupils making bad choices in terms of behavior at lunchtime. As a result, it was decided by SLT to introduce play leaders at lunchtimes to encourage better play. To aid the playground leaders we purchased more new equipment to engage the children, welfare staff were briefed and play leaders were trained. All play leaders completed an application process and we were impressed with the standard of the applications. Following the training HW set up a rota and the children were enthusiastic to get started. As a result of play leaders we have seen a huge improvement in behavior with significantly	£1000 costs for additional coaches to support lunchtime sessions. £1000 resources

Parents play a big role in the activity levels of children and we feel it's important that they are aware of the benefits of physical activity and how to provide this to their children. After updating the curriculum map and completing an audit of the equipment available for PE we felt it necessary to purchase equipment to enhance	Pupils – as they will take part. Parents	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	less referrals to SLT for behavior at lunchtime. In addition pupils are much more active and engaged with playing with each other. HW also zoned the playground ensuring that there were clear areas for each activity. This has proved to be a huge benefit to the pupils as they can choose where they wish to play and what they want to do. There is a strong club offer in our area and our parents are motivated to take their children. As a school we will continue to encourage this. We share successes in assembly which inspires our other pupils. Sustainability The equipment purchased is in the PE cupboard and available for use in the future. Forest School resources and wet weather gear will get a	£4000
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the curriculum. Our children love learning outside and we are fortunate to have vast outdoor facilities. We will look to develop our Forest School provision further to promote outdoor learning for our pupils. Continue to promote outdoor activities such as forest school and enable children to access the outdoors at all times.	Pupils – as they will take part. Teachers		lot of use in future years. Next steps Look at opportunities to introduce new activities to give our pupils new experiences, for example, balance bikes in EYFS to develop gross motor skills and swimming as this is an important life skill. Continue to develop Forest School as this has become an integral part of our school. An audit of resources shows that outdoor clothing needs to be replaced in order to enable children to access regularly. Forest school has become an integral part of our school and it benefits gross motor skills and resilience.	£1000
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It is important to support staff in teaching engaging PE lessons for our pupils. We will need to audit staff and provide relevant CPD to all staff as needed to maintain high quality PE across the school for all pupils. We will also subscribe to Get Set 4 PE to provide staff with high quality lesson plans to support the teaching and assessment of PE.	• All staff to complete audit • HW to review staff audits and plan support if needed. • HW to book and laise with appropriate providers for staff CPD. • Buy Get Set 4 PE. • Train staff in the use of GS4PE. • Train staff on fundamentals. • Review the support given at the end of term/audit staff reflectiveness. • Re-evaluate the CM to consider new opportunities moving forward.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Curriculum map has been updated and is progressive and is inclusive of nursery to year 2. This was shared with staff to ensure that all areas of NC PE are covered and lesson are broad and balanced/high quality. Through our scheme of work HW as PE lead regularly monitors assessment data to ensure that the curriculum map is being followed. At the start of the year HW consulted with staff regarding how they would like support in PE. The general view was that staff would like a clear scheme of work to follow in teaching PE. Staff feedback shows that staff have found this resource useful in planning, progressive and high quality PE lessons. Assessment has also been completed regularly and data reviewed by the subject leader to inform future plans.	£1000 for 5 teachers to undertake CPD.
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Look at opportunities to provide extracurricular clubs for our pupils to provide a broader experience of PESSPA.	• HW to source providers to supply clubs. • Consider the needs of pupils when planning clubs. • Check qualification/DBS etc. • Logistics in providing club e.g. letters, promoting. • HW to look at opportunities to build links with local sports clubs. • Laisse with SPCO.	Key indicator 5: Increased participation in competitive sport.	Our biggest barrier in providing an after school club was that we already have an after school club that uses the hall. We have consulted with after school staff and the coach to consider how to overcome this. The solution was that the coach would deliver 2 sessions, one to pupils who chose to go to the club and then again to pupils already in our after school club. This gave many more pupils the opportunity to take part in the club. The coach delivered football and multi skills to all year groups. All clubs have been well attended and children have enjoyed the experience and developed their skills.	£5000 for clubs
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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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	N/A	<i>Use this text box to give further context behind the percentage. 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>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	<i>Use this text box to give further context behind the percentage. 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>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A	<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?	N/A	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	

Signed off by:

Head Teacher:	<i>Charlotte Roberts</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Holly Ward Deputy Head Teacher</i>
Governor:	<i>Angela Baker Chair of Trustees</i>
Date:	