



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
1. Lunchtime supervisor training once per term. 2. Progressive sports enrichment days x3 3. Playground leader training ESSP 4. ESSP gymnastics competition	1.Children are active for at least 30 minutes per school day (indicator 1, government recommendation) largely because of the activities provided at lunchtimes. 2. Children have a broader experience of sport (indicator 4), the profile of different sports is raised across the school (indicator 2) and the enrichment days include elements of competitive sport (indicator 5). 3. Children are active for at least 30 minutes per school day (indicator 1). 4. Children have the opportunity to participate in competitive sport (indicator	1. A next step in relation to this is that staff are consistently supporting children to be active during lunchtimes, therefore we increased the training to once every half-term during this academic year. 2. Enrichment days have been a success, comments from both staff and students show their enthusiasm. It is a great opportunity to make the children aware of a range of sporting activities. 3. The school council became playground leaders this year, an area that could still be developed further. The children who attended

<p>5. IMoves</p> <p>6. Pupil premium children engaging in after school clubs, 50% of the fee is paid for using sports premium.</p> <p>7. Sports day</p> <p>8. Subject leader training with progressive sports</p> <p>9. Staff CPD x3</p> <p>10. Gymnastics coaching</p>	<p>5).</p> <p>5. Regular physical activity (indicator 1), goes towards the 30 minutes of physical activity during the school day.</p> <p>6. Broader experience of a range of sports offered to 'all' pupils (indicator 4).</p> <p>7. Opportunity to engage in competitive sport (indicator 5).</p> <p>8. Subject leader has increased confidence and knowledge and therefore is able to support teaching staff with the delivery of PE (indicator 3).</p> <p>9. Teaching staff have increased confidence and knowledge (indicator 3).</p> <p>10. Staff had specialised support in a new scheme and therefore have increased confidence and knowledge (indicator 3).</p>	<p>this training enjoy sharing the games with the peers.</p> <p>4. Children with exceeding skills had the opportunity to be challenged in a competitive environment.</p> <p>5. IMoves continues to be a sustainable success, used across the school daily.</p> <p>6. Good numbers of PP children who attend after school clubs, could be improved further- result over 50% PP pupils accessed provisions (at least one if not more)</p> <p>7. Sports day was a successful way for children to showcase PE skills they have learned throughout the year and engage in competitive activities.</p> <p>8. The subject lead has been able to keep up to date with the latest news and guidance through this training.</p> <p>9. Staff meeting have allowed staff to have training on identified areas for development, allowing them to feel confident teaching particular elements of PE.</p> <p>10. Gymnastics coaching supported teachers with using the apparatus for the first time. Difficulties and misconceptions for staff could be addressed in the moment. Staff are now confident to teach gymnastics</p>
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<p>11.Lunchtime clubs – karate and dance</p> <p>12.Wellbeing sessions through progressive sports</p> <p>13.Maths on the move through progressive sports</p>	<p>11. All children have the opportunity to engage in a broader range of sporting activities (indicator 4).</p> <p>12. The profile of PE and sport is raised (indicator 2) and a broad range of PE activities available (indicator 4). Wellbeing sessions also support children who were identified as being less active outside of school (indicator 1).</p> <p>13. The profile of PE and sport is raised (indicator 2) and a broad range of PE activities available (indicator 4).</p>	<p>apparatus.</p> <p>11.Lunchtime clubs have encouraged children to meet the 30 minutes of exercise during the school day and provide them with the opportunity to be exposed to different sports.</p> <p>12.Wellbeing Wednesdays used to teach children about the importance of healthy lifestyles. Children identified as not meeting 30 minutes of physical activity in the school day attended these sessions.</p> <p>13.Maths on the move was effective for supporting children to progress in maths in a fun and active way.</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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<p>5. PE Intervention Afternoon (Acting upon PE Assessments) including an ASC of multiskills@£145 x30 weeks</p>	<p>of VW curriculum eg dance. Areas of development- Staff voice led to clear transition</p> <p>5. Pupils were selected from assessment notebook- linked to the intervention upskilling from the previous half term to accelerate progress. Progress made.</p>	<p>confidence, knowledge and skills in teaching PE and sport</p> <p>5.Key in 2, 1 1 increasing all staff's confidence, knowledge and skills in teaching PE and sport 2 increasing engagement of all pupils in regular physical activity and sport</p>	<p>3. Staff have said they feel more confident in teaching PE and information is provided over time</p> <p>4. Targetted intervention before moving to new year group to ensure gaps are narrowed before looking at skills again.</p>	<p>5. £4,350</p>
<p>6. Health and Well-being package for EYFS (Intervention) / Y1/Y230m £95 a week 36 weeks</p>	<p>6. Pupils selected linked to confidence- activities linked to team building and social interactions</p>	<p>6. Key ind 2 and 4, 5 2 increasing engagement of all pupils in regular physical activity and sport 3 raising the profile of PE and sport across the school, to support whole school improvement 4 offer a broader and more equal experience of a range of sports and physical activities to all pupils 5 increase participation in competitive sport</p>	<p>5. Long term social skills applied to own skills and play- linked to healthy life styles.</p> <p>6. Providing opportunities for pupils to explore things previously they have not known, captures interest and pupils still talk and reflect on these experiences months later.</p>	<p>6. £3,420</p>
<p>7. Enrichment days package (3 per term</p>	<p>7. Benefits all children to engage in sports they may not of done, gives opportunities for competition</p>	<p>7. key 4,5 4 offer a broader and more equal experience of a range of sports and physical activities to all pupils 5 increase participation in</p>		<p>7. £645</p>

<p>8. Balanceability Sessions for EYFS- £900.00 Per morning x 3 (Reduced from £975 due to 2 or more mornings booked)</p>	<p>8. Reception pupils so focus was gross motor (before fine motor) all pupils engaged and focused and development was made linked to confidence and co-ordination.</p>	<p>competitive sport</p> <p>8.Key in 1, 2,4</p> <ul style="list-style-type: none"> • 1 increasing all staff's confidence, knowledge and skills in teaching PE and sport • 2 increasing engagement of all pupils in regular physical activity and sport • 	<p>7. Aims to secure gross motor skills so can be built on to support fine motor also- long impact on pupils developing core strength</p>	<p>8. £2,700</p> <p>Total £13,730</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
CPD gymnastics	Staff feel more confident in the approach of teaching gymnastics A clear strategy and training in place and high quality observations seen	Seen through observations
Training of PE lead	PE lead has been supported to lead her subject to a high standard She led on a deep dive in PE well	Seen through Ofsted
Lunchtime training	Staff at lunchtime are engaged and supported Engagement in sports at lunchtime is high Behaviour Incidences are minimal	Observations by staff and SLT Intervention reports show improvements
Interventions	Pupils who have not hit certain benchmarks have been supported through high quality interventions	Parental feedback
Enrichment days	Children have access to a wide variety of sports	Increase in PD area of EYFS
Bikeability	Pupils are supported in coordination through bike ability	

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?	% Not applicable	<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]?	%	<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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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>Rebecca Harris</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alex Cullumbine</i>
Governor:	<i>Governing body meeting 4/7/24</i>
Date:	<i>7/7/24</i>