



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
Short bursts of physical activity used during lesson time to improve concentration and focus of pupils.	More physical learning environments leading to improved concentration reported by class teachers.	Regular movement breaks part of daily practice across the school.
Provided an active environment, including happy lunchtimes with lunchtime equipment available.	Increase in % of pupils meeting 30 minutes of physical activity a day in school.	Systems now established, need embedding in next academic year.
Play leader in post at lunchtime and support staff engaging pupils in physical activity at lunchtime.	Increased confidence of lunchtime staff in the delivery of physical activity.	Lunchtime is reported by pupils as a more pleasant time. Pupil Parliament to pick up pupil voice and further development of lunchtime activities/ resources.
Increased physical opportunities across the school year e.g. Walk to school weeks, Beat the Street campaign and Sports Weeks.	More children coming to school in an active way.	
Provided additional links to Community Sports Clubs.	Increased pupil awareness of opportunities available in the wider community.	Physical activity and school sport have a high profile and are celebrated across the life of the school.
Engaged in intra and inter sport competitions.	Children engage in more competitive sport within school and against other schools developing sportsmanship skills.	
	Increased number of children have been to a SDASP event including SEND and vulnerable groups of children.	

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
<p>Provide a consistent approach to Happy Lunchtimes to enable all children to be active every school day.</p> <p>Offer a wide range of extra-curricular sport and Physical activities.</p> <p>Prepare children for upcoming competitions and events through coaching sessions.</p> <p>Dedicated support from SDASP, in terms of excellent coaching staff (CPD) and a varied competitive calendar.</p> <p>Mr Donkin -staff CPD by mentoring/observation and working alongside staff.</p>	<p>All pupils, lunchtime staff and supervisors.</p> <p>All children and teaching staff.</p> <p>All children and teaching staff.</p> <p>Children and teaching staff.</p> <p>Children and teaching staff.</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 -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>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>A high proportion of pupils meet their daily physical activity goal.</p> <p>More pupils encouraged to take part in PE and sporting activities.</p> <p>Range of activities on offer allows for increased participation.</p> <p>Student voice informs future planning, taking into consideration the changing interests of each cohort.</p> <p>Changing activities on offer helps maintain interest and commitment.</p> <p>Encouraged children to enjoy a sport they may not normally access, delivered by an expert in his field.</p> <p>Staff able to learn from experience, dedicated sports coaches.</p>	<p>£10, 800 Play leader and CPD for support staff</p> <p>£500 Resources</p> <p>£ 1,616.00 SDASP affiliation</p> <p>£1,720</p>

<p>Deliver an inclusive PE curriculum that is measurable through year by year progression.</p>	<p>Children and teaching staff.</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>The prescriptive program ensures all staff are delivery PE sessions in line with our agreed school programme.</p>	
<p>Get Set for P.E programme delivers a progressive programme with effective planning and video support.</p>	<p>Children and teaching staff.</p>		<p>This ensures all staff, experienced or not, are able to deliver the same high quality PE sessions.</p>	<p>£1000 Get Set for P.E and resources</p>
<p>Use sporting role models and National events to engage and raise achievement.</p>	<p>Children and teaching staff.</p>	<p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>Long term planning and collaboration with SDASP ensures we offer a varied curriculum.</p>	<p>£1,000</p>
<p>Ensure children have the opportunity to engage in a wide range of competitive sport.</p>	<p>Children, sports coaches and teaching staff.</p>	<p>Key Indicator 5: Increased participation in competitive sport.</p>	<p>Physical activity and school sport have a high profile and are celebrated across the life of the school. Increase in % of pupils accessing extra-curricular clubs.</p>	<p>£500</p>
<p>Annual membership with SDASP enable us to take part in high-quality sporting events.</p>			<p>Children meet other local children and compete in a supportive environment. Staff able to learn from each other from the event (CPD).</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
An active school environment, supporting children to be active every lunchtime.	Physical activities embedded in every day school life. Increased staff confidence in leading activities. Pupil voice growing in relation to physical activity. Pupils motivated and engaged.	A happy, positive playground environment. Pupil's beginning to lead on types of activities on offer and sourcing of equipment. Pupil play leaders to be developed in next academic year.
Better coaching and preparing pupils for upcoming events.	Children prepared for competitions.	Preparing children has increased confidence and allowed us to target less competitions but in a more effective way.
Staff CPD from Mr Donkin.	Increased confidence of teaching and support staff observed in lesson delivery.	
Get Set for P.E programme.	Engaged pupils in P.E lessons. More pupils meeting expected standard. Staff more confident in delivering curriculum. Higher quality P.E lessons.	First year of curriculum implementation.
Range of sporting and competitive opportunities to inspire children to take part in a physical activity.	Increased number of children engaged in a sport. Those who lack confidence able to compete in a safe, nurturing environment. Children engage in more competitive sport within school and against other schools developing sportsmanship skills.	

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	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	% N/A	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>% N/A</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 N/A</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 N/A</p>	

Signed off by:

Head Teacher:	<i>Jo Westaby</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jenny Potter P.E Co-ordinator</i>
Governor:	
Date:	23.7.24