



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
Employment of external coaches to offer CPD to staff. To encourage children to participate in physical activity during break times and lunch times. To ensure all classes are utilising the new daily mile running track due to be installed on KS2 playground. Competitive sporting fixtures to be regularly occurring for football team.	Chn have become more proficient in specific sports skills. Chn know more and remember more from pupil voice and assessment data indicates that boys and girls, plus SEND chn, have made improvements in the three areas measured: locomotion, object control and stability. Lunchtime clubs have reduced incidents of behavior and provided quality opportunities for chn to engage in sport/PA. Monitoring indicates that more chn are active for more of the time. Where classes are implementing daily mile, improvement in chn's enjoyment in regular PA is noted. Pupil voice indicates chn enjoy this time and use it purposefully. Competitive sports team was successfully established and games played at a high level. Chn	Where coaches have remained a consistent fixture for chn outcomes are improving. The wealth of extra-curricular clubs provided further improves the opportunities for chn to participate. Daily mile is still being use somewhat inconsistently by staff. Further pressure on timetables has meant that in some cases daily mile is not completed; therefore chn are losing a crucial 15 minutes of PA per day. Difficult to continually arrange sporting fixtures due to staffing/expenses. This has resulted in infrequent fixtures.

	have provided feedback in school assemblies to further raise profile of sport/PA.	
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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
To ensure children continue to understand the importance of regular physical activity as recommended by CMO guidelines.	External coaches from Elite as they will launch through assembly. Pupils as they will take part. PE subject leader to organise.	KI 2 – engagement of all chn in regular PA. KI 3 – raise profile of sport and PA across school.	Continued revisiting in half-termly assemblies with sport/PA focus. More chn taking part in regular PA as per guidelines.	£ 13,405.33
To encourage children to participate in physical activity during break times and lunch times.	Elite coaching staff to run on days when they attend Break/lunch time staff Pe subject leader to monitor Pupils at breaks	KI 2 – engagement of all chn in regular PA.	More chn more active. Sport/PA as vehicle to develop self-esteem and improve self-regulation. High quality opportunities to ensure consistent buy in and participation.	Included in above costing.
CPD sessions offered by subject leader focused on PEPRO app.	Subject leader All teaching staff Pupils as quality of PE/sport opportunities will improve	KI 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport	Chn attaining more highly in PE. Progress evident for all groups of chn across school. An average of 62% achieving expected standard across year groups for object control, stability and locomotion	£1,000

Ensure that values, which are fundamental to the school (i.e. resilience), are developed through PE lessons, extra-curricular clubs, external coaching, forest school to act as a model for whole school behavior. Ensure that equipment is available for these sessions to run effectively.	All staff delivering any sport/PA based sessions Pupils who are developing fundamental values.	KI 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement	which represents a 23% increase from autumn term. Chn are showing more fundamental values such as resilience when competing in sport/PA. incidents in school during typically unstructured time are reducing (i.e. break/lunch times). Assemblies for CORE awards continue to embed core values where recognised in wider curriculum.	£1725
Equipment is accessible for all children for all sports and activities they are offered. Children take responsibility for maintaining equipment.	Break/lunch time staff Elite coaching staff Chn to tidy and maintain.	KI 2 – engagement of all chn in regular PA. KI 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement	Regular reminders through class teachers. Launching of sports leaders, sports leader training through subject leader. Chn continue to engage more in sport/PA opportunities due to wealth of equipment available.	Included in costing above.
Sports teams across Y5/6 participate in competitive inter school matches.	Subject leader to organise Office staff to complete admin	KI 2 – engagement of all chn in regular PA. KI 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement	Uploading of match details/match reports to social media sites to engage parents and continue to engage chn in participation.	£2,000
Facilities represent the school in a positive manner and are sufficient to host competitive sporting events.	SLT to approve 'evolve' forms for trips/games	KI 5 – increase participation in competitive sport	Feedback in assemblies to raise profile of competitive	

<p>Competitive sport match reports are shared across school and achievements are celebrated in assembly time.</p> <p>Transport, if required, is provided for children to visit other schools for away fixtures.</p>			sport.	
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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
Sports teams across Y5/6 participate in competitive inter school matches.	Competitive sports team was successfully established and games played at a high level. Chn have provided feedback in school assemblies to further raise profile of sport/PA.	
Ensure that values, which are fundamental to the school (i.e. resilience), are developed through PE lessons, extra-curricular clubs, external coaching, forest school to act as a model for whole school behavior. Ensure that equipment is available for these sessions to run effectively.	Chn are showing more fundamental values such as resilience when competing in sport/PA. incidents in school during typically unstructured time are reducing (i.e. break/lunch times). Assemblies for CORE awards continue to embed core values where recognised in wider curriculum.	Pupil voice shows that chn value the wide range of clubs and opportunities provided for them to engage in sport/PA. Chn more consistently show fundamental values such as resilience and compassion during these sessions.
To ensure children continue to understand the importance of regular physical activity as recommended by CMO guidelines.	Chn are more aware of the recommended guidelines for activity. They understand that PA contributes towards a healthy lifestyle and seek opportunities to engage in sport/PA.	

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%	<i>24% of all learners were non-swimmers during initial first assessment; this meant that lessons were focused around developing water safety awareness and safe self rescue for those not swimming over 25metres.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	<i>24% of all learners were non-swimmers during initial first assessment; this meant that lessons were focused around developing water safety awareness and safe self rescue for those not swimming over 25metres</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	70%	<i>24% of all learners were non-swimmers during initial first assessment; this meant that lessons were focused around developing water safety awareness and safe self rescue for those not swimming over 25metres</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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Annabel Berry</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lee Adlington – PE subject lead</i>
Governor:	<i>(Name and Role)</i>
Date:	