



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
Revisions made to the school's curriculum to ensure an ambitious pitch in each unit of work. Teachers have been supported to make better use of detailed lesson plans to inform their teaching.	Evidence from observations that a broad range of sports are being experienced by pupils through a curriculum that is more ambitious than before. Pupils are being better supported to develop their knowledge and skills in this subject through teachers making better use of curriculum plans.	New staff supported to access curriculum plans and on-going monitoring in place during 2023/24 to check this.
Board range of extra-curricular provision reintroduced after Covid-19 restrictions. Pupils considered to be disadvantaged and those with SEND have been targeted to ensure their participation.	Pupils from all year groups (1 to 6) participated in extra-curricular activities including those with SEND and disadvantaged.	Continue to extend the range of extra-curricular provision and ensure a different set of pupils access them.
Training was provided for teachers, especially those who are early career teachers from specialist coaches.	Staff supported to improve their teaching of aspects of PE they find more difficult, with early career teachers receiving additional support.	Continue to provide professional development for staff.
More active playtimes due to daily mile Fridays and new resources to promote physical activity.	Daily mile providing popular along with pupils being more active at playtimes and lunchtimes.	Maintain and enhance this aspect of school life.

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
Maintain membership of, and engagement with King Edward Schools Sports Partnership (KESSP) and The PE Hub.	Access to high quality resources, expertise and opportunities to support the teaching of the PE curriculum and school sports.	Key Indicators 2 to 5.	Evidence that pupils access extra-curricular activities and staff's expertise in teaching PE is enhanced.	Subscription cost- £4510
Part fund a day long Year 6 pupil visit to Woodlands Adventure Centre during the summer term 2024.	All year 6 pupils participate in a range of outdoor adventurous activities.	Key indicator 2 and 4	Pupils' experience of physical activities is broadened to activities outside of those available at school.	£1913
To engage all pupils in daily physical activity with a particular focus on the less active and SEND pupils.	Weekly whole school daily mile for all pupils in Years 1 to 6 with pupils encouraged to do this voluntarily at other times.	Key indicator 2	Pupils' engage in physical activities on a daily basis at playtimes and lunchtimes.	
	Active lunchtimes with the playground divided into zones where pupils can take part in physical activities.	Key indicator 2	Pupils' engage in physical activities on a daily basis at playtimes and lunchtimes.	
	Purchase speakers for to provide music to dance to at lunchtimes.	Key indicator 2	Pupils' engage in physical activities on a daily basis at playtimes and lunchtimes.	£400
	Purchase resources to support an increase in physical activity at	Key indicator 2	Pupils' engage in physical	£800

<p>Improve the effectiveness and confidence of staff to teach physical education, particularly early career teachers.</p> <p>Provide pupils, including disadvantaged and those with SEND, opportunities to participate in a wide range of after-school sports clubs run by specialist coaches.</p>	<p>lunchtime.</p> <p>PE leader to identify which parts of physical education curriculum teachers find harder to teach and arrange for CPD from KESSP. All ECTs to receive support from specialist coaches.</p> <p>PE leader to approach external organisations (AVFC and Warwickshire Cricket Club) to support staff with teacher subject knowledge.</p> <p>Implement the Chance to Shine programme from Warwickshire Cricket Club.</p> <p>Pupils identified, including disadvantaged and those with SEND, take part in a broad range of sports clubs after school led by KESSP approved coaches.</p>	<p>Key indicator 1</p> <p>Key indicator 1</p> <p>Key indicator 1</p> <p>Key indicator 4</p>	<p>activities on a daily basis at playtimes and lunchtimes.</p> <p>Monitoring of teaching and staff questionnaires show improved expertise.</p> <p>Monitoring of teaching and staff questionnaires show improved expertise.</p> <p>Staff have improved teaching expertise in teaching cricket, pupils are more skilled at playing cricket.</p> <p>Pupils experience and enjoy taking part in a range of sports including those they are not familiar with including those who are disadvantaged or who have SEND.</p>	<p>KESSP membership plus extra costs for additional activities.</p>
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Ensure resources support teaching and participation.	Subject leader audits and purchases new resources.	Key indicator 2	Resources are available for use to support teaching and ensure participation.	£1000
All pupils participate in and enjoy competitive sport either during intra-school events and events against other schools.	PE leader to ensure school teams participate in local tournaments and involve a wide range of pupils.	Key indicator 5	Pupils take part in and enjoy events against other schools.	
	PE leader to organise a summer Sports Day to ensure all pupils enjoy competitive sport.	Key indicator 5	All pupils participate in a whole school Sports Day.	
	PE leader to identify opportunities within the physical education curriculum for competitive activities.	Key indicator 5	In some units, pupils effectively apply skills learnt from the curriculum in competitive activities.	
	PE leader to work with lunchtime supervisors to deliver competitive activities at lunchtimes.	Key indicator 5	Pupils participate in lunchtime competitive sports.	
Develop gross motor skills of pupils in the early years and at the start of key stage 1 to address the limited experiences this group had during lockdowns.	Introduce Ready, Set, Ride for pupils in the nursery, reception and year 1 using balanced bikes.	Key indicator 4	Pupils' confidence has grown to tackle tasks and there is evidence of improved physical development.	
Ensure resources are available to promote a broad range of physical	PE leader to purchase resources to	Key indicator 4	Resources are used and a broad range of activities are taking part.	

<p><i>activities and sport.</i></p> <p><i>Pupils in years 4 and 5 take part in Bikebaility during the summer term.</i></p>	<p><i>ensure a broad range of physical activities and sport are available to pupils.</i></p> <p><i>PE leader to take facilitate the Bikebaility programme for pupils in years 4 and 5.</i></p>	<p><i>Key indicator 4</i></p>	<p><i>Targeted pupils develop confidence and skills to cycle safely.</i></p>	<p><i>Covered by KESSP subscription</i></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

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?	26%	<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]?	32%	<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?	7%	<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?	Yes	

Signed off by:

Head Teacher:	<i>Jonathan Moore</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jonathan Moore (HT), Suki Rai-Moore (DHT)</i> <i>PE leader: Deborah Walters</i>
Governor:	<i>Alex Smith</i>
Date:	