



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
New playground zones/equipment organized into zones with a focus on FMS. Re-design outdoor areas in Nursery, Reception and Year 1 inline with Step into Quality.	FMS end of KS1 assessment showed few children not meeting/exceeding expectations. Staff more confident in delivering games and activities. Children more physically active in break times. Step into Quality assessment achieved. Quality of Teaching and learning improved focused on specific needs.	Continued development in this academic year, specific areas identified.
All children in Year 3-6 get at least 6 weeks of swimming instruction per year.	% of children swimming 25m by Year 6 meets national expectations.	We hope this continues to grow beyond national expectations, with the target of meeting 100%.
High standards of health and safety, increased staff knowledge of expectations through training.	Safe practice across all sporting experiences in school.	Improved practice and safety within sporting events and lessons.
Raise profile of PE throughout the school.		Other sporting opportunities to be developed this academic year.

<p>Increased opportunity for pupils to have experience of a wide range of sports/sporting opportunities.</p>	<p>Children had opportunity to experience coaching in cricket, yoga, tennis and football in last academic year.</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
<p>Incorporate whole school speaking and listening SIP focus into sporting opportunities throughout the school. Raise the profile of sport to ensure inclusion for all.</p> <p>All of Key Stage 2 pupils represent the school at a sporting event within this academic year.</p> <p>Children to have an awareness of the different sporting opportunities and develop new interests in sports.</p>	<p>Teachers, teaching assistants, support staff- they will support children in lessons, at sporting events and during 'follow up' activities. Share in assemblies and on social media channels.</p> <p>Pupils – as they will take part in the additional opportunities.</p> <p>Teachers/teaching assistants/support staff- they will take children to external WLSP events/provide additional friendly game opportunities.</p> <p>Pupils- they will attend the events.</p> <p>Teachers/coaches- they will be leading the sessions.</p> <p>Pupils- they will attend sporting opportunities that widen their understanding of different sporting opportunities.</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>Key Indicator 5: Increased participation in competitive sport.</p>	<p>Children to be involved in match reports post event which will be published on the school website using the media centre as a resource. Children will aspire to take part in these opportunities as they move up the school. Staff will support the facilitation and use of the media center.</p> <p>Children selected for sports events based on sporting ability and interest. All children in the school tracked for their attendance at different clubs. A wide range of staff confident at taking pupils to WLSP events and the process involved e.g., Risk assessments.</p> <p>Sports that are not offered in PE sessions offered extra-curricular opportunities delivered from trained coaches. Target children who do not attend clubs outside of school. More children having the</p>	<p>Media Centre technology</p> <p>WLSP Fee Coaches to and from event. Additional staffing to attend more events outside the school day.</p> <p>Coaching fees New equipment</p>

<p>Teacher/Teaching assistant CPD in PE specifically in OAA.</p>	<p>Parents- sharing their sporting achievements to inspire the children. Increase visits and range of activities the children complete.</p> <p>Teachers/Teaching assistants- they will be upskilling themselves by taking part in training.</p> <p>Pupils- they will benefit from staff who are up to date with current best practice in Physical Education.</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>opportunity to try different sports and link them to the local community clubs if they wish to continue. All children hear motivational stories from adults in our community who take part in competitive sport at a high level (parents).</p> <p>Teachers will show increased confidence when teaching one of the core areas in PE. 'Outdoor Adventurous Activities'. P.E. lessons in this area will be inspiring and appropriately challenging.</p>	<p>OAA training from LCC Striking and Fielding Training from LCC. Creative Steps Dance Training. P.E. resources to support new training.</p>
<p>Development of Early Years Outdoor Physical Development focusing on Gross and Fine motor skills. Use sport and physical activity as a vehicle to improve self-regulation and listening and attention.</p>	<p>Early Years Staff- they will facilitate learning within the outdoor areas. Ensure all areas are purposefully planned to develop prime areas.</p> <p>Pupils- they will access outdoor areas.</p> <p>Teachers/teaching assistants- they will be doing the assessments and adapting lessons to suit the needs of the children.</p>	<p>Key Indicator 2: The engagement of all pupils in regular physical activity.</p>	<p>Data on entry to nursery to end of reception will show increased progress in physical development. Children access the outdoor areas during all seasons.</p> <p>Increase in % of children who can self-regulate and improve listening skills.</p>	<p>Outdoor suits/footwear Shades for nursery area. General P.E. equipment. Balance Bikes/Scooters</p> <p>Self-regulation resources, physical activities and games for early years.</p>

<p>Consistent and effective assessment across the school in PE.</p> <p>Introduce a residential trip for Year 4 children as a stepping stone for the Year 6 residential trip.</p>	<p>Pupils- they will be closely tracked and supported to develop their performance in PE.</p> <p>Children gaining confidence, resilience, builds relationships between peers and staff and children.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children will show progression in line with or above expectations for their age. Consistency and staff knowledge of 'good performance' for each area will ensure children at risk of not making good development will be targeted and appropriate intervention put in place before the gap widens. Staff confident at using PE Passport to assess the children in PE.</p> <p>Continuous each year. Builds resilience, independence and confidence.</p>	<p>PE Passport fee and training.</p> <p>Additional time for subject leader to monitor and support other members of staff during PE sessions.</p> <p>A supplement to the trip to ensure it is affordable for all children.</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?	%	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.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	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

<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>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	