



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
Children in KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach. Children in Upper KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach. Children in lower KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach. All children in KS2 have had the opportunity to work on 'non curricular' sports at lunch time with a qualified sports coach. NQT and Teach First Teachers have had the opportunity to develop CPD when supporting the sports coach during designated lessons. Specialists sports coaches have delivered 'Event Mornings' where new sports have been introduced to the KS2 children. KS2 Teaching staff have been part of the CPD for the 'Event Mornings'. Sports such as Archery, Tennis and Tokyo Trail have been introduced. Two Sports Day events have been hosted by specialist sports coaches. These are Athletics/track and a carousel of sports activities. As all staff are new to the school, this will develop CPD for all staff and subject leadership.	Pupil voice shows that children are keen to take part in competition and enjoy the clubs offered. Pupil Voice demonstrates the need to expand of the sports choices offered during the lunch time clubs and after school clubs. Children have been taught by qualified coaches and new teachers have developed their teaching	KS1 require the opportunity for lunch time clubs. Expand the afterschool club options offered to both KS's Staff confidence in teaching PE following CPD will be reviewed Staff confidence in organising and hosting athletics and Carousel sports day will be reviewed. Staff voice shows that the staff are not confident in teaching PE

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
The engagement of all pupils in regular physical activity – at least 150 minutes a week a) Curriculum Enhancement: We will enhance the PE curriculum by introducing a wider range of activities and sports that cater to the interests and abilities of all pupils. This will include providing opportunities for both competitive and non-competitive physical activities. b) Staff Training: Teachers and support staff will receive training on how to effectively engage and motivate pupils in physical activity. This will include strategies for differentiation to ensure that all pupils can participate and progress. c) Active Lunchtimes: We will implement a structured	a) Increased Participation: We aim to increase the percentage of pupils participating in regular physical activity to 95% by the end of the academic year. This will be measured through attendance records and surveys. b) Improved Fitness Levels: We will conduct fitness assessments at the beginning and end of the year to measure improvements in pupils' fitness levels. Our target is to see a 10% increase in overall fitness scores. c) Enhanced Skill Development: Through ongoing assessment and observation, we will monitor the progress of pupils' skill development in various activities. We aim to see at least a 15% improvement in skill levels across different sports.	95% of pupils engaging in regular exercise Fitness scores increase by 10% Assessment shows 15% improvement in skills A range of sports after school clubs will be offered	a) Long-Term Planning: A long-term plan will be developed to ensure the sustained impact of the Sports Premium funding beyond the current academic year. This plan will include setting new targets, identifying areas for improvement, and securing additional funding if necessary. b) Collaboration with External Agencies: We will continue to collaborate with local sports clubs, community organisations, and relevant agencies to provide a diverse range of physical activity opportunities for our pupils.	A) £1,500 B) £1,500 C) £1,900 D) £760 Total - £5,660

and varied programme of activities during lunch breaks to encourage pupils to be active. This will include the provision of equipment and the appointment of trained play leaders. d) After-School Clubs: We will offer a diverse range of school clubs, including traditional sports as well as alternative activities such as dance or yoga. These clubs will be accessible to all pupils and will provide opportunities for them to further develop their skills and interests.				
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Increase knowledge, confidence and skills of all staff in teaching PE and sport. a) Professional Development Workshops: Organise regular professional development workshops for all staff members, focusing on various aspects of teaching PE and sport. These workshops can cover topics such as curriculum planning, assessment strategies, inclusion and differentiation, and the use of technology in PE. b) External Training Opportunities: Provide staff members with opportunities to attend external training courses, conferences, or seminars related to PE and sport. This will expose them to new ideas, best practises, and the latest research in the field, ultimately enhancing their knowledge and skills. c) Peer Observations and Collaborative Planning: Encourage staff members to engage in peer observations, where they observe and learn from each other's teaching	a) Increased Confidence: Staff members will gain confidence in their ability to deliver high-quality PE and sport lessons. This will be evident through increased participation, engagement, and enjoyment of students during PE sessions. b) Enhanced Knowledge and Skills: Teachers will acquire a deeper understanding of PE and sport pedagogy, resulting in improved teaching strategies, assessment methods, and differentiation techniques. This will lead to higher levels of student achievement and progress. c) Improved Student Outcomes: With knowledgeable and skilled staff, student performance in PE and sport is likely to improve. Set targets for specific indicators such as increased participation rates, improved fitness levels, enhanced skill development, and greater enjoyment of physical activity.	Key indicators for swimming will be met Teachers will participate in at least one training to increase their knowledge, confidence and skills Each teacher will observe another teacher and be observed by another teach to help develop their expertise 95% of pupils engaging in regular exercise Fitness scores increase by 10% Assessment shows 15% improvement in skills	a) Continual Professional Development: Maintain a focus on professional development by providing ongoing training opportunities, workshops, and access to external resources. Encourage staff members to engage in self-reflexion and continuous improvement in their teaching practises. b) Collaboration and Sharing Best Practises: Foster a culture of collaboration and sharing among staff members, where they regularly discuss and exchange ideas, successes, and challenges related to teaching PE and sport. This can be done through regular team meetings, online platforms, or professional learning communities. c) Monitoring and Evaluation: Regularly monitor and evaluate the impact of the initiatives implemented. Collect and analyse data to measure progress against the set targets, and use this information to inform future planning and decision-making. d) Review and Adapt: Review the impact report periodically	A) £1,200 B) £800 C) £1,600 D) £5,000 Total £8,600
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practises. Additionally, promote collaborative planning sessions where teachers can share ideas, resources, and strategies for effective PE and sport instruction. d) Resources and Support: Ensure that staff members have access to a wide range of resources, including lesson plans, equipment, and teaching materials. Provide ongoing support and guidance to address any challenges or questions that arise during the implementation process.			to assess the effectiveness of implemented strategies and make necessary adjustments. Stay updated with current research and best practises in PE and sport education to ensure continuous improvement.	
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Broader experience of a range of sports and activities offered to all pupils a) Curriculum Enhancement: Review and enhance the existing curriculum to ensure a diverse range of sports and activities are covered. This can be achieved by incorporating new sports into physical education lessons, offering taster sessions for different activities, and providing opportunities for pupils to try lesser-known sports. b) After-School Clubs: Increase the variety of after-school clubs available to pupils. This can include traditional sports like football and basketball, as well as less common activities such as archery, martial arts, or dance. Collaborate with local sports clubs or coaches to offer a wider range of options. c) Sports Festivals and Competitions: Organise inter-school sports festivals and competitions, where	a) Participation Rates: Monitor the number of pupils involved in different sports and activities before and after the implementation. Aim for a minimum increase of 10% in overall participation rates. b) Feedback and Surveys: Conduct regular surveys or feedback sessions with pupils to gauge their enjoyment and satisfaction with the range of sports and activities offered. Aim for at least 80% of pupils to report positive experiences. c) Skill Development: Assess the progress and skill development of pupils in different sports. Set individual targets for improvement and monitor their achievements over time.	Participation in enrichment increases by 10%. Participation for PP increases by 15% 80% of pupils report positive responses through pupil voice	a) Staff Training: Provide continuous professional development opportunities for teachers to enhance their knowledge and skills in delivering a diverse range of sports and activities. This can include attending workshops, courses, or inviting external coaches to provide training. b) Funding Allocation: Allocate a portion of the Sports Premium funding specifically for the implementation and maintenance of a broader range of sports and activities. This will ensure that resources, equipment, and coaching fees are covered. c) Parental Involvement: Encourage parental involvement by inviting them to attend sports festivals, competitions, and after-school club sessions. This will not only support sustainability but also foster a sense of community engagement. d) Regular Evaluation: Continuously evaluate the impact of the implemented strategies through feedback from pupils, teachers, and parents. Identify areas for improvement and make	A) see above B) see above C) £1,310 D) £1,310 Total £2,620
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pupils can participate in various sports and activities. This will not only expose them to different sports but also provide opportunities for friendly competition and team-building. d) Community Partnerships: Establish partnerships with local sports clubs or organisations to offer extracurricular activities outside of school hours. This can include discounted memberships or special sessions for our pupils, enabling them to experience a wider range of sports and activities.			necessary adjustments to enhance the range and quality of sports and activities offered.	
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Increased participation in competitive sport a) Expanding extracurricular sports programmes: Increase the range of sports offered in extracurricular activities, ensuring a variety of options to cater to different interests and abilities. This could involve hiring specialist coaches or collaborating with local sports clubs to provide expert training and guidance. b) Enhancing intra-school competitions: Organise regular intra-school competitions across different sports, encouraging students of all abilities to participate. This could include inter-house competitions or regular tournaments within year groups. c) Promoting sports through taster sessions: Arrange taster sessions to introduce students to new sports and provide them with an opportunity to try different activities. These sessions could be held during physical education lessons	a) Increase in participation rates: Set a target of, for example, a 10% increase in the number of students participating in competitive sport compared to the previous year. Monitor and record participation rates throughout the academic year to track progress. b) Improvement in competitive performance: Measure the success of the school's sports teams in inter-school competitions or tournaments. Set a target, such as achieving a top-three position in a specific competition, and evaluate the school's performance against this target. c) Student feedback and satisfaction: Conduct surveys or gather feedback from students to assess their satisfaction with the sports provision. Aim for a high level of student engagement and positive responses regarding their enjoyment and sense of achievement in competitive sport.	10% increase in the number of students participating in competitive sport compared to the previous year. Student feedback shows positive attitude towards PE School takes part in an increasing number of school competitions	a) Embedding a sports culture: Foster a positive sports culture within the school by celebrating achievements, recognising effort, and promoting sportsmanship. This can be done through regular assemblies, newsletters, and awards ceremonies. b) Strengthening community links: Establish partnerships with local sports clubs, community organisations, and sports governing bodies. This will provide opportunities for students to continue their sporting journey outside of school and maintain their interest and participation in competitive sport. c) Regular evaluation and review: Continuously evaluate the impact of the implemented actions and review the effectiveness of sports programmes. Consider feedback from students, parents, and staff to identify areas for improvement and make necessary adjustments to sustain and enhance participation in competitive sport.	Cost addressed in costs above
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or as after-school events. d) Providing training opportunities for teachers: Offer professional development and training opportunities for teachers to enhance their knowledge and skills in specific sports. This would enable them to deliver high-quality coaching and support to students during lessons and extracurricular activities.				
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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
Year 6 and Year 5 have had swimming lessons for the first time since pre-Covid		
Upper KS2 children have taken part in a football competition for local schools		
All year groups have been involved in competition linked to cricket, multi-sports, netball and rugby		
Increased the confidence, knowledge and skills of staff in teaching PE		
Professional development – teachers have been support by coaches in developing their teaching of PE		
Engagement of children in at least 150 minutes of physical activity a week at school		
Winners of interschool dodgeball competition		
Archery taster session		

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?	55%	<i>Legacy of children not swimming has had an impact. Now children in year 5 and year 6 are swimming. Previously only children in year 6. We are looking to continue to expand this to year 4.</i> <i>2 of the 4 children who did not swim 25m have swam 20m</i> <i>1 of the 4 children did not attend swimming for medical reasons</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	66%	<i>Access to a swimming coach and location is challenging in a rural location. The current year has been used to upskill teachers so that they can coach along side the swimming coach for greater impact.</i> <i>1 out of the 3 children who did not achieve this can swim one stroke confidently</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	66%	<i>Access to a swimming coach and location is challenging in a rural location. The current year has been used to upskill teachers so that they can coach along side the swimming coach for greater impact.</i> <i>1 of the 3 children did not attend swimming for medical reasons</i> <i>1 of the 3 children can perform 11 out of 12 skills needed</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?	No	
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>Damon Finney</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Damon Finney - Headteacher</i>
Governor:	<i>David Barret - Chair</i>
Date:	<i>April 2024</i>