



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
Monitoring and development of "Try Something New" to ensure all children are introduced to a wide range and variety of sports and physical activity, including purchasing new equipment.	Children at Boldmere Junior School were able to participate in a range of different, "new" sports that are different from the curriculum offer.	Pupil voice has shown Try Something New is popular amongst children and they really enjoy focusing on different sports and activities.
Purchasing new kit, equipment and utilizing our WSAS package thoroughly.	This was a huge achievement for us, being the first time we have achieved it. This also meant we were able to offer children opportunities to participate in a wide range of different competitive sports.	We were awarded with "Gold" status from School Games
To up-level staff by offering CPD opportunities and ensure all staff are confident to teach a range of skills in PE and apply new ideas they have learnt via CPD.	Staff voice from PE lead has shown increased confidence from staff in teaching PE. There is a broader range of activities being taught in lessons, which link back to CPD opportunities offered to staff.	Staff voice from PE lead has shown increased confidence from staff and children have received better teaching during PE lessons.

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>1) In-house PE teacher to teach PE lessons, work on specific focus groups enabling us targeted interventions and offer extra-curricular clubs to children. To also teach “Try Something New”.</p>	<p>1) All pupils – being taught by specific PE teacher and will be offered opportunity to attend after-school clubs. Targeted children will be picked to attend additional PE sessions, which have a specific focus (self-confidence, SEN, etc.). All children will participate in “Try Something New” termly for 2 hours. Staff – will receive additional CPD opportunities from in-house PE teacher. Sports Ambassadors and Sports Crew – to be set up and work alongside PE teacher to lead tournaments, complete whole school initiatives and set up equipment/activities on</p>	<p>1) Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport</p>	<p>1) Children to have high quality PE lessons taught to them, enabling staff to have CPD too in areas of PE/sport they desire. Specific intervention groups will be targeted (e.g. to be more active, to improve self-confidence, etc.). To offer children the opportunity to attend extra-curricular, after-school clubs. Offer children to opportunity to learn new skills and new sports during “Try Something New” sessions.</p>	<p>£14,000</p>
<p>2) Purchasing of additional playtime and lunchtime equipment</p>	<p>2) All children to be more active during break and lunchtime. Sports ambassadors and sports crew to work with PE teacher to lead this. (links to Pathway to Podium)</p>	<p>2) Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>2) More pupils meeting their daily physical activity goal, as more pupils are encouraged to take part in sport activities during break and lunch time.</p>	<p>£1,200</p>

<p>3) Purchasing equipment for PE lessons and try something new sessions</p>	<p>3) All children – opportunities to teach more in the curriculum with appropriate resources, options for more extra-curricular clubs and participate in new sports as part of “Try Something New”.</p>	<p>3) Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>3) Opportunities to teach more in the curriculum with appropriate resources (sustainable as these resources will continue into next academic year), options for more extra-curricular clubs and participate in new sports as part of “Try Something New”</p>	<p>£2,000</p>
<p>4) Use of PE Hub PE plans</p>	<p>4) Staff – Can teach sequential lessons that teach children specific skills. These are built on for each year group. Offers teaching staff support and guidance for all areas of the curriculum. Children – will receive the best teaching they can do. PE lead – can monitor lesson planning and delivery to ensure this is the strongest it can be</p>	<p>4) Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>4) Plans to be used going forward to ensure teaching is the best it can be. Teaching staff asked for support in staff voice.</p>	<p>£500</p>
<p>5) Utilize our WSAS package</p>	<p>5) All children – opportunities to participate in competitive sport in a wide range of different sports.</p>	<p>5)Key indicator 5: Increased participation in competitive sport</p>	<p>5) Continue to use WSAS package to attend as many competitions as possible</p>	<p>£2,000</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

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?	80%	<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]?	78%	<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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>78%</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>	<p>We are changing swimming providers next academic year to combat this.</p>

Signed off by:

Head Teacher:	<i>M. Sadler</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>R. Uppal – PE lead</i>
Governor:	<i>N. Justice-Dearn</i>
Date:	<i>Updated: 15/07/23</i>