



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
Coaches in to support teachers within PE lessons.	Teachers have been upskilled in a range of sports and had support within the lessons. Teachers have led and being supported by Sports coaches and children have been able to engage in well planned, adaptable lessons meaning they were able to get the most out of lessons.	This has worked well and will be useful to continue.
Coaches in to increase activity minutes during lunchtimes with playground games and activities.	Children have increased their minutes of activity during their lunchtime. Activities have been extensions of lessons, meaning children have had additional time to practice core skills. Activities have been created to meet the children's interests and encourage physical activity.	Introduce play leaders and coaches can support them in becoming play leaders effectively.

Top-up swimming lessons with qualified Swimming Teacher to allow further practice for those that still needed to meet national expectations for KS2 in Swimming.	Year 5 and 6 children have had access to additional swimming lessons which has enabled them to increase their confidence levels in the water, meet their targets of 25m distance swimming and meet the objectives of water safety set out in the National Curriculum.	This has been beneficial and the additional practice did result in good results.
A range of competitions and festivals were taken part in and a large proportion of children were able to access these.	Children had the opportunity to be part of a team, feel the sense of belonging and increase their enjoyment for a sport/event. Children understood the value of training for a purpose and were able to feel success and loss in a competition format. Festivals were enjoyed by all and activities from these festivals have been used back in school as playtime games.	Will choose a range of events to take part in next year including some favourites from this year and some new ones.
Reception were able to have a 6 week course of balance bike lessons, provided by our Sports Partnership which was thoroughly enjoyed.	Reception children thoroughly enjoyed these sessions. They were excited about the learning and were able to practice fundamental skills such as balance, co-ordination and safety.	Children really enjoyed this so would be a nice thing to do again and the skills they practiced are transferable to many other sports.
First May day was held for parents to watch as an event and the whole school were able to learn dances and perform at the event,	Children were able to practice and perform set dances for the May Day. Parents enjoyed watching and the children took pride in their accomplishments.	We will look to do this again and use the resources purchased to add to our May Day event.

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
Enable more children across a range of ages access competitions or festivals with the HSSP team.	PE Lead will organise and lead on tournaments and festivals for a range of age groups to participate in.	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport.	More children will have had opportunities outside of the normal school curriculum to take part in competitive activity and potentially participate in sports they otherwise would not.	£1381.35 costs for transport to events. £950 HSSP annual subscription £311 - Sports Kit
Develop teachers through the use of coaches and team teaching to upskill their knowledge and confidence across the PE curriculum.	PE Lead will co-ordinate and local sports coaches will be used to support teachers.	Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Teachers will have an increased confidence to teach all sports. Long term teachers will have more knowledge to take on extra-curricular activities linked to sports.	£7545 costs for additional coaches to support lunchtime sessions and support team teaching 3xweekly all year.
Develop lunchtime support sessions/activities	Sports coaches and midday staff will develop active play and support play leaders in	Key Indicator 1: The engagement of all pupils in regular physical activity – the	More children will be meeting their daily physical activity goals.	£240 hats to ensure all can be outside.

for all pupils, ensuring all ages are involved and active, including coaches developing the use of school play leaders and middays to support active play	their roles to ensure as many children are active as possible.	Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More children will be encouraged to take part in PE and Sport activities.	£4374 Adult support for lunchtime incentives. As previous
Inspire careers in sport and understand how healthy and active lifestyles are important in our society today.	PE Lead to organise events to inspire children in wanting to develop careers in sport.	Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children will be exposed to how sport can be a lifestyle and a work choice. They will see the long-term benefits of active lifestyles.	No cost incurred.
Encourage more children to be active for 60 minutes per day.	PE Lead, supported by teachers and all school staff to develop physical literacy in school, healthy lifestyles embedded in the curriculum and have discussions about	Key Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18	More children will be meeting their daily physical activity goals. More children will be encouraged to take part in PE and Sport	No cost incurred.

	ways to be active outside of school.	engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	activities.	
Raise the profile of PE within school, to give it the recognition it deserves and for children and staff to understand its' importance.	PE Lead to work towards school games mark, to showcase the great work at school and to give focus to all staff for its' importance.	Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.	By raising the profile in school, all staff members, children and parents will value its' importance and encourage children to partake in activity.	No cost incurred.
Ensure all children meet the requirements for swimming by the end of Key Stage Two.	Children will be able to perform water safety rescue and swim competently 25m.	Key Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	The opportunity to swim in Year 3 and 4 as a core swim means there will be an opportunity for top up swimming in Year 5 and 6 for those that need it, giving those children the possibility to succeed in swimming.	Swimming budget used and parents contribute to transport costs/ Cost £61.09 subsidy cost.
Resources bought	This ensures all children have	Key Indicator 2: The profile of	Resources can be used	£1515.66

to support deliver of high quality PE lessons.	equipment they can use in PE lessons and it is not shared to sparsely. Teachers will have what they need to plan effective PE lessons.	PE and sport is raised across the school as a tool for whole-school improvement.	for teaching year on year if looked after and stored well.	Other costs £282.24 costs for H & S checks and remedial work (KI 1-5) £214.78 appropriate storage of equipment in PE store. (KI 1-5) £118.92 sports day stickers (KI 4 & 5) £98.94 trophies for competitive tournaments (KI 4&5) £447.02 equipment (KI 1, 4 & 5) Total 16940
--	--	--	--	--

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
Coaches have supported with team teaching, extra-curricular, lunchtime provision and have supported school events such as May Day and Sports Day.	Children have been exposed to new games and had their daily active minutes increased greatly. Staff have grown in confidence to teach areas they were not so comfortable with such as Dance and football. Children have enjoyed the additional sports events such as May Day and Sports Day.	The coaches have built up good relationships with the staff and children. Children are enthusiastic and look forward to working with the coaches in their PE lessons. Coaches are observed through learning walks alongside the class teachers to ensure school expectations are met.
In School Ice Hockey event.	Fundraising event so brought in money. Children were inspired by the local semi-professional ice hockey players. They understood what it took to become a sportsperson, they took part in physical off ice activities. They were inspired by videos shared, kit tried on and demonstrated.	Many children spoke about this event for weeks afterwards. We were able to secure family tickets to the local club and several children and their families went to watch the players that had been in school.

HSSP sports competitions	Children from year 1-6 have played in festivals or competitions in a range of sports with other schools. Children have developed skills with the school games ethos in mind and have enjoyed taking part in additional activities.	Children were particularly successful in the school Bee Netball event, where they just missed out on county finals. The football tournaments were also a great success. We had one girl place 3 rd overall in the athletics event too. The KS1 children really enjoyed the multi skills event.
School Games Mark	Raised profile of PE, sport, activities and movement within school. Children, staff and parents see the benefit of this.	As a school we have achieved the Gold School Games Mark this year.

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?	86%	12/14 children. They 2 children that did not pass have made significant progress towards this goal since they began swimming with the school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All children could do this. The children that did not meet the 25m standard, were still able to achieve this and swim to safety.
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 and we have paid for a swimming instructor.	

Signed off by:

Head Teacher:	Clara King
Subject Leader or the individual responsible for the Primary PE and sport premium:	Charlene Ferrara
Governor:	Iain Fairlie (Chair of Governors)
Date:	23.07.24