



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<ul style="list-style-type: none">- General Playground equipment – equipment for P.E lessons (£3,000).	<ul style="list-style-type: none">- Pupils have a range of equipment, which allows them to deepen their skills further. Pupil's locomotion, object control and body management has improved using playground equipment at playtimes.	Continue to develop equipment within school for lessons and breaktimes.
<ul style="list-style-type: none">- Enrichment clubs via Sports coach (£1330)	<ul style="list-style-type: none">- Pupils in KS1 and KS2 have developed their range of skills in a variety of Sports during Enrichment clubs. This has increased participation levels, pupils understanding of different sports and behaviour at lunchtimes.	Continue delivering sports, which the pupils want to learn about and play.

<ul style="list-style-type: none"> - School Sport Partnership – Gold level (£1650). - Sport competitions – inter and intra competition. (transport costs - £775) - Subject Leader Training (School Sport Partnership) Subject Leader Training (Enquire Learning Trust) Primary Steps in PE – Key Stage 2 – Progression of skills. Subject Leader to staff – Unit plans and lesson structure (£150) - Providing children with a broad range of activities (£11,124) - Bike Ability (£1180) 	<ul style="list-style-type: none"> - Pupils understanding how to compete in different events and environments and how to show sportsmanship. Pupils can use the skills they have learn in lessons and use them to participate in pressured situations. Staff and the subject leader have also received CPD in relation to updates locally and how to develop P.E within their school. - Had a wide range of opportunities to experience a wide range of sports during the school day and afterwards with specialized coaches. Pupils given the opportunity to learn how to ride a bike and improve their own skill set. Pupils have learnt how to swim. - Pupils in year 5 and Foundation Stage had the opportunity to develop their skills and understanding of how to ride a bike safely 	<ul style="list-style-type: none"> - Continue to subscribe to SSP Gold level. - To continue into 2024/25 - To continue into 2024/25
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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
We want our pupils to learn through play and be able take responsibility to be active at playtimes (To continue to develop OPAL – Outdoor Play and Learning).	Pupils	Indicator 2 – the engagement of all pupils in regular physical activity	Continue to develop knowledge and understanding of Play leaders and to develop resources outside on the playground.	£4,000 estimate
To provide our pupils with the opportunity to participate in competitive and non competitive environments.	Pupils	Indicator 2 - the engagement of all pupils in regular physical activity Indicator 4 - Broader experience of a range of sports and activities offered to all pupils Indicator 5 - Increased participation in competitive sport	Continue to subscribe to School Sport Partnership Continue with our community links (Cleethorpes academy) Continue to attend events at Caistor Yarborough	£1800 – membership package £1,000 additional – travel

New Sport kits	Pupils	Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement	New kits provided when representing the school – pupils will feel a sense of pride.	£500
Bike Ability – continue our bike pathway, which sees FS, Year 3 and Year 5 complete relevant targets in order to ride a bike.	Pupils	Indicator 4 - Broader experience of a range of sports and activities offered to all pupils Indicator 2 – the engagement of all pupils in regular physical activity	Specialized coaches will be brought in to teach this area of our curriculum. Sustainability will be achieved by active travel weeks and termly assemblies.	£2,000
Deliver enrichment clubs during the school day and after school	Pupils	Indicator 2 – the engagement of all pupils in regular physical activity Indicator 4 - Broader experience of a range of sports and activities offered to all pupils	Deliver a range of different sports for clubs – club ideas gathered from student voice - external coaches and teachers will be used to deliver enrichment clubs.	£5,000 estimate.

Promote the profile of P.E around school.	Pupils	Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement	Promote P.E through assemblies (termly), promotion of events (fundraising), celebrations of success and participation Pupil and staff voice.	£100
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<p>CPD for teachers.</p>	<p>Key Stage 1 Primary generalist teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>CPD to be targeted at Key Stage 1 teaching as Key Stage 1 teachers, and FS will be teaching P.E lessons whilst Key Stage 2 will be taught by an external teacher. CPD to focus on staff survey focus.</p>	<p>£1,000 for CPD.</p>
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Key achievements 2024-2025

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 program 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?	43%	<p><i>Currently we have our swimming provision in Year 4 and the data is in relation to the current year 4 cohort.</i></p> <p><i>When the current year 6 class were in year 4 their percentage of competently swimming 25 meters was 43%</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	52%	<p><i>Currently we have our swimming provision in Year 4 and the data is in relation to the current year 4 cohort.</i></p> <p><i>When the current year 6 class were in year 4 their percentage of competently swimming 25 meters was 77%</i></p>

<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>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>After analyzing data and staff voice – swimming CPD (targeting weaker swimmers) is something we have actioned for our next academic year.</p>

Signed off by:

Head Teacher:	<i>Annabel Atkin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ben Cadman</i>
Governor:	<i>(Name and Role)</i>
Date:	19.7.24