



# 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

## 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
<i>Employ a sports coach(Martin Stringfellow) to teach children from Reception to Year 6 to work with teaching and non teaching staff to support their continuing professional development.</i>	<i>Teaching staff, non teaching staff and they will be out with the coach observing and team teaching/delivering</i>  <i>Pupils – throughout school.</i>	<i>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>  <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>  <i>Key Indicator 5: Increased participation in competitive sport.</i>	<i>All pupils will receive high quality PE teaching to improve skills. Staff will increase knowledge and skills to help deliver high quality PE lessons.</i>	<b>£6,254.50</b>
<i>Continue to pay Minsthorpe Community College Service Level agreement for us to continue to gain support from our local high school and take part in</i>	<i>All pupils</i> <i>PE Lead</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>  <i>Key Indicator 5: Increased participation in competitive sport.</i>	<i>All children regardless of ability will have the chance to compete against their peers from and around the local area.</i>	<b>£1,500</b>

<p><i>competitions arranged by them.</i></p> <p><i>To increase the engagement of all pupils in regular physical activity by purchasing interesting and exciting resources and employing local lunchtime club providers.</i></p> <p><i>To continue to be involved in the Creating an Active School partnership to increase regular physical activity throughout school</i></p>	<p><i>Pupils</i> <i>Lunchtime supervisors</i></p> <p><i>Pe Lead</i> <i>Headteacher</i> <i>Pupils</i> <i>Wider school staff</i></p>	<p><i>Key Indicator 2:Engagement of all pupils in regular physical activity.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 2: Engagement of all pupils in regular physical activity</i></p> <p><i>Key Indicator 3: The Profile f PE and sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>To increase the number of pupils across school to become more physically active at lunchtimes – once resources have been bought this can be easily made sustainable.</i></p> <p><i>Regular termly meetings with Helen Cartwright – Yorkshire Sport/CAS</i></p>	<p><i>Frickley Athletic - £5,150.00</i></p> <p><i>Resources: £1561.61</i></p> <p><i>No cost</i></p>
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<i>To encourage active/sensory breaks for children who may be neurodivergent in order for them to self regulate and access learning more successfully.</i>	<i>PE lead Pupils</i>	<i>Key Indicator 2: Engagement of all pupils in regular physical activity</i>	<i>When the sensory circuits/paths have been purchased – once laid will stay on the corridors and enough have been bought to replace any that may become damaged.</i>	<b>£436.00</b>
<i>PE lead to attend annual PE conference to keep up to date with relevant local and national updates</i>	<i>PE lead</i>	<i>Key Indicator 3: The Profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	<i>To implement any new strategies or initiatives</i>	<b>£75</b>
<i>School to subsidise annual outdoor adventure residential to Robin Wood to enable more children to attend.</i>	<i>PE Lead Pupils</i>	<i>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>To include more children in physical activities that they would not usually have the opportunity to do.</i>	<b>£1922.00</b>
<i>Purchase new</i>				

<p><i>school kits for when key year groups participate in competitions organized through our SLA with Minsthorpe Community College.</i></p>	<p><i>PE Lead</i></p>	<p><i>Key Indicator 5: Increased participation in competitive sport</i></p>	<p><i>Once purchased these kits will be able to be used for a long time. The kits will give the children a sense of pride and representation in our community.</i></p>	<p>£1050.00</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.

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<p><i>Employ a sports coach(Martin Stringfellow) to teach children from Reception to Year 6 to work with teaching and non teaching staff to support their continuing professional development.</i></p> <p><i>To continue to be involved in the Creating an Active School partnership to increase regular physical activity throughout school.</i></p> <p><i>To increase the engagement of all pupils in regular physical activity by purchasing interesting and exciting resources and employing local lunchtime club providers.</i></p> <p><i>To encourage active/sensory breaks for children who may be neurodivergent in order for them to self regulate and access learning more successfully.</i></p>	<p>Skills of the children are increasing and this can be seen when the children get to compete in local games. Staff are feeling much more confident to deliver high quality lessons.</p> <p>Lunchtimes are now much improved as we have provided lots of different opportunities to be active so all children can find something that they enjoy and can engage in.</p> <p>It is evident that all children are using these sensory paths and circuits not just children with SEND, throughout the school day.</p>	<p>Our school has been recognised for what we have done throughout lunchtimes. We hosted a CAS meeting of schools where other schools came and saw what we have to offer.</p> <p>This has had a positive impact and they are also increasing physical activity and movement breaks too!</p>

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## 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?	%	<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]?	%	<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>%</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>Deb Birdsall</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emma Jackson – PE and PA Lead</i>
Governor:	
Date:	