



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
Implement daily afterschool clubs	Increased attendance at afterschool clubs.	Review extra-curricular offer, Review resources and update where necessary. Gymnastics, dance and cheerleading offer to be developed next academic year.
PE and sports equipment and training for playground leaders.	Lunch time activities increased through use of equipment. Playground leaders increased activity of younger children.	Train additional playground leaders to replace Y6 leaders. Train Year 5 Ht1 next academic year.
Intensive top up daily swimming lessons - referred to in swimming section above	3 children attended with 2 achieving the end of KS standards.	Introduce swimming into Year 5 allowing intensive support whilst children are in Year 6 as required. Reduce impact on Yr 6 morning delivery.
Development of active maths sessions to improve maths skills as well as physical activity.	Children increased confidence and enjoyment in maths.	Move to develop active maths activities during break and lunchtimes.

Qualified Forest School coach to work alongside key staff in school to develop sessions and forest school area.	Increased social and risk management skills with forest schools. Recognised forest school area developed and to be develop further.	Further develop the forest school area in school. Introduce Forest School to all classes on a rolling programme.
Qualified sports coach in school 2 days a week (2 afternoons and 1 full day) to work with all classes and teaching staff from Rec – 6	PE lessons have been better planned this year and delivered to a high standard.	Continue work and links with the WLSP. Reduce coach contract next academic year to 1 ½ days and ensure staff can access and effectively use the WLSP schemes of work.
To include a dance specialist one day a week to deliver dance curriculum alongside school staff.	Children enjoy PE and are beginning to make good progress in skills development.	School staff become more confident in PE delivery and assessment. Move to include a dance competition next academic year.
Deliver Bikeability Level 1 and Level 2, scoot safe, tots on tyres and Dr bike delivery across the school	Increased active travel during the summer term to school.	Purchase balance bikes/scooters for EYFA/KS1 use at breaktimes.
Offer an OAA based residential in Y6.	On site activities and Rock & River sessions were well attended.	Potential to develop OAA and move to an on-site residential experience to reduce costs for families next academic year. Research potential external partners.

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
Increase extra-curricular offer to include gymnastics, cheerleading & dance.	Teaching staff, coaches - as they need to lead the activity Children – as they will take part.	Key indicator 1 Key indicator 4	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Equipment/resources will allow session to be delivered next academic year.	Cheer leading Resources/ equipment £200 Gymnastic equipment £1500
Increase physical activity during break & lunchtime (<i>aiming for 60 active minutes per day 30mins in school 30mins outside of school</i>)	Teaching assistants - as they need to lead the activity	Key indicator 1 Key indicator 4	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Skipping resources £200 Soft play equipment £100
Train playground leaders to run lunchtime activities to EYFS and KS1.	Children – as they will take part and work as playground leaders. PE lead/Year 5 teacher – to develop rota for leaders.	Key Indicator 1	Children develop key personal skills. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Playground leaders training with WLSP £200 (one day) Equipment/whistles etc £50

Aim for all pupils to meet the end of KS2 swimming requirements		Key indicator 1	Year 5 children to have weekly swimming session Term 1 and Term 2. Term 3 used as a booster/intervention session for Y5 and Y6 as required.	Swimming sessions & sim coach £2750
Develop the forest school experience for all children.	Forest school lead – leading sessions. Teaching/Teaching assistants as they will support sessions. Children as they will take part in the sessions.	Key indicator 2	Qualified staff. Appropriate equipment to allow activities to run during poor weather. All classes having access to Forest School for a half-term each academic year.	Staff training £1500 Resources/clothing for children £1500
Develop consistency of PE delivery and assessment.	Teachers/Teaching assistants as they will plan, lead or support the Pe lessons.	Key indicator 3	Employ WLSP coach for two ½ days per week. Access to the Succeedin site for access to schemes and assessment material.	PE coach £6500 Part of WLSP buy in.
Develop safe active travel to school	Children as they will be able to travel to and from school safely.	Key indicator 4	Buy into the SRBC 'Active Travel' plan to support safe and quality delivery and assessment. Teaching staff to work alongside deliverers. Purchase balance bikes/scooters/pedal bikes for EFYS and KS1.	Qualified delivery £1000 Equipment £1000.

Offer a residential experience to UKS2 incorporating OAA activities.	Children as they will develop confidence and resilience to support the transition to high school.	Key indicator 4	Use of local OAA site – Rock & River. Local center so can be used by children/families beyond the school trip. Transport from WA minibuses so cost neutral.	Plan a 3-day activity week for Yr6. £1500.
Ensure children have access to a wide variety of competitive sports events.	Children as they will have a wider experience of competitive opportunities. Teachers/teaching assistants as they will support and supervise children at and travelling to/from events.	Key indicator 3 Key indicator 4 Key indicator 5	Buy into the SRBC competition structure. 8 one off cluster competitions, 5 whole borough events, central league competitions Teaching staff to work alongside deliverers so they understand how an effective competition can be run	£1000 for competition buy in. £500 for transport.
Use National School Sports Week to raise the profile of physical activity and sport.	Children as they will have a wider experience of competitive opportunities. Teachers/teaching assistants as they will support the event.	Key indicator 2 Key indicator 3 Key indicator 4 Key indicator 5	Run an annual weekly event. Link to local clubs so children can be signposted to local sports/physical activity opportunities.	£800 for coach/instructor fees.

<p>Improve mental health and wellbeing.</p>	<p>Children as they will have a wider experience of competitive opportunities.</p>	<p>Key Indicator 3</p>	<p>Develop the use of the daily mile.</p> <p>Develop extra-curricular clubs around cross-country and running.</p> <p>Develop well-being Wednesday lunchtime activities across both Key Stages.</p>	<p>Cost of track development. Unknown.</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.

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?	%	<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>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>Use this text box to give further context behind the percentage.</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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Mr M Cunniffe</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr L Sharkey</i>
Governor:	<i>Mrs K Bates</i>
Date:	<i>28/9/23</i>