



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
<p>KS2 pupils within SSMS have 3 hours of timetabled PE with PE specialist teachers and/or coaches.</p> <p>Our school use external coaches from local clubs and Governing Bodies to enhance the provision for pupils in the curriculum every day, and as part of the OSHL provision. This includes extra sessions being provided to enhance learning aimed towards bespoke groups of pupils or sports.</p>	<p>Pupils continue to enjoy PE lessons and appreciate the additional PE lesson time that we offer.</p> <p>OSHL offer has improved with more clubs on offer to pupils throughout the year.</p>	
<p>The profile of PE and School Sport to be recognised and continue to be raised to pre-Covid levels and be used as a tool for whole school improvement. Including the use of Sports Prefects to inspire the younger pupils.</p>	<p>The profile of PE and School Sport is being raised as a tool for whole school improvement.</p>	<p>There is a good engagement at lunch and break-times.</p>
<p>To use sport and physical activity to promote pupils social, moral and cultural development.</p>	<p>Pupils have demonstrated an understanding of the importance of being committed to their role and fulfilling their responsibilities for the benefit of the whole school.</p>	<p>Extra markings have helped resolve conflict on the playground by allowing game separation between year groups.</p>

<p>Professional development opportunities to improve the capacity of teachers / practitioners.</p>	<p>Pupils have access to a broad PE curriculum. The quality of PE is continually improving. The curriculum reflects pupils' interests and needs. As a result of building skills and confidence, teachers are able to deliver high quality PE and school sport.</p>	
<p>Support for the most and least able pupils.</p>	<p>Opportunities have been given for the more elite pupils to represent the school in a variety of events and competitions. Pupils who have difficulty interacting and socialising, or who are of lower ability are able to partake in lessons with the additional support provided.</p>	<p>There has been an increased participation in SEND pupils.</p>
<p>A broad range of sports and activities are offered to all pupils, this includes opportunities where pupils can learn about specific sports, receive age appropriate coaching and improve their skills.</p>	<p>After exposure to experiences in school, several pupils have taken up opportunities at local sports clubs. Staff often recommend pupils to attend local clubs when they see potential talent or interest.</p>	
<p>Weekly OSHL sports clubs have been provided free of charge to pupils, led by specialist coaches. Football, dodgeball, rugby, dance, basketball and gymnastics offered. Pupils are able to practice and improve their skills, and experience competition in a variety of formats.</p>	<p>Staff will suggest a number of different clubs to allow the pupil to choose the best fit for them. We also support and work alongside local clubs to encourage out of school participation in a range of sports.</p>	
<p>Pupils will have access to sports not previously taught to them in their previous school or year group. New equipment purchased to accommodate these clubs/lessons. Our indoor facilities are poor but one of the strengths of our indoor space is its practicality for gymnastics.</p>	<p>New equipment has helped to engage pupils into sports.</p>	

<p>Pupils will compete in regular intra and inter school competition. This will involve class competitions within PE lessons and OSHL.</p> <p>School to take an active role in local and national governing body competitions.</p> <p>Participation in and promotion of School Games competitions.</p> <p>School will also have separate KS2 and KS3 whole school Sports Days.</p>	<p>Pupils take pride in representing their school and want to succeed. They realise that winning is not always possible and that sometimes taking part is just as important as it is helping increase their love of the sport.</p> <p>Pupils realise that there are lots of opportunities for them to compete in person and virtually and that school will offer a range of sports for them to participate in.</p> <p>KS2 and KS3 had their separate Sports Days, covering traditional track and field events as well as a range of alternative sports including dodgeball, basketball, tennis etc., in which they compete in a carousel format in teams of their own ability range allowing greater participation without the pressure of their peers.</p>	
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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
1) Increase the range of sports and activities provided within the curriculum.	Teaching staff, coaches - as they need to lead the activity Pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity to achieve the recommended 30 – 60 minutes per day. Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.	The engagement of pupils in physical sports and activities in which they have little / no prior experience. A greater engagement in physical education.	<i>Sports coaches Equipment</i>
2) Increase the range of sports and activities provided outside of the curriculum. <i>To include cycling, swimming, basketball, inter and intra competitions, participate in the School Games.</i>	Teaching staff, coaches - as they need to lead the activity Pupils – as they will take part.	Key indicator 1 – Staff to work alongside professional / specialized coached to deliver the sessions. Key indicator 2 – the increased engagement of pupils in regular physical activity. Key indicator 4 – Broader experience of a range of sports and activities Key indicator 5 – The sessions offered will often result with the inclusion of competitions.	The engagement of pupils in physical sports and activities in which they have little / no prior experience. A greater engagement in physical education.	<i>Sports coaches Staff CPD Equipment Transport costs</i>
3) To raise the profile of sport and achievement within the school. <i>To include the promotion of</i>	Teaching staff Pupils	Key indicator 2 – the increased engagement of pupils in regular physical activity.	Greater pride and celebration of positive achievements.	<i>Sports coaches Equipment Cameras Sports leader incentives</i>

<p><i>achievements in lessons by displaying these achievements in the PE corridor. To celebrate achievements through assemblies. To train and develop the use of sports leaders to inspire younger pupils.</i></p> <p>4) CPD for teacher. <i>To include working alongside experienced staff and / or specialist coaches.</i></p> <p>5) To increase the number of pupils who are confident at swimming at least 25m and beyond. To improve the swimming techniques of those who are able to swim 25m. To include training additional staff to national coaching qualification standard, to increase the opportunities to attend swimming sessions outside of the normal teaching lessons.</p>	<p>Teaching staff – to take part in the CPD and put training into practice.</p> <p>Coaches / Specialist staff – to lead CPD</p> <p>Pupils – Will take part in CPD and lessons / sessions</p> <p>Teaching staff – to take part CPD.</p> <p>Pupils – Will take part in smaller group sessions within curriculum time, streamed teaching. Will also be given the opportunities to take part in sessions after school.</p>	<p>Key indicator 3 – Raise the profile of PE and celebrate success.</p> <p>Key indicator 5 – Promotion of sport to increase participation.</p> <p>Key indicator 1 – Increased knowledge and confidence within teaching staff.</p> <p>Key indicator 1 – Increased knowledge and confidence within teaching staff.</p> <p>Key indicator 2 – the increased engagement of pupils in regular physical activity.</p>	<p>Greater engagement in physical education.</p> <p>More specific and specialist teaching within lessons and afterschool physical activity sessions.</p> <p>A greater number of pupils achieving the 25m requirement. More children developing their confidence in swimming. More pupils engaging in swimming outside of school. Pupils who can swim to develop different swimming strokes.</p>	<p><i>Sports coaches CPD costs</i></p> <p><i>Pool costs Swimming coach costs CPD for staff Transport</i></p>
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<p>6) To increase active participation in exercise outside of the lesson. To increase physical activity during break and lunch periods.</p> <p>To include the creation of an activity area, close to the school yard. Facilities to include assisting with the development of strength, agility and coordination. To allow elements of competition as well as fun, engaging activities. This will be part of an ongoing larger project.</p>	<p>Teaching staff – to supervise and teach lessons using the equipment and facilities provided.</p> <p>Pupils – To actively use the equipment and facilities to improve their physical fitness, core strength and agility.</p>	<p>Key indicator 2 – Increased engagement in physical activity during break and lunchtimes. To help towards achieving a minimum of 30 – 60 minutes of physical activity per day.</p> <p>Key indicator 4 and 5 – The facilities are different from the sporting activities we currently offer, they will also allow for physical fitness and competition.</p>	<p>An increased number of all physical and sporting abilities taking part in physical activity.</p> <p>Development of physical strength, agility and coordination of pupils.</p>	<p><i>Equipment</i> <i>Some ground works</i> <i>Training</i></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?	45%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	44%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>40%</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>This is planned for 2023-24 onwards.</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>This is planned for 2023-24 onwards.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	