



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
Use of funding to support before and school provision and more specifically being able to target girls and the provision that we have in place for them.	We're able to offer more before and after school clubs than ever before. Now having a specific focus on girls and the provision that we have in place for them.	For the year 23-24, we aim to continue this hard work and take it one step further through pupil voice.
Promoting physical activity across school through inter-house competitions each half term.	This gave <u>all</u> children in school the opportunity to take part in competitive sport and physical activity at some point throughout the year.	This has been a huge success and we will continue this through to 23-24.
Staff CPD through specialist support.	Staff received CPD for Dance through Blue Moose – we're now using Blue Moose dance schemes within our PE lessons. KS1 staff using our own dance specialist within	Continue to monitor through staff voice and support staff through CPD.

<p>Sharing sporting success from competitions and fixtures.</p> <p>Develop school LTP, particularly KS1 from looking at their FMS data.</p>	<p>their PE lessons.</p> <p>Children have gained a sense of pride through representing our school.</p> <p>Developed our school LTP working with the Key Stage 1 (Year 1) personalising it against the data gained from the FMS check.</p>	<p>Continue to share our sporting success with the school community throughout the year via dojo, end of half term assemblies.</p> <p>Continue through with this in 23-24.</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
Before and after school provision	<p>School staff - as they need to lead the activity</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 2 -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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	?
PE TA to support the daily recommended guidance and more, working with/targeting various children across school.	<p>School staff - as they need to lead the activity throughout the school day including lunchtimes and after school.</p> <p>Pupils – as they will take part in targeted sessions throughout the school day.</p>	<p>Key indicator 2 -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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities</p>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities, adapting a more healthy, active lifestyle.	?

		offered to all pupils.		
CPD for teachers. consultant house support A mnastics	All staff across the school – all staff to receive refresher training.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	All will be confident in using the PE App for assessment. We can then use this data to target specific groups of children to work with our PA TA across the school day.	?
Staff to work alongside specialist PE teacher/coaches	All teaching staff. Pupils – as they will take part.	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport		?
Celebrating sporting success across the school through end of term assemblies, school story via dojo, PE display etc.	ZB – PE subject lead Pupils – as they will take part.	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Key Indicator 5: Increased participation in competitive sport	All children and parents will see or hear about the sporting success we're having at school. This will hopefully encourage more children to take part and participate in PA and SS.	No cost.
Ensure staff have the correct resources and equipment that they need in order to deliver our LTP and more	ZB – PE subject lead All staff	Key Indicator 3: 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 need to have up- to-date, working equipment that excites them and entices them to take part in physical activity	?
Continue to organise half termly inter-house challenge weeks	All staff	Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience	Each half term, all children across the school will take part in half-termly team challenges. Children are	?

across the school		<p>of a range of sports and activities offered to all pupils</p> <p>Key Indicator 5: Increased participation in competitive sport</p>	<p>given the sense of belonging, of what it's like to work in a team and compete for their house team. This is promoted across the school – children are aware that all score for each challenge are collated and go towards the team challenge trophy at the end of the year.</p>	
<p>Enter as many sports competitions and leagues throughout the year through DB Sport and his partnership with PESSPA and School Games.</p>	<p>All staff</p> <p>All pupils</p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 5: Increased participation in competitive sport</p>	<p>Children will experience what is it like to represent the school through competitive sporting leagues and events – children will compete against other schools to gain points to support our standing in the championship table. In the last year, we have been promoted in several leagues with more children taking part in physical activity than ever before (specifically girls where we have seen a huge increase in numbers).</p>	<p>?</p>

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>
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<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>53%</p>	<p>53% for a lot of our children this was the first time many of them had attended a swimming lesson or anything of the sort. We've found a drop in the number of our children attending swimming lessons outside of school since the covid pandemic.</p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>27%</p>	
<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>33%</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</p>	<p>This is something that we plan to do for this cohort in the Spring/Summer term</p>

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Nothing has been booked at present but CPD courses are available for staff to attend
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Signed off by:

Head Teacher:	Mr J Entwistle
Subject Leader or the individual responsible for the Primary PE and Sport Premium:	Miss Z Brierley – PE Subject Leader
Governor:	(Name and Role)
Date:	