



# 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   |
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| Lots of children have access to after school clubs.      | More children have accessed the free after school club and these skills have transferred through to PE lessons and these children have become experts, helping their teacher and other children. | This continued into 23/24 and will again continue into 24/25.  |
| Progressive curriculum written, adapted and carried out. | Skills and knowledge have been implemented carefully so the children can build on these skills each year.  | New curriculum will be brought in for 24/25, through an outside agency (Ed Start) teaching PE across school. |
| Oracy progression through the PE Curriculum.             | Children are speaking and listening more in PE lessons rather than just doing the activity. More children are becoming confident in lessons through talking to others.                           | Children are becoming more confident in PE.  |
| Key Vocabulary through the PE Curriculum.                | Through pupil conferencing, children were able to talk more about the vocabulary they have learnt.   | This key vocabulary is becoming secure and children understand what PE is more than just                     |

## 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   |
|---|---|---|--|---|
| <p><i>Introduced Outdoor Adventure Activities where children go to a local activity centre.</i></p> <p><i>Children took part in canoeing, archery, den building, fire building and plant exploration.</i></p> | <p><i>This action impacted Class Teachers as it was a full afternoon out at the activity centre.</i></p> <p><i>It impacted the Curriculum Lead and Sports Lead because they have to weave the sessions in so they linked with the curriculum topics being taught throughout the year.</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 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> | <p><i>All children have had the experience to take part in OAA that they had never been exposed to before.</i></p> <p><i>It provided Cultural Capital for children and during our PE Pupil Conference, it was shown that children had loved these activities and wanted to do more around OAA.</i></p> <p><i>The PE Lead has been on a course to develop OAA in all subject areas, as well as PE lessons and trips to the activity centre. This action will be</i></p> | <p><i>£2,835 for 6 classes to visit Canalside for an afternoon session.</i></p> |

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|   |  |   | <i>sustainable next year and the money will be funded through Sports Premium Money.</i>   |  |
| <i>Free Sporting After School Clubs for all children.</i> | <i>We have an outside company (Ed Start) who delivers these sessions to our children for an hour every day after school. The FMS interventions are a full afternoon for EYFS children.</i> | <i>Key Indicator 2 - Engagement of all pupils in regular physical activity</i>  | <i>Children are able to access a variety of sports through these after school clubs and gain confidence in many skills that are transferable to their PE lessons.</i>                             | <i>£10,140 for 5 afterschool clubs and 1 afternoon of FMS.</i> |
| <i>Fundamental Movement Skill Intervention</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>53.9% of the children attending have been Pupil Premium children and this will continue next year for all children as we promote it to more of our SEND and PP children throughout school.</i> |  |
|   |  | <i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i>                   | <i>Reception Data - Percentage of children who have mastered.</i>   |  |
|   |  |   | <i>90% - Running</i>  |  |
|   |  |   | <i>76.6% Hopping</i>  |  |
|   |  |   | <i>80% - Jumping</i>  |  |
|   |  |   | <i>56.6% - Catching</i>   |  |

|                     |   |  |  |                           |
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|                     |   |  | 73.3% - Underarm Throw   |                           |
| Gymnastics Sessions | Catherine Winward comes into school on a Friday morning to deliver sessions to two classes. | <p>Key Indicator 1 - The engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p> | <p>Through pupil conferencing sessions, children have specifically identified that gymnastic sessions have increased their confidence and physical capabilities and they want to continue this in the future.</p> <p>Through participating in these sessions, children have developed their core strength. This has been transferred into the classroom as children are able to sit properly on chairs throughout the day and develop their fine motor skills.</p> | £780 for the Summer Term. |

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| <i>BPSSA Competitions</i> | <i>PE Lead has been taking KS2 to many competitions throughout the year, including cross country, netball and football.</i> | <i>Key Indicator 5 - Increased participation in competitive sport</i> | <i>Children were identified based on achievement and enjoyment in PE lessons.</i><br><br><i>Through pupil conferencing, children mentioned they wanted more competitions.</i><br><br><i>The impact of these competitions has been great. The children have developed teamwork, communication and resilience. Through children developing this, we will now go onto having Year 5 and Year 6 sports leaders.</i> | <i>£120</i> |
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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   |
|-----------------------------|--|--|
| Girls Football Competition  | More girls have become involved in PE and it has prompted how important it is for girls to also access PE, after school clubs and competitions.  | The girls came 3rd in this event.  |
| Cross Country Competition   | 6 girls and 6 boys entered this competition and showed resilience in carrying on when it got tough. This has been transferred into learning in school as they are not giving up as easily/ | All children increased their placing each time they ran the cross country races. |
| Fundamental Movement Skills | Children from Reception will be moving into Year 1 being confident in their FMS skills and this can be developed further.  | These skills will be cemented ready for their progression through KS1 and KS2.   |
| Canalside                   | These canalside activities have provided cultural capital experiences for our children that they wouldn't have experienced without us giving them the experiences.                         | These will continue next year, linking to the year groups topics that year.      |



## 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*

*Swimming for 23/24 has not been able to go ahead this year. Unfortunately, our swimming pool had an immediate closure during summer last year and we have not been able to find another provider we were happy with that suited our children's needs. Therefore next year, we are having Pools for Schools come on our premises for 3 weeks and every child will go every day for this period of time. We will hopefully continue this each year, allowing the children to experience swimming every year, rather than just taking one class.*

| <u>Question</u>   | <u>Stats:</u> | <u>Further context</u><br><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? | 53.5%         | <ul style="list-style-type: none"><li>● <i>Water confidence was high in this class and due to having lessons in Year 3 and then booster in Year 4, swimming levels have progressed.</i></li><li>● <i>Parents' confidence is low, so in the percentage of children that can't swim, parents were unable to go/take the children swimming.</i></li><li>● <i>Cultural diversity made this percentage low as half of the children attend mosque after school, so therefore they struggle getting to swimming lessons.</i></li></ul> |

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| <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>32.1%</p> | <ul style="list-style-type: none"><li>● <i>Children struggled to use a range of swimming strokes due to not being full confident with putting their face in the water.</i></li><li>● <i>Children struggled with stamina for some strokes, meaning they couldn't reach the end.</i></li></ul> |
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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>53.5%</p> | <ul style="list-style-type: none"><li>● <i>The children that did not achieve their water safety were the children that could not swim their 25m. This was due to cultural diversity and confidence.</i></li></ul> |
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| <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>Samantha O'Connell</i>                   |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Mrs Lois Sanderson</i><br><i>PE Lead</i> |
| Governor:  | <i>(Name and Role)</i>                      |
| Date:  | 28.06.2024                                  |