



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 (2023/2024)

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
<p>1. Purchase into local SSP (Go Well) for coaching blocks x 6, each for five weeks across a range of core tasks/ activity areas</p> <ul style="list-style-type: none"> • 5x week KS1 FMS with A/S Club • 5x week Dance with A/S Club • 5x week Football with A/S Club (x2) • 5x week Athletics with A/S Club • 5x week Gymnastics with A/S Club • PE Escape Room Experience Day • Disability Sports Coaching Day <p>Access to Go Well Competition and Events Calendar</p>	<p>Children and staff</p>	<p>1. Increased Participation: Measure the level of student participation in physical activities and sports before and after implementing the programme. This could include tracking attendance at sports clubs, PE lessons, and extracurricular activities.</p> <p>2. Enhanced Skill Development: Evaluate the improvement in students' athletic skills and confidence. You might conduct assessments or gather feedback from PE teachers and coaches to see how students are developing.</p> <p>3. Improved Health and Fitness Levels: Monitor changes in overall fitness and health markers, such as endurance, strength, flexibility, and agility. Schools might use fitness tests or collect data on students' physical health.</p> <p>4. Broader Range of Sport Offerings: Check whether the programme has enabled the school to offer a wider variety of sports and physical activities, thus catering to diverse interests and promoting inclusivity.</p>	<p>Staff upskilled in delivering and assessing PE, resulting in increased confidence delivering PE lesson.</p> <p>To support the PE coordinator/ class teachers in curriculum planning and assessment of children in PE. Achieved through targeted support to increase subject knowledge and confidence when delivering curriculum PE.</p> <p>To enhance and extend the teaching of the PE curriculum.</p> <p>To encourage children to take up sporting activities outside of school.</p>	<p>£4800</p>

		<p>5. Teacher Professional Development: Assess the impact on teacher skills and confidence in delivering physical education, perhaps by tracking participation in training sessions or gathering feedback on their comfort levels when teaching new sports or activities.</p> <p>6. Sustained Engagement & Enjoyment: Collect student feedback to determine their enjoyment of the sports activities offered and their willingness to continue participating. Student surveys or interviews could be useful here.</p> <p>7. Community and Parental Involvement: Look for increased engagement with parents and the local community. This might involve tracking attendance at sports events or partnerships with local sports organisations.</p> <p>8. Impact on Behaviour and Well-being: Consider whether there's any observed improvement in student behaviour, concentration, or general well-being as a result of increased physical activity.</p>		
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<p>2. Go Well SLA offer (Afterschool club bolt-on offer).</p> <p>Lunchtime club</p> <p>Staff led after school clubs (Football, Netball KS2)</p> <p>The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>Children</p>	<ol style="list-style-type: none"> 1. Increased Participation: Track the number of children participating in the after-school and lunchtime clubs. A successful indicator would be an increased overall participation rate. 2. Diverse Offerings: Ensure a variety of sports and physical activities are available to cater to different interests and abilities. This could be measured by the range of activities provided compared to the previous term or year. 3. Improved Fitness Levels: Assess changes in students' physical fitness through regular activities or fitness assessments. Improvements here demonstrate the programme's effectiveness. 4. Skill Development: Evaluate students' skill progression in each offered sport or activity. This might involve assessments or observations by instructors. 5. Student Enjoyment and Engagement : Gather feedback from students through surveys or discussions to measure their enjoyment and engagement with the programme. 6. Attendance Rates: Monitor attendance trends for both the club sessions and overall school attendance, as regular active participation can positively affect general attendance. 	<p>All children have an increased level of participation and attendance in a diverse range of sports.</p> <p>Children have developed skills relevant to variety of different sports and enjoy it.</p> <p>Sport is available to all. Staff and parents enthusiastically support the teaching of sport in our school.</p>	<p>Included in SLA</p>
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		<p>7. Teacher and Staff Involvement: Measure the level of staff involvement and development in leading or supporting the clubs.</p> <p>8. Inclusivity and Accessibility: Ensure the programme is accessible to students of all abilities and backgrounds, and review how inclusive the offerings are.</p> <p>9. Community and Parental Engagement: Note any increase in community and parental involvement, such as through events, support, or volunteers.</p> <p>10. Behaviour and Well-being Improvements: Observe any positive impacts on students' behaviour and overall well-being, which can be linked to increased physical activity.</p>		
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<p>The profile of PESSPA being raised across the school as a tool for whole school improvement:</p> <p>School Games Mark</p> <p>Sports captains identified to:</p> <p>lead pupil voice run lunch time games run interhouse tournaments take charge of playtime equipment.</p> <p>Provide teams with sports kit – shorts, t-shirt and outer layer, branded with school logo</p> <p>OAA/ Forest School</p>	<p>Children, staff, parents and wider school community.</p>	<ol style="list-style-type: none"> 1. Participation Levels: <ul style="list-style-type: none"> - Increase the number of pupils participating in extracurricular sporting activities. - Ensure that children from various backgrounds and those with differing abilities have opportunities to take part. 2. Competition Structure: <ul style="list-style-type: none"> - Engage students in regular inter-school competitions. - Organize in-school competitions to involve a wide range of pupils. 3. Leadership Opportunities: <ul style="list-style-type: none"> - Provide opportunities for students to take on leadership and volunteer roles within sports activities. - Train pupils to become sports leaders, helping to organize and manage events. 4. Clubs Links: <ul style="list-style-type: none"> - Establish and maintain links with local sports clubs, enabling a smooth pathway for students to continue participating outside of school. - Invite coaches from these clubs to host sessions or workshops in school. 5. Engagement with Parents and Community: <ul style="list-style-type: none"> - Actively involve parents and local community members in school sports events. - Communicate the benefits of an active lifestyle and participation in school sports. 6. Staff Professional Development: <ul style="list-style-type: none"> - Provide teachers with training and 	<p>Bronze Level Award achieved and the profile of sport within the school has been raised.</p>	<p>N/A</p>
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		<p>development opportunities to improve their confidence and skills in teaching sports.</p> <ul style="list-style-type: none">- Share best practices among staff to enhance the overall sports program. <p>7. Inclusive Practices:</p> <ul style="list-style-type: none">- Ensure that sports activities are accessible to all students, including those with special educational needs and disabilities.- Promote diversity and equal opportunities in all sporting events.		
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<p>Broader experience of a range of sports and activities offered to all pupils:</p> <p>Teaching staff to run clubs which offer a broader range of sports (Table tennis, hand ball, running club, cheerleading, netball)</p> <p>OAA part of residential for KS2.</p> <p>OAA carousels provided by SLA</p>	<p>Children</p>	<ol style="list-style-type: none"> 1. Diverse Programme of Activities: A varied schedule of sports and activities is established, ensuring inclusivity and catering to diverse interests and abilities. 2. Pupil Participation Rates: An increase in the number of pupils participating in at least one extra-curricular sport or activity over the school year. 3. New Sport Introductions: Successful introduction of at least three new sports or activities annually, with opportunities for students from different key stages. 4. Increased Opportunities for All: Provision of targeted programmes for underrepresented groups, such as girls, students with special educational needs, and those from different cultural backgrounds. 5. Competitions Participation: Participation in local and regional sports competitions, with a focus on offering opportunities for a wide range of sports, not just traditional team sports. 6. Staff Training and Development: Teachers and sports coaches receive regular professional development to deliver a broader curriculum. 7. Partnerships and Community Links: Good working relationships with local sports clubs and organisations, which provide 	<p>Children participate in a variety of different sports and have several opportunities throughout the school year to try new and alternative sports.</p>	<p>Cost of transport</p> <p>Cost of coaches.</p>
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additional opportunities for pupils to engage in diverse sports.

8. Pupil Feedback and Engagement: Regular surveys or feedback sessions with pupils to assess their interest and satisfaction with the sports offered, leading to adjustments in the programme as needed.

9. Resource Allocation and Improvement: Investments in equipment and resources that support the introduction and sustainability of varied sports and activities.

10. Awareness and Inclusion Campaigns: School-wide events and awareness campaigns that celebrate different sports and encourage participation from all pupils.

<p>Increased participation in competitive sport:</p> <p>Purchase of competitive sport add-on through Go Well</p>	<p>Children</p>	<ol style="list-style-type: none"> 1. Pupil Participation Rates : <ul style="list-style-type: none"> - Measure the percentage of pupils participating in competitive sports, including inter-school competitions and intra-school events. 2. Diversity and Inclusion : <ul style="list-style-type: none"> - Track the engagement of different groups, such as girls, pupils with special educational needs and disabilities (SEND), and those from various ethnic backgrounds, ensuring diverse representation and inclusivity. 3. Skill Development : <ul style="list-style-type: none"> - Assess improvements in pupils' sports skills and techniques, possibly through pre- and post-intervention skill assessments. 4. Teacher and Staff Engagement : <ul style="list-style-type: none"> - Note the involvement of teachers and staff in facilitating, coaching, and supporting sports activities, ensuring professional development opportunities where necessary. 5. Partnerships and Community Links : <ul style="list-style-type: none"> - Measure the number and quality of partnerships with local sports clubs, organisations, and external coaches, as well as the level of community involvement and support. 6. Pupil Feedback and Enjoyment : <ul style="list-style-type: none"> - Gather feedback from pupils about their enjoyment and interest in 	<p>All children have access to competitive sports.</p> <p>Staff are clear on events attending, dates, times, rules and preparation</p>	<p>£2100</p> <p>Cost of transport for each event.</p>
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participating in competitive sports, which can help adapt and improve the programme.

7. Health and Well-being Impact :
- Evaluate the impact on pupils' physical health and well-being, potentially through surveys or other health metrics like fitness assessments.

8. Sustainability and Long-term Impact :
- Determine how sustainable the activities are beyond the funding period and explore the lasting impact on pupils' participation and enthusiasm for sports.

9. Achievement and Awards Recognition :
- Track achievements in competitions, such as medals or awards, and recognise pupils' effort and success to encourage continued participation.

Key achievements 2024-2025

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?	%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	

<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>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>(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:	