



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
<ul style="list-style-type: none"> Variety of sports equipment purchased to allow children to participate in more active play at break and lunchtimes External play leader training for Year 6 	<ul style="list-style-type: none"> More children are taking part in more active play at break time and lunchtime, supporting engagement of all pupils in regular physical activity. Children are encouraged to take responsibility for the sports equipment and the variety chosen aims to encourage different groups of children to participate in more active play as well as in sport at break and lunchtimes. This has also had a beneficial effect on behaviour during these times, with positive impact, supported by play leaders. Year 6 training has supported the 	<ul style="list-style-type: none"> Equipment has been well received and used, with greater levels of activity observed on the playground. Positive verbal feedback from children participating, from play

<p>pupils then supported by school PE team.</p> <ul style="list-style-type: none"> • Funding participation in increasing number of competitive events for boys, girls and mixed teams • Targeted provision to increase participation for disadvantaged pupils in extra curricular activities • Participation in some inclusive events has supported a more broad and equal offer of representative opportunities for key 	<p>Year 6 children in leading play more effectively, building their confidence and leadership skills to proactively engage younger children in games and activities. This increases engagement in active play for all groups, including those who can be reluctant to participate.</p> <ul style="list-style-type: none"> • The profile of PE and sport has been raised, with the increase in opportunities for a range of children to take part in competitive sport due to a broader range of opportunities. Care was taken to include some girl only events to build skills and confidence – girls football for example. • Support enabled some children to attend who would not usually be able to access sessions – football was very popular run by Fitt4Kids. • Participation in these events has been observed as confidence building and empowering for those 	<p>leaders and staff on increased impact due to raised levels of confidence.</p>
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<p>groups of pupils e.g. those with SEND</p>	<p>who would not typically be representing their school at external events. Also builds confidence to participate more fully in school opportunities and play at lunchtime and break.</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
<p>Raise profile of inclusive sports for all children to raise awareness and profile of broader range of sport alongside building staff confidence and skills in adapting physical activities – Inclusive sports festival alongside increased opportunities for key groups to participate in inclusive events outside school in line with school values and vision.</p>	<p>All children as participants.</p> <p>Key groups (SEND and SEMH) to participate in inclusive events</p> <p>Teaching staff/ TAs and Sports coach – observing and supporting Inclusive sports festival activities</p>	<p>Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: profile of PE and sport 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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities; increasing access to range of sport.</p> <p>Promotion of a broader and more equal experience of sports and physical activities across the school</p> <p>Increased staff knowledge and confidence in adapting activities and promoting inclusion through sport.</p>	<p>£1450 for inclusive sports festival in school and groups attending inclusive events representing the school</p>

<p>Increased range of opportunities for more children to participate in competitive sport, aiming for Gold School Games Award, including membership</p>	<p>Wider range of children to participate; raised profile of sport and physical activity across the school – Sports hall athletics, workshops & festivals</p>	<p>Key Indicator 2: The 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 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, as a result improved % of pupil's attainment in PE.</p> <p>Increased opportunities for competitive sports alongside skill development, supporting progress in PE as well as sense of enjoyment and pride.</p>	<p>£1570 – access to range of workshops, festivals and matches, membership fees.</p>
<p>Further development of resources and equipment available to promote and support a variety of sports and activities at break/ lunchtime and within lesson time as appropriate (movement breaks</p>	<p>Children – have a wider range of equipment to take part in a variety of sport/ activities to engage different groups of children including SEND and disadvantaged as well as harder to reach pupils. Resources for both playgrounds as appropriate.</p>	<p>Key Indicator 2: 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>High quality resources/ equipment available to engage all groups of children including those harder to reach as well as SEND and disadvantaged pupils, building skills and increasing levels of activity, benefitting PE progress and increasing levels of physical activity</p>	<p>£3776.86</p>

<p>for example)</p> <p>Catch up swimming for those pupils in Year 6 who have not attained the requisite 25m and water safety requirements of the National Curriculum.</p>	<p>Children who have not attained NC standards.</p>	<p>Key Indicator 2: The engagement of all pupils in regular physical activity</p>	<p>for range of groups.</p> <p>Improved swimming outcomes for children who participated.</p>	<p>£1440</p>
<p>Replenish playground markings to support range of active play; purchase of movable barriers to facilitate range of activities at break/ lunchtimes.</p>	<p>All groups of children accessing KS2 playground</p>	<p>Key Indicator 2: 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>These will support safer and more effective zoning of playgrounds allowing a greater range of activities to support engagement of different groups of children facilitated by adults and playleaders.</p>	<p>£4080</p>
<p>Playleader provision – training and equipment to support Year 6 pupils as playleaders</p>	<p>Year 6 cohort who access training and carry out roles to support play of younger children; greater engagement and building relationships across year groups. CPD for staff who attended and support playleaders</p>	<p>Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 2 -The engagement of all pupils in</p>	<p>Greater engagement by younger year groups supports progress in PE and greater physical activity. Role models provide aspirational goal for younger cohorts to</p>	<p>£566.90</p>

<p>Broaden range of equipment and resources to support active play in EYFS to support development of motor skills.</p>	<p>throughout the year.</p> <p>EYFS children who access provision; staff supported in planning and supporting children (PD from EY lead)</p>	<p>regular physical activity</p> <p>Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>build on progress and provision. Impact on relationships, engagement and enjoyment across the school</p> <p>Increased confidence and engagement in range of physical activities and challenges through play. Skill and fitness development will support progress against EY milestones.</p>	<p>£3041.84</p>
<p>Sets of movable goalposts in appropriate sizes to support skill development and competitive opportunities for boys and girls.</p>	<p>All groups of children to access skills development and opportunities for competitive play, building on work carried out for both boys & girls opportunities</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>Improved opportunities to build skills and for range of groups to participate in competitive sports, raising profile across school community.</p>	<p>£9365.52</p>
<p>Sports day for KS2 at alternative site due to lack of</p>	<p>KS2 children who participated; staff who had PD experience.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole</p>	<p>Profile of competitive sport raised across school community, with</p>	<p>£1875</p>

<p>facilities at school</p> <p>Enrichment opportunities for all years and groups of children: Kurling Kids and Cross curricular orienteering subscription</p>	<p>All children who participated in events; staff PD for resources purchased.</p>	<p>school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>access to appropriate facilities to build confidence and engagement.</p>	<p>£1210</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
Funding carried forward has been spent strategically.	Improved provision, greater range of equipment and activities available supporting engagement, development of skills and confidence and raising profile of PE and sport across the school and community.	Enthusiasm and positive feedback from children about access to equipment/ events/ opportunities. Positive feedback from parents.
Increased opportunities for competitive sport for different groups of children.	More children have experience/ greater experience for competitive sport, teaching vital life skills as well instilling engagement and enthusiasm for physical activity.	Positive feedback from parents as well as children about increased opportunities.
Sustained engagement with inclusive events and introduction of Inclusive Sports Festival in school.	Greater awareness of inclusive sport, and ways to adapt provision to ensure all can participate, in line with our school vision and values. Increased confidence of those who accessed inclusive events and sense of pride in representing school.	This linked with work on equality and equity as well as protected characteristics. Developing good citizens.
Building range of equipment and opportunities for different groups to engage in increased levels of physical activity.	Improved access to broader range of equipment for break and lunchtime play, supported by Playleaders and wellbeing ambassadors. Target group of girls supported by Girl power initiative	Behaviour at lunchtime is supported by greater engagement in play and physical activity.

Appropriate equipment such as movable goalposts in place to maximize access to full school site now possible.	Appropriate equipment such as movable goalposts to support engagement with and development of skills to support physical activity and also competitive opportunities.	
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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?	92%	Catch up swimming was arranged for a small group of year 6 children, alongside some year 5 children who also had not met the NC requirements. 2 Year 6 children's progress was affected by illness. All children made progress towards both water safety and increased their swimming distance. This cohort were negatively impacted by COVID closures alongside the closure of the local pool in Dec 2021, meaning additional costs and transport is needed to access alternative swimming provision.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>93%</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>See above – catch up provision for Year 6 and Year 5 pupils</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>No</p>	<p>Skills majority taught by centre staff. To be considered for 24/25 for water safety</p>

Signed off by:

Head Teacher:	Sarah Rayson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sarah Rayson & Chelsea Rowberry
Governor:	Mark Gilligan Chair
Date:	25.07.24