



# **The Primary PE and sport premium**

Planning, reporting and  
evaluating website tool

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.





# Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.  
**There are 5 key indicators that schools should expect to see improvement across:**

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at [www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](http://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)  
Download afPE's exemplification guidance at [www.afpe.org.uk/physical-education/advice-on-sport-premium/](http://www.afpe.org.uk/physical-education/advice-on-sport-premium/)

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
To provide all children with the opportunity to be involved in regular and daily physical activity.	Children understand the importance of daily physical activity and through pupil voice can explain what activities they enjoy and those they would like to try.	Our learners enjoy a range of activities which benefit them physically and emotionally.
Dough disco handwriting / FMS	Fine motor skills have been and priority and 82% of children leaving Reception were expected in the fine motor ELG.	We continue to develop our range of activities which promote fine motor skills.
To continue to promote the value and importance of physical education across the school community for ALL children.	Children enthusiastically participate in PE lessons and after school sports clubs.	Get Set 4 PE provides a good basis for PE lessons.
Storage for bikes and free access in the Reception outside area.	Children have increased independence when selecting and using bikes and scooters. The sheds have protected the resources and are accessible so that whenever the children are outside, they can use the bikes which are excellent for gross motor development. 87% of children leaving Reception were expected in the gross motor ELG.	Children enjoy using the bikes and scooters.
To continue to improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence.	Teachers have a good understanding of the scheme and are able to adapt the activities in order to tailor the sessions to the needs of their pupils.	PE given a high profile around school, the aim is for staff to see it as a fourth core subject.

Provide children with opportunities for after school clubs.	All sports clubs are oversubscribed and very popular.	Use pupil survey to increase the variety of clubs on offer. Possibly introduce lunchtime clubs.
Provide KS1 pupils with more opportunities to take part in competitive sport	The children competed against each other in their sports day races.	Possibility of offering the opportunity of a gymnastics competition for Year 2 pupils next year.

## 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
<i>Through the use of Maths on the Move encourage a more kinesthetic ways to learn maths</i>	<i>pupils – as they will take part</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>Children engaging in physical activity while practicing maths skills in line with the schemes of work for each year group.</i>	<i>£8500</i>
<i>Enhance the EYFS outdoor learning areas to ensure an increased variety of opportunities for gross motor development.</i>	<i>Pupils and EYFS staff</i>	<i>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.</i>	<i>High quality resources many of which are made from natural materials purchased which will last for a long time. These resources include steps for climbing and large wooden blocks for building. Storage purchased to ensure longevity</i>	<i>£3000</i>
<i>Enhance the sensory garden used by SEND children to provide resources that promote activity and emotional regulation.</i>	<i>Support staff and SEND pupils</i>			

Provide an increased variety of fine motor activities to engage learners that will also act as resources to help learners regulate their emotions.		Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Improvements in fine motor control benefitting handwriting. Also, use of fine motor resources in Regulation Stations has the added benefit of helping children regulate their emotions.	£500
Get Set 4 PE scheme	Teachers and learners	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. 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.	Teachers more confident to deliver effective PE supporting pupils to undertake a variety of activities inside school.	£400
Improve the school grounds and gardens including growing and using fruit and vegetables	The wider school community	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children, staff and parents understand the physical and mental health benefits of gardening and spending time moving outside. This is becoming embedded in our school culture.	£500
Resources that provide opportunities for den building, logical thinking and teamwork.	All learners		Children understand the physical and mental health benefits of spending time moving outside. This is becoming embedded in our school culture.	£200
Promote Forest School and ensure equipment can be stored well to	All learners		Children have fun at Forest School and there are a variety of high-quality	£500



<i>promote a love of outdoor learning.</i>			<i>resources for them to use.</i>	
<i>Enhance the teaching of gymnastics through the purchase of new mats.</i>	<i>All learners</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	<i>Better gymnastics outcomes for learners in school lessons and the recently introduced gymnastics after school club.</i>	<i>£1000</i>
<i>Tennis day</i>	<i>All learners</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>Opportunities to try new sports.</i>	<i>£500</i>
<i>Staff training</i>	<i>PE Lead, SENCo</i>		<i>Deeper knowledge of ways to use physical activity to assist our learners in all areas of their development.</i>	<i>£1000</i>
<i>Playground equipment</i>	<i>All learners</i>	<i>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.</i>	<i>Children have a variety of items to play in their free time. They increasingly look after the equipment well, increasing the longevity.</i>	<i>£600</i>



## 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/future plans
Through the use of Maths on the Move encourage a more kinesthetic ways to learn maths.	The children have enjoyed this however staff think that time and resources would be better spent on other projects.	We plan to redirect this funding next academic year to provide further staff training, Forest School sessions, resources for our new wrap around service to ensure children who stay later achieve daily activity goals.
Enhance the EYFS outdoor learning areas to ensure an increased variety of opportunities for gross motor development.	Children are using new resources creatively and are not only developing their physical skills but also their interpersonal and speaking and listening skills.	Next year we plan to develop the Year 1 outdoor area in order to continue the improvements seen in the Reception.
Enhance the sensory garden used by SEND children to provide resources that promote activity and emotional regulation.	SEND children are spending increased amounts of time outside working on gross motor skills and core strength.	Further improve this work with the set up of sensory circuits for regulation and concentration.
Provide an increased variety of fine motor activities to engage learners that will also act as resources to help learners regulate their emotions.	Physical strength building in hands and fingers and also emotional regulation.	Further investment in fine motor equipment.
Get Set 4 PE scheme	Staff feel confident to teach PE lessons	Continue use of scheme.
Improve the school grounds and gardens including growing and using fruit and vegetables	Children feel proud of their school grounds and are benefitting from digging, stretching, bending and carrying equipment. EYFS, Eco council and gardening club children have benefitted from growing a variety of fruits and vegetables.	Encourage further gardening in year group gardens.
Resources that provide opportunities for den building, logical thinking and teamwork.	Children participate in logical team building activities requiring strength and agility.	Continue Forest school.
Promote Forest School and ensure equipment can be stored well to promote a love of outdoor learning.	Listening to pupil voice it is clear that our learners love Forest School and benefit physically from climbing trees, digging, completing fine motor activities.	Invest in new waterproof clothing so that the children can be out in all weathers.

Enhance the teaching of gymnastics through the purchase of new mats.	Pupils and staff are more confident as there are more, better quality mats that allow pairs of children to practice their gymnastics.	Potentially invest in more mats/thicker crash mats for increased variety of activities.
Tennis day	Children experiences high quality specialist coaching. Children responded enthusiastically.	Plan in more sports theme days over the course of the year. One per term.
Staff training	Therapeutic fine motor intervention is working well and showing initial positive results.	Subject leader training.
Playground equipment	Children have enjoyed a wider variety of activities using the playground equipment.	Subject Leader to train Year 2 children to be Playleaders. Equipment to be purchased.

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

***As an Infant School we do not provide swimming lessons as this is a KS2 requirement.***

***We do discuss water safety through our PSHE lessons.***

Signed off by:

Head Teacher:	<i>Rachel Howes</i>
PE Subject Leader:	<i>Emma McGill</i>
Governor:	<i>Lisa Morgan</i>
Date:	8.7.24