



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
<p>In the last year we have engaged the pupils with:</p> <ul style="list-style-type: none"> • Forest school • Farm school • Swimming • Athletics • trampolining • Gymnastics • Football • Racket sports • Striking and fielding • Adventurous activities <p>A large number of these activities require specialist coaches, facilities and equipment.</p> <ul style="list-style-type: none"> • We have also purchased new sports equipment. 	<p>Evidenced on Schoolpod, motional and through attendance data:</p> <p>All students have taken part in at least 30 mins physical activity a day.</p> <p>Activity has a positive impact on behaviour and wellbeing and has impacted positively on engagement and motivation to attend and be successful within the classroom.</p> <p>100% of year 6 students met the minimum national requirements for swimming.</p> <p>80% increase in primary pupils engaging in swimming activities , water confidence in all primary years increased.</p> <p>Forest school, trampolining and gymnastics has been available to all pupils throughout the year, offsite in community facilities. Pupils have reported that they enjoy these activities, enjoy going off site and understand that their behaviour needs to be risk assessed for them to attend. 100% of pupils attended these sessions this academic year.</p>	<p>Engaging pupils in positive activities and developing an enjoyment of sport and physical activity help to foster physical and emotional well-being.</p> <p>Building relationships with local community groups and working with clear expectations and boundaries to promote respect and longevity of activities.</p>

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. Introduce new activities to develop confidence in being able to try new sports and develop key skills and wellbeing associated with participation in a range of sports and swimming</p> <p>All primary students will have per week: 2 PE lessons, 1 swimming session 1 forest school session Daily walk Lunchtime Activities (Equates to 1+ hour of physical activity a day)</p> <p>All pupils will be supported in a high adult ratio environment to take part in quality adventurous activities to support SEMH targets.</p>	<p>Teaching staff, community coaches - 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>	<p>For all pupils to meet their daily physical activity goal.</p> <p>More pupils encouraged to take part in PE and Sport Activities both within school hours and extra-curricular.</p>	<p>Purchase of sports equipment and offsite physical activities, such as climbing at The Project, parkour, trampolining, gymnastics and swimming. £5200</p>

<p>2. CPD for staff to deliver our SELF programme, so that pupils can see the impact lifelong physical activity can have on physical and emotional wellbeing and health.</p> <p>Pupils are referred to TFC through a variety of routes. The PE programme will support the needs of our pupils in developing key skills like determination, social interaction, problem solving, ambition, leadership and co-operation, as well as developing physical skills. Pupils will also be signposted to extra-curricular clubs.</p> <p>Taking Part in Sports competitions –eg football, tennis, rounders, climbing and swimming challenges tailored to personal SEMH targets.</p> <p>Pupils achieve certificates in trampolining and swimming, to challenge themselves. They will compete in football competitions with a local pru to build resilience and allow exposure to competitive games.</p>	<p>All teaching staff.</p> <p>Specialist staff lead all PE sessions supported by the Primary team.</p> <p>Pupils who understand why they need to be active and are confident in their ability to participate</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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>All teachers are confident to deliver an effective SELF programme and support PE staff in enabling pupils to undertake extra activities inside and outside of school.</p> <p>Improved school attendance and valued (pro-social) behaviour, leading to re-integration to mainstream schools.</p>	<p>£850</p>
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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?	100%	We are fortunate to be able to use pool space at our local leisure centre. All pupils have been able to attend swimming lessons throughout their time with us. Based on the site of a local secondary school, we are able to walk pupils to the pool and back.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	

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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	A member of our staff is a qualified swimming teacher. This means that she is well aware of individual needs and can plan accordingly. She works alongside other key staff within the team to ensure that appropriate adaptations are in place for all pupils. Engagement and progress are accelerated as a result.

Signed off by:

Head Teacher:	<i>Kim Rickford</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>James Young Primary PE teacher</i>
Governor:	<i>Mark Lawson (Chair)</i>
Date:	1 st September 2024

