



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
Grassroots breakfast club and lunch time provision.	100% of pupils who attended breakfast club, participated in an extra 30 minutes of exercise every morning. 60 children per day, participated in an extra 25 minutes of physical activity each lunch time. Children learnt a range of different sports and skills each day.	Continue with breakfast club and lunch time provision. Consider altering the time breakfast club starts, in order to offer 45 minutes physical activity each morning. Work with providers to ensure a variety of sports are explored, giving more children the opportunity to engage in extra physical activity.
Totally Runnable Provision- 6 weeks girls football course for Year 4. Grassroots Football	The opportunities offered to both genders to participate and compete in sport was exactly the same. Both genders had the opportunity to participate in the same after school clubs, play time football leagues and competitive sport. 72 competitive competitions were attended, with an even split gender at each competition. In events where genders were split e.g. boys'/ girls' football, both genders participated in leagues and the same number of matches. Totally runnable provided a 6-week football course to our Y4 girls. 100% of the girls who had never played football before, said they would play again. 20% of the	Continuation of our inclusive offer to all genders. Consider which year groups across school, girls do not feel as confident in sport/ attend less sporting after school clubs and explore and discuss possible ways to approach this and close the gender sport gap.

<p>Red in The Community- After School Club- Football</p> <p>Grassroots Sport Academy- After School clubs- Football, Dodgeball, Basketball</p> <p>PE Staff Questionnaire Lesson observations PE Assessment tool created PE assessment</p> <p>Audit of the PE equipment. Staff questionnaire of what equipment they would like. Equipment to be ordered.</p> <p>School Sport Packages PSP Sports Package Grassroots Cluster Sports Package Inter school competitions organised by the MAT. Participation in School Games competitions.</p>	<p>girls joined the after-school girls' football club, post this course.</p> <p>Approximately 120 children per half term, participated in after school clubs run by an outside provision. This was 120 children receiving an extra hour per week of physical activity whilst learning new skills in a variety of sports. Some children were inspired to join out of school clubs in a range of sports, demonstrating that these clubs had opened up a range of pathways within sport.</p> <p>100% of staff feel more confident in the planning and delivery of PE, with the use of Complete PE scheme. A range of staff observations has allowed us to identify strengths and areas for improvement across school. Staff still feel they need more support in assessing PE.</p> <p>High quality resourcing led to high quality PE lessons. Children were more engaged, and the outcomes of the lessons improved.</p> <p>72 inter sporting events per participated in this year in a variety of sports. Approximately 140 extra hours of physical activity. Over 300 children participated in competitive sport</p>	<p>Continuation to offer the after-school provision to our children, to engage them in a variety of sports. Work alongside partnerships to ensure a variety of sports are offered- consider which sports may be offered in the next academic year- could this be a rolling cycle? Pupil Voice? Continue to work with local partnerships, in order to provide children, the opportunity for pathways outside of school.</p> <p>To continue to support staff in their delivery and planning stages. Continue to identify areas of strengths and areas for improvement across school, and implement strategies. Begin to introduce utilising complete PE as a tool for assessing PE.</p> <p>To continue to audit PE equipment in order to ensure high quality lessons can be delivered, and the Complete PE scheme utilised to its potential.</p> <p>To continue to work with sports packages in order to give our children the opportunity to participate in competitive sport. To continue to work with local partnerships in order to provide children with more scope for pathways outside of school, and later on in life.</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
Introduce lunchtime sport sessions/activities for pupils.	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.	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.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	
To increase pupils participating in competitive sports.	PSP Sports Package Grassroots Cluster Sports Package Inter school competitions organised by the MAT. Participation in School Games competitions.	Key indicator 4- the broader experiences of a range of sports and activities offered to our pupils. Key Indicator 5- increased participation in competitive sport	More pupils will participate in competitive sport. More pupils will seek opportunities for pathways outside of school.	£5000.00 in total for costing of the sports packages provided.

<p><i>e.g. CPD for teachers.</i></p>	<p><i>Primary generalist teachers.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></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

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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<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><i>Use this text box to give further context behind the percentage.</i></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>Jonathan Bean</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Danni Perry</i>
Governor:	<i>Clare Kaye & Jemma Shephard</i>
Date:	<i>15/11/23</i>