



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
<ol style="list-style-type: none"> 1. Key indicator 1: The engagement of all 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. 2. Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement 3. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 4. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 	<ul style="list-style-type: none"> - All children had access to a full PE curriculum. School also went above and beyond, by providing two lessons of PE plus swimming for Years 4, 5 and 6. - Active lunchtimes and playtimes (two plays a day). - Expert PE delivery enhanced by sports coaches from two different companies. - PE lead worked closely with sports coaches, undertaking training and cascading skills and understanding to all staff. - Demonstration of children making excellent progress in PE, with high levels achieving the expected standard in PE assessments. - Improvement in core skills required for each discipline of PE. Increased student knowledge in playing team games, due to increased teaching confidence in delivery. - Talent cultivated, with participation in the Schools Partnership football league, cross country and netball. 	<p>The PE Sports Premium has been spent appropriately, given the high levels achieving the expected standard and participation in team sports across the school. The profile of PE has been raised considerably over the last two years.</p>

Key priorities and Planning 2023-2024

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
1. Introduce active play at lunchtime including sports sessions. Children arrive in PE kit on their allocated PE days to limit changing time and maximise session times.	Teaching staff, pupils, lunchtime supervisors, sports coaches. <ul style="list-style-type: none"> - Lunchtime staff to lead activities and plan for active lunchtime play - PE lead and other teaching staff to deliver sports clubs - Pupils to choose from different activities that are active. 	Key indicator 1 - 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.	£1000 for resources
2. Greater participation in competitive sport.	PE lead <ul style="list-style-type: none"> - to organise attendance at different sporting competitions. Teaching staff <ul style="list-style-type: none"> - to run sports clubs to develop team and competitive sport Pupils <ul style="list-style-type: none"> - to participate in team sports to develop skills for competitions 	Key indicator 2 – Increased participation in competitive sport, including football, netball and cross country.	Increased participation in competitive sports. <ul style="list-style-type: none"> - Two girls’ and two boys’ football teams throughout the year participate in the football league. - Running club increased entries into the schools cross country competition - Netball team competitions 	Teaching staff

<p>3. Training for teaching staff in PE games and skills.</p>	<p>Teaching staff</p> <ul style="list-style-type: none"> - participating in training sessions with the PE lead - observation of sports coaches teaching sports - PE lead observing sports coaches and cascading training to staff. - PE lead observing current teaching and offering bespoke training for staff 	<p>Key indicator 3 – Greater expertise in PE teaching delivery in sports games and skills.</p> <p>Key indicator 4 – Pupils demonstrate greater skill and understanding of team and individual sports.</p>	<p>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.</p>	<p>PE Lead and Teaching Staff</p>
<p>4. Specific PE disciplines honed through focused teaching on school's chosen sports.</p>	<p>PE lead, teachers, pupils and sports coaches</p> <ul style="list-style-type: none"> - Review of PE curriculum to ensure children gain deeper understanding and greater skill in key sports, whilst still offering a broad spectrum of sports. - Training given to teachers by PE lead - Sports coaches to train PE lead 	<p>Key indicator 4 – Pupils demonstrate deeper understanding and greater skill in school's chosen sports as well as developing skills in a broad spectrum of sports.</p>	<p>Greater programme of sports offered both inside and outside of school.</p> <p>PE curriculum reviewed to ensure that key sports are revisited and built upon in a cumulative way, to ensure greater skill and deeper understanding.</p>	<p>Teaching staff</p>

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
<ol style="list-style-type: none"> 1. The continued engagement of all pupils in regular physical activity. 2. Greater participation in competitive sport including football, cross country and netball. 3. Greater expertise in PE skills delivery by staff. 4. Pupils demonstrate greater skill and deeper understanding in school's chosen sports, as well as maintaining breadth. 	<ul style="list-style-type: none"> - PE monitoring by PE lead throughout the year has ensured that a full programme of PE is being taught in accordance with the curriculum we have planned. - High level of pupils achieving the expected standard in all PE disciplines. - Year 4, 5, 6 have had two PE sessions all year, including one term doing another PE session for swimming. - PE curriculum reviewed to hone key school sports to ensure deeper understanding and greater skill. - Broad spectrum of PE delivered YR to Y6. - YR to Y3 arrive at school in PE kits for their given PE day. Minimises transitions and maximises lessons. - Participation in football, netball leagues. - Running club throughout the year. - Lunchtime activities to encourage active play. 	<p>The PE Sports Premium has been spent appropriately, given the high levels achieving the expected standard and participation in team sports across the school. The profile of PE has been raised considerably over the last two years.</p>

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%	<i>N/A we have a local swimming pool where we can walk to it, and all children in Y6 are allocated a slot to attend swimming lessons. There is a clear difference in ability levels (in terms of stamina and stroke technique), but all children can swim over 25 metres.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	91%	<i>(35 children in total) 32 out of the 35 students can swim confidently in front crawl, back stroke and breaststroke by the time they leave year 6. Pupils who also swim out of school for swimming clubs may be able to swim an additional stroke of butterfly and their swimming technique in strokes is often better than those children whose only swimming opportunity is within school time.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>83%</p>	<p><i>Self-rescue techniques in swimming lessons. Self-rescue in Adventure Endeavour curriculum on dry land. Water safety in swimming lessons. Be able to swim 25m competently by end of Year 6</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>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.</p>	<p>Swimming Level 1 Water Safety and Competency in Swimming training 2day course for 4 x teachers.</p>

Signed off by:

Head Teacher:	Elizabeth Hamilton-Thorpe
Subject Leader or the individual responsible for the Primary PE and sport premium:	Zara Calton
Governor:	Kit Rogan
Date:	31/07/2024