



# 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"> <li>1. To develop physical activity opportunities outside of curriculum time.</li> <li>2. Encourage the active participation of all children in a range of physical activities during lessons and play/lunchtime.</li> <li>3. To deliver and broaden the PE lessons and enrich extracurricular experiences CPD – to develop the subject knowledge and confidence of all children in the delivery of lessons.</li> </ol>	<p><b>Increased Physical Activity and Broader Sporting Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Participation in a wider range of sporting activities has increased.</li> <li>• A healthy and active lifestyle has been consistently promoted across the school.</li> <li>• Children have been inspired to engage in physical activity, including those who were previously less active.</li> <li>• The 'Healthy Body, Heart and Mind' initiative has been actively encouraged.</li> <li>• Gifted and talented (GDS) pupils have been signposted to further opportunities for development.</li> </ul> <p><b>Structured Sport Provision:</b> After-school sports coaches have been employed to deliver high-quality, structured sessions for all</p>	<p>Lunch and after-school clubs have been well attended, with a wide range of activities available.</p> <p>We will continue to enter as many competitions as possible, with a particular focus on encouraging participation from less active pupils.</p> <p>There is a continued drive to embed active and outdoor learning across the curriculum, including through activities linked to our KS2 adventure Endeavours.</p> <p>To ensure high-quality provision, we will regularly monitor and evaluate whether children's skills are improving. Pupil voice will be used to help identify what is working well from the children's perspective.</p>

	<p>pupils. These activities are available during school and after school, ensuring regular and accessible opportunities for all children to participate in physical activity.</p>	<p>We will also continue to promote and inspire engagement with the 'Healthy Body, Healthy Mind' initiative.</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
<ol style="list-style-type: none"> <li>1. Continue active play at lunchtime including sports sessions.</li> <li>2. Encourage greater participation in competitive sports.</li> <li>3. Encourage less confident children/less sporty children to participate in non-competitive school games activities so children gain experience and confidence.</li> <li>4. Continued training for teaching staff in PE games and skills.</li> </ol>	<p>A whole school approach encouraging children as well as leading and modelling by example.</p> <p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>pupils – as they will take part.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</i></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>Key indicator 5: Increased participation in competitive sport.</p>	<p>More pupils meeting their daily physical activity goal, more pupils are encouraged to take part in PE and Sport Activities.</p> <p>Primary teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming.</p>	<p>£1000 for resources.</p> <p>Teaching staff.</p> <p>PE Lead and Teaching Staff.</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
<ul style="list-style-type: none"> <li>The continued engagement of all pupils in regular physical activity.</li> <li>Participate more regularly in intra school sports including complete and non-competitive sports.</li> <li>Continue to Greater participate in competitive sport including football, cross country and netball.</li> <li>Continued training for staff to provide staff with the expertise in PE skills.</li> <li>Pupils demonstrate greater skill and deeper understanding in school's chosen sports, as well as maintaining breadth.</li> <li>To develop physical activity opportunities outside of curriculum time.</li> <li>Encourage the active participation of all children in a range of physical activities during lessons and play/lunchtime.</li> <li>To encourage and deliver high quality outdoor and adventure activities.</li> <li>Year 3 to continue swimming lessons in the summer term.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>High level of pupils achieving the expected standard in all PE disciplines.</li> <li>Year 4, 5, 6 have had two PE sessions all year, including one term doing another PE session for swimming.</li> <li>PE curriculum reviewed to hone key school sports to ensure deeper understanding and greater skill.</li> <li>Broad spectrum of PE delivered YR to Y6.</li> <li>Increased in physical activity - Participation in a broader range of sporting activities.</li> <li>Promoted health active lifestyle.</li> <li>Inspired children who are less active.</li> <li>Signposted of GDS children.</li> <li>Promoted active and healthy lifestyle - Promoted lifelong habits of daily physical exercise.</li> <li>Increased confidence and skill of all staff in teaching PE and Sport.</li> <li>Children have had access to high quality teaching.</li> <li>Participation in competitive sport.</li> <li>Achieved GOLD award in School Partnership Games.</li> </ul>	<p>The PE Sports Premium has been used effectively, as evidenced by the high number of pupils achieving the expected standard and actively participating in team sports across the school. The profile of PE has been raised through a whole-school approach that consistently promotes physical activity.</p> <p>There will be continued efforts to improve and develop the PE curriculum this will include:</p> <ul style="list-style-type: none"> <li>Developing lunch and after school clubs to ensure wider participation opportunities for all.</li> <li>Continue to monitor the provision of sports coaches and the impact they have on staff CPD.</li> <li>Use Sports Day as an opportunity to provide additional alternative/broader range of sports.</li> <li>Continue to promote and inspire ALL children to engage with 'Healthy, Body and Mind'.</li> <li>Continue with lesson observation each half term to ensure high quality pe lessons are being taught with confidence and competence – identifying any areas for development/CPD. Monitoring of the</li> </ul>

	<ul style="list-style-type: none"><li>• Taking Year 3 children swimming in the summer term offers early exposure to vital water safety skills, helping build confidence and competence at a younger age. Starting sooner allows more time for gradual skill development, reducing fear and anxiety often seen in older beginners. It also encourages physical activity and coordination during a key stage of growth.</li></ul>	<p>PE curriculum to date has identified CPD in teaching gymnastics. The PE lead will attend Gymnastic training 'Delivering High Quality Gymnastics'. This training will be delivered to all staff by the PE lead once attended the course.</p>
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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?	75%	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 ? per cent can swim at least 25 metres.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	45%	? out of the ? 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.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75%</p>	<p>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.</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:	<i>Elizabeth Hamilton-Thorpe</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Zara Calton</i>
Governor:	<i>Kit Rogan</i>
Date:	18/7/25