



# 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. Skillful Sports lunchtime leads.</li> <li>2. Mindful Movement</li> <li>3. Scootability</li> <li>4. Sports Day</li> </ol>	<ol style="list-style-type: none"> <li>1. Children engaged in extra activities during lunchtimes and were able to take part in different activities. This was really successful in ensuring children were taking part in extra physical activities.</li> <li>2. Children were able to develop tools for their mental health that were active and support their mental health and well-being.</li> <li>3. Children developed road awareness on their scooters.</li> <li>4. Children were able to take part in competitive sports.</li> </ol>	<ol style="list-style-type: none"> <li>1. We would like this to continue again due to the encouragement of physical activities on the playground.</li> <li>2. This was really valuable for children, especially in Year 2 and Year 6.</li> <li>3. We would like to continue this for next year.</li> <li>4. We would like to continue this for next year.</li> </ol> <p>There needs to be more of a focus on the curriculum and developing teachers skills in PE.</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. Extend the range of physical activity at lunchtimes and playtimes (through activities, coaching &amp; resourcing) to engage more pupils in sustained physical activity so that they are physically healthy, which will impact on mental well-being and capacity to learn.</p>	<ol style="list-style-type: none"> <li>1. Skillful Sports Company to plan and deliver lunchtime sports coaching sessions for all year groups 5 days a week.</li> <li>2. Lunchtime staff to supervise and participate where appropriate, so that they are up-skilled and they are setting an example to children.</li> <li>3. PE manager to gather feedback from pupils and staff regarding impact on learning during afternoons and progress made in skills development.</li> </ol>	<p><b>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</b></p>	<p>Pupils show great enjoyment in Sports sessions, particularly enjoying the range of activities that they experience alongside the play buddies and Skillful Sports leads. We have been able to employ an extra lead due to extra spending.</p> <p>They are all able to talk about what they have got better at over time, and how this exercise is contributing to their health and wellbeing.</p> <p>This activity helps the school to provide the full 2 hours quality PE and Sport in addition to the regular PE lessons.</p> <p>Teachers comment on the increased skills demonstrated by children, but full impact over time not measured. It was really evident during Sports day, with the great skills demonstrated by children.</p>	<p>£ 4200</p>

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. To actively encourage pupils to take on leadership roles to improve physical activity during Breaktime/ lunchtimes. (Active Play Buddies)</p> <p>2. To develop children's engagement in physical activity through Scootability.</p>	<p>To continue to develop active play leaders from KS.2 for each year group to support the engagement of all children. This will also include developing the school grounds by enhancing the playground markings and incorporating them in activities.</p> <p>Organisation of 'Scootability; for Year 2 children so that they can take part in sessions and have a storage area for the children to place their scooters.</p>	<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Children have developed different multi-sports skills and foster enjoyment of different activities. They have also developed independent skills to play different skilled games. This has been enhanced by the new equipment and organisation and support of skilful sports.</p> <p>Children develop road safety on a scooter and will be able to demonstrate different scooter skills.</p>	<p>£4000</p> <p>£400</p>

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
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<p>1. To develop teacher's dance skills.</p> <p>2. To develop a consistent PE curriculum.</p>	<p>1. Teachers will be confident and skilled teaching dance. There will be an improvement in DDIs and children will show an engagement and enjoyment in the lessons.</p> <p>2. To look into a PE curriculum that will enhance the teaching and develop a consistent approach in the teaching of the subject.</p>	<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>We have focused on planning for PE, this has provided teachers with consistency and subject knowledge. Children have developed vocabulary and are having well planned lessons. DDIs support in the developed knowledge and understanding of teachers.</p>	<p>£1000</p> <p>£1000</p>
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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>Additional achievements:</p> <p>1.To develop opportunities for an inclusive curriculum.</p> <p>2. To promote the Mental Health and Wellbeing of children across the school.</p>	<p>1. Children in Year R, 1 and 2 will have opportunities where children recognise the importance of physical activity no matter what their ability. We will have a group of SEND that will be supported in their fine and gross motor skills.</p> <p>2. To support children's mental health through mindful sessions run by Claire Marie Tamplin an experienced and trained mindful movement coach.</p>	<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Key children in year groups have shown progress through a baseline assessment and what they are demonstrating in class. We will then conduct an end of term assessment at the end of this term.</p> <p>Children have developed skills to help with their mental health and well being.</p>	<p>£5961</p> <p>£700</p>



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. To launch an intersports day with the whole school. (Sports Day)	<ul style="list-style-type: none"> <li>Children will be able to take part in different sport activities and compete with each other.</li> </ul>	Key indicator 5: Increased participation in competitive sport	Children were able to take part in organised sports activities which were also open to parents to come and watch. They were able to develop their physical skills and develop their stamina.	£1000

## 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"> <li>1. Skilful Sports lunchtime activities</li> <li>2. Mindful Movement Sessions</li> <li>3. Scootability</li> <li>4. Sports Day (Competitive Sports)</li> <li>5. New Curriculum plans for PE</li> <li>6. SEN support for children in PE.</li> </ol>	<ol style="list-style-type: none"> <li>1. Extra skilful sport activities to promote physical development.</li> <li>2. Children developed tools to support their mental health and well-being.</li> <li>3. Children develop road safety on a scooter and will be able to demonstrate different scooter skills.</li> <li>4. Children were able to take part in organised sports activities which were also open to parents to come and watch. They were able to develop their physical skills and develop their stamina.</li> <li>5. Teachers have more consistent PE sessions, this has also developed the teacher's subject knowledge. Children have high quality lessons.</li> <li>6. Key children in year groups have shown progress through a baseline assessment and what they are demonstrating in class. We will then conduct an end of term assessment at the end of this term.</li> </ol>	<ol style="list-style-type: none"> <li>1. We would like to continue to offer more of these opportunities next year and potentially continue with an extra Skilful sports lead if budgets allow us.</li> <li>2. We will continue the sessions next year for Year 2.</li> <li>3. There was an increase of £100, which we have been able to cover through a lower spending in another area of the curriculum. We have also bought additional bike and scooter racks due to the increase of children coming into school using bikes/scooters.</li> <li>4. We would like to organise this again for next year with the support of Zuko Sports.</li> <li>5. The Gymnast and Dance teacher in KS.2 will come and work with the KS.1 and EYFS team. This is being organised. We focused on planning this year.</li> <li>6. This is going to be continued next year and we are looking to set up sensory circuits for the afternoon with a skilled teacher.</li> </ol>

## Swimming Data


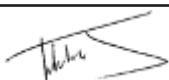
Meeting National Curriculum requirements for swimming and water safety.

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?	N/A	Use this text box to give further context behind the percentage. <i>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]?	N/A	Use this text box to give further context behind the percentage. <i>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>N/A</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- N/A</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 N/A</p>	

Signed off by:

Head Teacher:	 Rachel Carlyle
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Helen Richardson- Senior Assistant Headteacher</i>
Governor:	 Hugh Whitaker, Chair
Date:	22/07/24