



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
To increase the options for children to take part in Physical Activity before and after school, and during Lunchtimes.	Monitoring at lunchtimes shows that the children are using the new equipment; mixed grouping have created obstacle courses developing the balancing skills of the children. Rebound training completed.	Next step to look at how to develop both gross and fine motor skills.
To ensure all of our children are active, increasing the number of pupils who walk, cycle or scooter to school, and for all to take part in PE lessons regularly.	Gold Mark achieved through the SGO. Girls football team played matches against other schools and reached finals day. An increased number of children rode/scooted to school and left their scooters in the bike shed and scooter hubs during the day. Less children missing PE lessons - phone calls made when kits were forgotten, additional roles introduced so that those with legitimate reasons not to do PE could still take part in the lesson.	
All teaching staff are supported through a Team Teaching approach to provide high quality PE sessions in different areas of the PE curriculum.	Lesson visits have shown improvements in staff confidence in the teaching of PE, both indoors and outside.	
To enable children to access a wider range of sports/activities, including those which are more inclusive.	A group of children attended a county cricket match, seeing top quality athletes perform. Children attended the first local Inclusion Games event, with children who often don't get the opportunity to represent the school taking part in a range of Inclusive Sports such as Boccia, Bowls, Curling etc.	Further develop the use of Inclusive Games within the PE curriculum, and offer for clubs.
To provide a range of opportunities for children to represent their school.	100% of the current Year 6 have represented the school in a competitive competition within their time in Years 5 or 6, with 93% of Year 6 achieving that this year. Girls football team played matches against other schools and reached the finals day, raising the profile within school.	

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
CPD, AfPE membership and resources to upskill staff	School staff	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Use of online resources to upskill staff in a range of sports and activities	£31.52 membership £500 CPD (inc online) £55 AfPE handbook
Team teaching to upskill teaching staff in the teaching of PE	Teaching staff	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teachers trained to high level, enabling them to deliver good PE lessons by themselves	
Increase the opportunities for both gross and fine motor skills, including climbing and jumping through outdoor learning in EYFS	Year R and Year 1 children	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.	Moveable/Flexible equipment enabling children to adapt it to their needs/topics/play.	£4495 for climbing equipment £1000 for motor skills development resources
Further develop OPAL provision to increase physical activity inc balance bikes, barrels (over, under, through), large blocks for balancing,	Lunchtime staff, OPAL leaders, children	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.	Staff will be trained in leading OPAL, providing an ever changing programme of activities, some of which are pupil led. Ongoing costs to replace any damaged equipment and costs to be kept low by asking for any voluntary contributions.	£10400
Increase and sustain the early morning offer for physical activity	All children	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Freddie Fit/Run a mile sessions could be led by any staff, and fit in before the register is taken in the morning.	No cost
Develop the offer of Gymnastics for some of our more able girls.	More able Gymnasts	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Key Indicator 5: Increased participation in competitive sport.		£425
Additional swimming lessons for those in	Children who did not reach 25m when taking part in Year 4	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines	Increased number of children are able to swim 25m and have	£200

Year 6 who cannot yet swim the 25m required	swimming sessions	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. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	basic water survival skills before they leave our school	
Enhance the offer of activities offered eg Water Polo, Ultimate frisbee, more inclusive games		Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport.		£600
Children to take part in competitions both within the Trust, and against other schools.	All children	Key Indicator 5: Increased participation in competitive sport.		New school kit £600 Netball bibs £30

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
Team teaching	Increased confidence for teachers within specific areas of PE such as Gymnastics. More PE lessons being taught by class teachers.	Gather teacher feedback on areas where they would like further CPD/support in PE.
Development of motor skills with EYFS	Figures for children achieving the ELG for both Gross and Fine Motor skills increased throughout the year, showing some impact on those achieving the ELG within Writing.	Equipment to be used through child initiated and teacher planned activities enabling children to develop both gross and fine motor skills, using teacher assessment to identify children who require additional support.
Development of OPAL provision	Wider range of activities available to children during lunchtimes developed social skills, imagination as well as physical skills of climbing, balancing etc. Staff increased confidence to plan and adapt activities to provide new interest or challenge.	Continue to develop activities using Pupil Voice with a focus on KS2 children's views. Regular checks of equipment to ensure it is in a good condition.
Morning physical activities	Timetabled Run a Mile sessions each morning as the children arrive at school for pairs of year groups. Children observed coming into school earlier to take part in the activities.	Data collated for Run a Mile activities. Develop offer to include Freddie Fit activities in the hall when weather is not suitable outdoors.
Gymnastics for more able pupils	Children identified who can be challenged within Gymnastics.	Training for PE staff to challenge pupils further than current Curriculum requirements. Offer of After School gymnastics clubs to develop additional skills.

Enhance swimming offer for those who achieve core skills	Equipment purchased and staff completed CPD for Water Polo sessions.	Additional sessions offered to those who have achieved the curriculum requirements, allowing them to use their skills within a focused activity.
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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?	60%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	33%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>27%</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 of School:	<i>Tim Harwood</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Liam Wybraniec (PE subject lead)</i>
Governor:	<i>John White</i>
Date:	<i>19th July 2024</i>