



# 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
Playground improvements	Good start to developing playground provision ahead of merging sites for KS1 and KS2.	More needed to develop positive behaviors, more children and wider range of children engaging in active playtimes and different sports. Will need complete rethink and degree of trial and error to get playtimes to work well and facilitate sport/active play with combined EYFS, KS1 and KS2.
External providers for lunchtime sports clubs and additional PE sessions.	High level of engagement from some children. Lots of active play. Noticeable impact on mindset of some children around competition and participation.	How sustainable is this? Can more children be engaged with different approaches?
Audit of staff and equipment, equipment	Equipment updated to reflect planning and	Current equipment now matches needs –

purchased etc.  Staff CPD.	allow better delivery of curriculum.  Improved staff confidence delivering gymnastics.	re audit later in year.  More time needed to be given to assess quality of PE teaching and assess need for any further CPD.
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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
<p>Out sourced PE lunchtime sports sessions</p> <p>Additional PE Sessions for some classes to broaden</p>	<p>Pupils – as they will take part.</p> <p>Lunchtime staff more able to interact with other children on yard.</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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Gradual removal of external lunch club provision to be replaced with in-house provision as staff knowledge and skills develop.</p>	<p>£5940 to pay for additional coaches across lunchtimes and additional sessions.</p>
<p>Sports coach in house to develop active playtime provision and support targeted</p>	<p>All pupils – improved behaviour at playtimes, wider range of activities on offer, different sports.</p> <p>Lunchtime staff – encouraged to participate and modelling of</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – The profile of PE and sport is raised across the</p>	<p>Lunchtime behaviour improved, fewer incidents impacting learning time.</p> <p>Wider range of pupils engaged in sports</p>	<p>£6699 to contribute towards additional staffing costs.</p>

<p>children 1:1 and small group with PE based and active intervention.</p>	<p>how to lead different activities at lunchtimes.</p>	<p>school as a tool for whole school improvement.</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>including football, netball, volleyball, rounders, rather than sport at playtimes being dominated by smaller groups of children.</p> <p>New systems at lunchtimes and behaviour expectations ingrained over time.</p>	
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<p>CPD for ECT teacher.</p> <p>Support for PE lead to develop skills, planning and assessment.</p> <p>Squash coaching sessions and tournament, Years 3 and 6.</p>	<p>Primary generalist teachers.</p> <p>PE Lead</p> <p>Y3 and Y6 Pupils</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils</p> <p>Key indicator 5 - Increase participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, as a result improved % of pupil's attainment in PE.</p> <p>Children experience new sport that can't be delivered in school. Relationship with Squash club developed – rolling annual programme of coaching sessions. Some children participated in squash tournament.</p>	<p>£3200 for team teaching and additional support with planning and assessment</p> <p>£100 to participate in sessions and tournament.</p>
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<p>Extra dance sessions with external coach.</p>	<p>Pupils who participate. Staff learn from sessions on delivery and engagement.</p>	<p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p>	<p>All children participate and experience range of genres of dance. Rolling annual programme allows degree of progression</p>	<p>£720 to pay for dance teacher.</p>
<p>Trip to watch ice dancing.</p>	<p>KS2 children who went on trip.</p>	<p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>Engaged children in wider range of possible sporting activities.</p>	<p>£495 transport and tickets for show.</p>
<p>KS1 Athletics competition EIS</p>	<p>KS1 children who went on trip.</p>	<p>Key indicator 5 - Increase participation in competitive sport.</p>	<p>Children participated in competitive athletics. Annual programme to be revisited.</p>	<p>£680 transport to event and cost of participation.</p>
<p>KS2 Athletics competition EIS</p>	<p>KS2 children who went on trip.</p>	<p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils.</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
Sports coach focus on playtime provision.	Children have more choices about activities at lunchtime and enjoy the range of activities more. Clear improvements in behaviour at playtimes - reduction in incidents at playtimes impacting learning times.	A good start, we need to continue to develop playtime provision and expectations, offer a wide range of activities to encourage all children to be active.
Engagement with range of different sports (squash, dance, ice skating, athletics)	Good engagement with new sports that can't be facilitated easily or to same standard (high level coaching).	It would be good to continue to engage with local clubs (e.g. Squash club) to support and enrich PE in school.
ECT professional development.	More experience and development for ECT to confidently deliver PE curriculum and support all children to engage and participate.	

## 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?	74%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	67%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	Andy Krabbendam
Subject Leader or the individual responsible for the Primary PE and Sport Premium:	Alex Hamblin – PE Lead
Governor:	Rob Coleman - CoG
Date:	2.7.24