



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 Markings and other equipment (including school hall equipment) to be discussed and replaced where necessary to allow for more directed play and fit in with educational needs.	£3,500 was spent to re-purpose existing markings, create new netball court, exercise line, beanbag dart board – to encourage the children to be more active at breaktime.	These have been really popular with the children. Many children can be seen at breaktime and lunchtime creatively using the marking.
The profile of PE and sport being raised across the school as a tool for whole school improvement.	Sessions with the Sports coach have continued to be of benefit to children, having expert tuition in main aspects. Sports Coaches involved in high quality PE and extra-curricular activities. Staff observing lessons from Rees Sports coaches allows for professional development and continuity of practice.	The children enjoy the sessions with the Sports coach, and as a result, the after-school clubs with the coach are well-attended.
Replenishment of PE & Sports equipment for the whole school, including additional Gymnastics equipment will be beneficial to the continuing physical development of pupils.	£7156 was spent to purchase much equipment, including bibs, various balls, hula hoops, mats, benches, P.E equipment, agility tables, team builder sets.	The equipment ensures all areas of the P.E. curriculum are resourced, and greater participation in sessions.

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
<ul style="list-style-type: none"> • Develop a range of after-school clubs for pupils throughout school • Tailor some after-school clubs to the individual needs of our SEND pupils • Develop links with out of school clubs in the local community • Formalisation of Daily Mile within the timetable 	<ul style="list-style-type: none"> • All pupil groups across both key stages • Senco & P.E. Subject Lead to organise for pupils • SEND pupils across both key stages • P.E. Lead to make connections • P.E. Lead and staff in both key stages 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines</p>	<p>More pupils encouraged to take part in PE and Sport Activities</p> <p>Sports are modified to make them accessible and engaging PE has a high profile throughout school and pupils understand the importance of daily exercise</p> <p>More pupils meeting their daily physical activity goal</p>	

<ul style="list-style-type: none"> • Introduce a new scheme of work for P.E. to be used throughout school • Employ a sports coach to deliver P.E. sessions throughout school (supporting staff's professional development), run lunchtime activities and after-school clubs 	<ul style="list-style-type: none"> • P.E. Lead to source and introduce to all staff • Coach from Rees Sports employed for 2 afternoons per week 	<p>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 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>As above</p>	<p>Ensure we are meeting the recommended 2 hours a week in PE. Covering gymnastics, dance and evasion games.</p> <p>All children have sessions delivered by a P.E. coach. Professional development for all staff.</p>	<p>£4,009 to include new scheme and equipment as required</p> <p>£9,360</p>
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<ul style="list-style-type: none"> • AB to complete level 5 P.E. specialism course • Provide top-up swimming sessions for pupils in Y5 & 6 • Greater involvement with competitions organised by ATSA 	<ul style="list-style-type: none"> • P.E. subject lead • The 39 pupils in Y5 & 6 who had not previously met the expected standard in swimming • All pupils • P.E. Subject lead 	<p>As above</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>AB to deliver staff training sessions passing on course information to staff as CPD.</p> <p>Improved % of pupil's attainment in PE.</p> <p>More pupils represent the school in a variety of competitions</p>	<p>£595</p> <p>£3,536</p> <p>£300 (ATSA Booklet)</p> <p>Total funding for 2023/24 = £17,800</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

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?	87%	We have 4 pupils (13%) who have not currently met the expected standard in swimming. The pupils swimming sessions in Y3 were affected by the pandemic, and they had 7 out of 21 lessons. These pupils are currently accessing a set of 13 weekly swimming sessions.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87%	We have 4 pupils (13%) who have not currently met the expected standard in swimming. The pupils swimming sessions in Y3 were affected by the pandemic, and they had 7 out of 21 lessons. These pupils are currently accessing a set of 13 weekly swimming sessions.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87%</p>	<p>We have 4 pupils (13%) who have not currently met the expected standard in swimming. The pupils swimming sessions in Y3 were affected by the pandemic, and they had 7 out of 21 lessons. These pupils are currently accessing a set of 13 weekly swimming sessions.</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>We are currently providing top-up sessions for those who did not meet National Curriculum requirements.</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>	<p>N/A Children access swimming lessons at the Pelican centre.</p>

Signed off by:

Head Teacher:	Mrs J. Southern
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr. A. Burrows
Governor:	Mrs. C. Forster (Foundation Governor)
Date:	16/11/23