



# 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)

| Activity/Action  | Impact   |
|--|--|
| <ol style="list-style-type: none"><li>1. Engagement of all pupils in regular physical activity</li><li>2. Increase confidence, knowledge and skills of all staff in teaching PE and sports</li><li>3. The profile of PE and sport is raised across the school as a tool for whole school improvement</li><li>4. Broader experiences of a range of sports and activities offered to all pupils</li><li>5. Increase participation in competitive sport</li></ol> | <p>The curriculum has been adapted this year to meet the needs of all pupils. All pupils have accessed quality PE lessons, including those with additional needs. During pupil surveys, the children have commented on how much they enjoy PE. Pupils can talk about the knowledge and skills they have learnt with confidence.</p> <p>The outdoor provision has been invested in with a trim trail and equipment to encourage physical during break and lunchtimes, the Sports Coach oversees active play and rotates pupils and classes, so all can access the provision and be active.</p> <p>Staff and support staff have been encouraged to participate and led PE sessions.</p> <p>Pupils have participated in a wide range of extra-curricular sports clubs, including a variety of games club, climbing and football clubs.</p> <p>The pupils have participated in a circus skills day, sports day, Olympic day across our trust and our specialist provision children participated in a trust wide ability games.</p> |

# Key Priorities and Planning

## Key Indicators

1. Increase confidence, knowledge and skills of all staff teaching PE and sport
2. Engage all pupils in regular activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broaden experience of a range of sports and physical activities offered to all pupils
5. Increase participation in competitive sport

Total Fund Allocated 2023-2034: £18,969

| Action - what are you planning to do   | Who does these actions impact  | Key indicator to meet | Impacts and how sustainability will be achieved?  | Cost linked to the action   |
|--|--|-----------------------|---|---|
| Increase pupil participation in sport and physical activity <ul style="list-style-type: none"> <li>- All pupils to participate in 2 x 1 hour PE sessions</li> <li>- Create active zones at break and lunchtimes</li> <li>- Invest in a range of larger physical equipment</li> <li>- Focus on gross and motor physical development in EYFS</li> <li>- Extra-curricular clubs</li> <li>- CPD for support staff</li> </ul> | Sports coach<br>Teaching Assistants<br>Lunch and Play Assistants<br>Pupils | 1, 2, 3, 4            | <ul style="list-style-type: none"> <li>- Increase in pupils meeting their daily physical activity goal</li> <li>- Increase in pupils accessing a range of sport and physical activities</li> <li>- Staff feel more confident in delivering opportunities for physical development</li> <li>- Pupils have access to a wider range of engaging resources</li> </ul> | £5,000<br>Sports coach time<br>£4,000<br>resources<br>£500<br>CPD |
| Improve pupil's physical activity and mental well-being <ul style="list-style-type: none"> <li>- Implement physical activity breaks across the day</li> <li>- Provide 1:1 and group physical interventions for identified pupils</li> </ul>  | Sports coach<br>Teaching Assistants<br>Pupils                              | 2, 3, 4               | <ul style="list-style-type: none"> <li>- Pupils increase their knowledge of the link between mental well-being and activity</li> <li>- There is an increase in focus during lessons</li> <li>- Pupils can articulate how they are feeling, using the zones of regulation and know which physical activity might help them to self-regulate</li> </ul>             | £1000<br>Intervention<br>£250<br>Resources                        |

|  |  |            |  |   |
|--|--|------------|--|---|
| Pupils to take on leadership roles that support sport and physical activity <ul style="list-style-type: none"> <li>- Continue with PE ambassadors</li> <li>- Implement play leaders</li> </ul>   | Sports coach<br>Pupils                         | 2, 3       | <ul style="list-style-type: none"> <li>- The profile of PE continues to be raised</li> <li>- Pupils develop confidence and are able to lead others</li> </ul>  | £250<br>Resources                                   |
| Develop parental understanding and engagement in the importance of physical activity <ul style="list-style-type: none"> <li>- Hold a parent workshop</li> <li>- Create physical activity packs the children can take home</li> <li>- All stakeholders are aware of sporting activities and achievements</li> </ul>                         | Sports Coach<br>All staff<br>Pupils<br>Parents | 1, 2, 3, 4 | <ul style="list-style-type: none"> <li>- Pupil and parent voice shows there is an increase in physical activity at home</li> <li>- Workshops are well attended by parents and develops their knowledge of the importance of physical activity for all</li> </ul> | £1000<br>Sports coach time<br><br>£500<br>Resources |
| Staff to develop their knowledge and skills to deliver a high-quality PE curriculum <ul style="list-style-type: none"> <li>- CPD for teaching staff</li> <li>- Coaching and team teaching</li> <li>- Observing best practice in other schools</li> </ul>   | Sports Coach<br>All staff<br>Pupils            | 1, 2, 3    | <ul style="list-style-type: none"> <li>- Staff feel confident in delivering PE lessons</li> <li>- Pupil outcomes improve due to quality teaching learning in PE lessons and activities</li> </ul>  | £1000<br>Cover to observe                           |
| Broaden the pupils' sports and physical activity experiences <ul style="list-style-type: none"> <li>- Offer a wider range of extra-curricular sports and physical activity clubs</li> <li>- Inter schools' competitions</li> <li>- EMAT Ability and Olympic Games</li> <li>- Whole school events</li> <li>- Visits and visitors</li> </ul> | Sports Coach<br>All staff<br>Pupils            | 1, 4, 5    | <ul style="list-style-type: none"> <li>- Pupils access a broad range of physical activity experiences and gain cultural capital</li> </ul>   | £5000<br>Sports Coach<br><br>£500<br>Resources      |

## 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 / Next Steps |
|-------------------|--------|-----------------------|
|                   |        |                       |

## Swimming Data (not applicable as we are an infant school)

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*

| Question   | Stats: | Further context<br>Relative to local challenges  |
|--|--------|--|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?        | %      | Use this text box to give further context behind the percentage.<br>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. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | %      | Use this text box to give further context behind the percentage.<br>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  |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?                        | %      | Use this text box to give further context behind the percentage.   |

|  |               |  |
|--|---------------|--|
| <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:

|  |   |
|--|---|
| Executive Headteacher:   | Ruth Ryan   |
| Head of School:  | Ellen Williams                                      |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Jonathon Curtis<br>Sports Coach and PE Subject Lead |
| Governor:  | Femi Okeya<br>Chair of Governors                    |
| Date:  | 16.09.24  |