



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
The active lunchtimes has worked well on the KS2 playground, we need to continue to work on this on the KS1 playground, with further coaching from Allsorts.	The children are more engaged during their playtimes and have a range of activities to participate in. It has also encouraged children who may be less active to try different sporting activities.	This year we need to book in Allsorts to continue to upskill our lunchtime supervisors with the knowledge and understanding of a range of activities that could be set up on the playground.
To reintroduce a range of clubs utilizing staff skills throughout the school, as well as looking into external coaches.	Allow children to participate in a range of sports, some of which they may participate in outside of school, but to also encourage those who may not.	This year, we need to get some clubs up and running for the children to engage in after school to promote sports.
To provide training for new staff on how to use Real PE and reminders for staff who have been using it previously.	To ensure staff are confident in teaching Real PE and ensuring consistency throughout the school.	This year, we need to look at the suitability of Real PE and look into different options for a PE scheme to ensure children have a clear progression

		<p>in the range of sports. We need to also look into CPD for staff and training from Real PE or the new scheme.</p>
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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
To continue to introduce a range of lunchtime activities (on the KS1 playground) to increase children’s participation in a range of sporting activities and encourage them to continue on the KS2 playground.	Lunchtime supervisors/teaching staff – they will need to setup and lead the range of activities. Pupils – as they will take part.	Key indicator 2 – Engagement of all pupils in regular physical activity. Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1,900 for Allsorts £9,885 for MDSA
To increase the assortment of sporting activities on offer on both playgrounds.	Lunchtime supervisors/teaching staff – setting up the equipment and putting it away at the end. Pupils – using the equipment and learning how to do so safely and properly.	Key indicator 2 – Engagement of all pupils in regular physical activity. Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4 – Broader	Purchasing sporting equipment that will last long term, rather than easily disposable equipment, for example: basket ball hoops. Allow more children to use the equipment for longer.	£1,000 for new playground equipment.

<p>To increase the range of activities children can participate in outside of school times (clubs).</p>	<p>Pupils – as they will take part. Coaches/staff – to run the clubs.</p>	<p>experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – Increased participation in competitive sport.</p>	<p>Reintroduce sport clubs for children to attend after school. Use of the PE & Sports Project to run clubs initially with taster sessions for all children to encourage take up of the club. Also, staff to be encouraged to run clubs they enjoy or are knowledgeable in.</p>	<p>£340 for the first club to be subsidized.</p>
<p>To increase confidence of staff delivering a range of PE lessons using Real PE to support them.</p>	<p>Staff – to ensure they are confident with delivering PE lessons through the Real PE scheme, as well as having access to the correct sporting equipment needed to deliver these lessons.</p>	<p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 – Engagement of all pupils in regular physical activity.</p>	<p>Use of all the resources on the Real PE website and in the folders to make sure the quality of teaching PE is high.</p> <p>To replace any old</p>	<p>£695 for an annual subscription to Real PE.</p> <p>£1,951 for new sporting equipment.</p>

<p>To join the local cluster to continue to give opportunities of competitive sports.</p> <p>To ensure all children can swim at</p>	<p>Pupils – Participating in the sports and being able to use the equipment correctly and safely.</p> <p>Staff – to give the sports lead a list of children who could participate in competitive events.</p> <p>Pupils – to participate in the range of events.</p> <p>Parents – to give permission and support with accessing these events.</p> <p>Staff – to take children to the swimming pool.</p>	<p>Key indicator 3 – The profile of PE and sport is raised across the 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>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – Increased participation in competitive sports.</p> <p>Key indicator 2 – Engagement of all pupils in regular physical</p>	<p>sporting equipment that is needed as part of our curriculum to ensure staff can continue to teach PE confidently and effectively.</p> <p>Be a part of the local sport cluster and take part in regular competitions and other activities to encourage children to participate in sports. An annual subscription to our local cluster. Regular meetings and support within schools.</p> <p>Allowing the Year 6 children to have</p>	<p>£900 for supply cover for staff to attend sporting events.</p> <p>£1,700 for line marking on the field to be able to host sporting events such as District sports and the Tag Rugby.</p> <p>£500 for additional swimming lessons.</p>
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<p>least 25 meters and have a good understanding of water safety before they finish Year 6.</p>	<p>Pupils – to participate in swimming.</p> <p>Swimming instructors – available to teach and improve children’s swimming.</p> <p>Parents – to give permission and support with getting their children to the pool.</p>	<p>activity.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>additional swimming lessons if they have not met the Swimming curriculum before the end of Year 6.</p>	
<p>To allow all children an opportunity to attend sporting events.</p>	<p>Staff – to go in the vehicle with the children.</p> <p>Pupils – to go in the vehicles provided.</p>	<p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – Increased participation in competitive sport.</p>	<p>Allowing all children to get to and from events to then be able to compete in competitions or participate in a range of sporting events.</p>	<p>£165 to cover the cost of transport to and from events (taxis and coaches).</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
Active lunchtimes across both playgrounds, increasing the range of activities on offer and encouraging participation in a range of sports	The children have had a range of sporting activities to participate in during their playtimes. This has increased the number of children participating in sports on a regular basis as well as the children learning important life skills (sharing etc). The equipment purchased will last for a long time such as basketball hoops, football goals, scooter boards and general play equipment.	Encourage all lunchtime supervisors to encourage active lunchtimes and to regularly rotate the sporting activities available to the children.
Continued to participate in local cluster school activities and tournaments to increase participation in competitive sports.	Children who both actively participate in a range of sports and others who may not have had a range of opportunities to participate and compete in sports such, Tag Rugby, Cross Country, Football, Penathalons, Athletics, Crickets (to name a few).	We will continue to work with the cluster next year to ensure the children continue to have these opportunities in school to compete and learn new skills.
Inclusive playtimes and lunchtimes. Ensuring every child is participating in activity and encouraging them to try new activities.	Children seem to be happier out on the playground and has more things to do. This helps to reduce behavior problems.	We need to come up with a rota to work on rotating the activities on the playground to ensure all children are kept interested in a range of sports and activities.

<p>At the end of the year, we decided to change our PE scheme as we felt it was not working for our KS2 children. We looked at a few other schemes and spoke to other schools about what they use. We finally settled on Get Set 4 PE.</p>	<p>Ensuring we have a clear progression from Reception all the way up to Year 6 but also looking at the enjoyment of PE lessons.</p>	<p>We will continue to work on this next year where we will be able to use the scheme properly in school with children. We will also look at CPD for staff to use Get Set 4 PE correctly.</p>
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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%	<p><i>A high percentage of this cohort could not swim or had very low confidence with water.</i></p> <p><i>During the swimming lessons they focused on improving confidence and the children being aware of water safety and what they should do if they were ever in a situation where they or someone else requires help.</i></p> <p><i>We also had some children with sensory issues and being very self-conscious with getting changed (this resulted in some children being absent).</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60%	<p><i>Most children could swim a range of strokes for at least 10 meters if not more.</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>80%</p>	<p><i>At the beginning of the swimming lessons all children had a safety talk about what they need to do if they become in difficulties. They were also able to listen to the alarms.</i></p> <p><i>The final lessons they focus solely on water safety and come in with their clothes so they can be aware of a range of possible situations. They are taught how to rescue someone and how to safely get someone back to the side of the pool.</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</p>	<p><i>To ensure that the children who could not achieve swimming 25m or above confidently and understanding water safety received further swimming lessons.</i></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><i>Staff are present during swimming lessons that are under the guidance of fully trained swimming instructors at the local swimming pool, therefore do support their CPD in this area.</i></p>

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rebecca Lyons (Class Teacher and Sports Lead)</i>
Governor:	<i>(Name and Role)</i>
Date:	