



# 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
Provide equipment for activities, run by young leader during break and lunchtimes, to encourage participation.	Pupils engaged in activities run by new Sports leaders. Higher and continued active participation rates during all playtimes.	Auditing and investing in equipment and initiatives to increase pupil participation in sport has had a significant impact on children's attitudes and involvement in sport. We continue to maintain an increasing level of participation in activities and are always considering ways to widen the variety available. Examples of this have included celebrating national dance day, 'freestyle Fridays', girls football playtimes and skipping sessions.
To invest in Skip2Bfit. All children are trained by a coach and then embed daily skipping for 2 minutes for all children.	Children are driven to beat their PB and become fitter and healthier.	
Set up and lead a team of Sports Captains in school who help run HMFA events, sports days and playground games every break and	Young leaders trained by sports teacher and supported by class teachers, will be able to run playtime and lunchtime clubs	As a school, we continue to utilize sports captains at every given opportunity. This has been an excellent time investment

<p>lunchtime.</p>	<p>for the other children. The sport leaders will be able to assist at Sporting events e.g. HMFA events and Sports Day. Training by PE Coordinator and PE specialist teacher – pupils lead the activities dependent on which zone they are allocated for that day. E.g. traditional games, ball games, skipping, dance.</p>	<p>this year, as our sports leaders have hosted HMFA rounders and football tournaments at our school, as well as designing, running and hosting our whole-school sports day. Sports at playtimes continue to develop and have been greatly welcomed by children in all classes. For the next academic year, playground leaders are an area to focus on to encourage participation in a variety of games all year round.</p>
<p>Regular observations and discussions with the specialist coaches take place.</p>	<p>100% of pupils received specialist teaching/coaching.</p>	<p>This year, we have secured a variety of clubs for a range of ages. This has been a popular investment, with new clubs such as ‘Running club’, where children run</p>
<p>Supported planning between Sports specialist teacher and non-specialist teachers.</p>	<p>Sports clubs run throughout the week and a wide variety of children attend – clubs are full to capacity.</p>	<p>offsite to develop their long distance and sprint running. We have also had multi-</p>
<p>Successful Moving Targets Performance.</p>	<p>Non specialist teachers have and will continue to benefit by increasing their knowledge, understanding and confidence to teach PE.</p>	<p>skills club as well as single sport clubs for EYFS, KS1 and KS2. Reception have been invited to join in summer term, to capture and inspire their interest in sport from an early age. We continue to monitor the percentages and uptake of clubs to identify potential focus groups or causes for concern.</p>
<p>Non-competitive clubs in gymnastics, dance and multi-skills, aimed at encouraging and participating in new sports, run on a weekly basis.</p>		
<p>A course of cricket run by a local coach.</p>	<p>Broadening the experience of a variety of sports for our children.</p>	<p>We continue to make links with the wider community and after the cricket training was greatly received, we have</p>

<p>Secure places and entries to ensure pupils partake in HMFA games, Winter and Summer School games.</p> <p>Enter competitions and events within and outside of our federation.</p> <p>Opportunities for all children to participate in a wide range of events.</p> <p>Opportunity to focus on mental health and fitness levels by targeting specific children.</p> <p>Staff ensure that a range of pupils are able to attend different sporting events.</p>	<p>Increased confidence, self-esteem and a real desire to learn.</p> <p>Enjoyment of PE increases.</p> <p>Development of co-operation/working in groups/desire to learn.</p> <p>Adapting skills from outside the classroom into the classroom.</p> <p>Ensure that PE Subject Leader / Specialist PE Teacher can always accompany pupils to fixtures/tournaments.</p>	<p>looked at integrating a football coach to fulfill this in the next academic year.</p> <p>We continue to ensure that we enter all sports competitions available to us within and outside of the federation. We are always seeking out further competitions, reaching out to local schools for friendly matches, to provide additional opportunities for children to participate in. We maintain an inclusion monitoring system to ensure that all children are given the opportunity to participate in competitive sport if they wish.</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
<p>To audit and continue to purchase quality playground resources (replenish some each year).</p> <p>Pupils to understand the importance of daily exercise and how to set themselves challenge to be the best they can be.</p>	<p>PE coordinators.</p> <p>Pupils.</p>	<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>Pupils engaging in activities run by new Sports leaders. Higher and continued active participation rates during all playtimes.</p> <p>Pupils are driven to beat their PB and become fitter and healthier.</p> <p>Maintain the increased participation in activities.</p> <p>Widen the variety of activities available.</p> <p>Ensure continued respect for the leaders.</p>	<p>£ 219 for additional equipment.</p>



<p>To Train Sports Leaders/Captains</p>	<p>Set up and lead a team of Sports Captains in school who help run HMFA events, sports days and playground games every break and lunchtime.</p>	<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Young leaders trained by Sports teacher and supported by class teachers will be able to run playtime and lunchtime clubs for the other children.</p> <p>The Sport leaders will be able to assist at Sporting events e.g. HMFA events and Sports Day.</p> <p>Training by PE Coordinator and PE specialist teacher – pupils lead the activities dependent on which zone they are allocated for that day. E.g. Traditional games, ball games, skipping, craze of the week.</p> <p>100% of pupils received specialist teaching/coaching.</p>	<p>£32 for Medals</p>
<p>Employ a specialist sports teacher.</p> <p>Provide CPD for staff – provide consistently high standard of teaching.</p> <p>To support teachers and staff with the development of skills to enter external events such as Moving Targets.</p> <p>To deliver a wider variety of after school sports clubs.</p>	<p>Regular observation and discussions with the specialist coaches take place.</p> <p>Supported planning between Sports specialist teacher and non-specialist teachers.</p> <p>Successful Moving Targets performance.</p> <p>Non-competitive clubs in gymnastics, dance and multi-skills aimed at</p>	<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Sports clubs run throughout the week and a wide variety of children attend – clubs are full to capacity.</p> <p>Ensure all children from YR-Y6 have the opportunity to attend at least one sports club throughout the year.</p> <p>Non specialist teachers have and will continue to benefit by increasing their knowledge, understanding and confidence to teach PE. Implement new/alternative clubs for children.</p> <p>Target specific children.</p> <p>Open clubs up to Reception children (summer</p>	<p>£16,929 to employ specialist sports teacher for staff CPD</p>

<p>Skip2Bfit Whole school initiative</p>	<p><i>encouraging and participating in new sports, run on a weekly basis.</i></p> <p>A school-wide initiative to support children in goals setting and raise their self-awareness of health and fitness.</p>	<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>term) to capture their interest early.</p> <p>Monitor the groups of children and percentage of uptake for after school sports clubs.</p> <p>Girls football (encouraging girls to get into sport through Wild Kats)</p> <p>Children become more aware of their start and end points.</p> <p>Children can see the impact of weekly practice within sport.</p> <p>Continue to make links with the wider sporting community encouraging children to join external clubs and ensure external coaches are invited back in to support the children.</p>	<p>£0</p>
<p>To participate in HMFA games.</p> <p>To cover supply costs to release staff. To release staff to enable participation in matches, federation activities and outdoor pursuits.</p>	<p>Secure places and entries to ensure pupils partake in HMFA games, Winter and Summer School games.</p> <p>Enter competitions and events both within and outside our federation.</p> <p>Opportunities for all children to participate in a wide range of events.</p> <p>Opportunity to focus on</p>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Increased confidence, self-esteem and a real desire to learn.</p> <p>Enjoyment of PE increases.</p> <p>Development of co-operation/working in groups/desire to learn.</p> <p>Adapting skills from outside the classroom into the classroom.</p> <p>Ensure that PE Subject Leader /</p>	<p>£320 to cover supply costs to release staff for matches, federation events and outdoor pursuits.</p>



	<p><i>mental health and fitness levels by targeting specific children.</i></p> <p><i>Staff take pupil Representatives from the school (a range of pupils over the year) are able to attend different sporting events.</i></p>		<p><i>Specialist PE Teacher can always accompany pupils to fixtures/tournaments.</i></p> <p><i>Monitor inclusion for all pupils participating in sport.</i></p> <p><i>Ensure we continue enter all sports competitions within and outside the federation.</i></p> <p><i>Seek out further competitions and different sporting opportunities for the children to participate in.</i></p> <p><i>Continue to monitor inclusion of pupils in a range of sporting activities.</i></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
Regularly audit and maintain a high standard of sports play equipment for break and lunchtimes, to encourage participation in children's own recreational time.	Children have high-quality sport and play equipment available to increase participation and enjoyment of sport.	This has been a beneficial investment on both the children's health and fitness and also their positive approach towards sport.
Regular use of Sports Leaders in Year 6.	Y6 Sports Leaders have gained experience and enjoyment from running sporting events. Sporting events held at our school have run smoothly as a result of children's support. Children's participation in sport remains high as younger children get inspired by our sports leaders.	This is a powerful initiative that continues to encourage children in Years R-5 to take part in sport. Our Year 6 pupils gain transferable skills in their final year at Primary School by leading and setting up games, sporting events and tournaments.
Specialist sports teacher for staff CPD.	Through purposeful observations, discussions and CPD sessions, staff continue to benefit from a knowledgeable coach. High percentage of staff running a after school sport club due to increased confidence in a range of sports.	Sports coach continues to have a significant impact on staff confidence, knowledge and development in sport. Moving Targets intervention was implemented effectively – Y5 pupils gained in confidence, self-belief, teamwork and physical literacy.
Skip2Bfit whole school initiative	Skip2Bfit continues to increase pupil participation in sport. Pupils recognize the importance of goal setting and are	

<p>HMFA games</p>	<p>motivated to improve every week. Children's fitness has improved with their scores increasing each term.</p> <p>Pupils are given a wide variety of opportunities to participate in competitive sport within our federation. Children's motivation and passion for sport continues to remain at a high level, with children developing skills to cope with competition and recognise the effect that training hard in a sport can have on performance.</p>	<p>Skip2Bfit is popular throughout the school. Children's scores are recorded weekly, with certificates awarded to the most improved skipper and highest scoring skipper. This is an initiative that we hope to continue in the coming years due to its profound impact on pupil health and wellbeing.</p> <p>Taking part in tournaments and sporting activities within and outside of our federation continues to be a huge part of our PE curriculum. Pupil inclusion is monitored and ensures that every child has the opportunity to take part in a sporting activity each term, if they wish to. We will continue to attend as many additional sporting activities as possible in the next academic year.</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?	%100	<i>All of our Year 6 pupils attended a 2-week swimming intensive course in Year 4, with 100% of pupils achieving a confident 25 metre swim.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%100	<i>All of our Year 6 pupils attended a 2-week swimming intensive course in Year 4, with 100% of pupils demonstrating effective use of a range of strokes.</i>



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%100</p>	<p><i>All of our Year 6 pupils attended a 2-week swimming intensive course in Year 4 where they demonstrated the ability to perform safe self-rescue in different water-based situations.</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>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 Teacher:	<i>Mrs E Orton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss O Sheppard PE Coordinator</i>
Governor:	<i>Mr K Lawton</i>
Date:	<i>10/07/24</i>