



# 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) – see review on website**

**Key priorities and Planning 2023/2024**

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  |
|---|---|--|---|--|
| Increase opportunities for pupils to attend local sports competitions | PE subject lead/teaching staff/support staff - as they need to lead/accompany the pupils<br><br>Pupils Y2-6 – as they will take part. | Key indicator 2<br><br>Key indicator 4 | More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. | £1000 supply costs for releasing staff.<br><br>£600 First Aid training for staff to be able to accompany |

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| <p>Implement our 2 year rolling curriculum effectively so pupils are able to build knowledge and skills</p>     | <p>Teaching Staff and Pupils Yr R-6</p> | <p>Key Indicator 1<br/>Key Indicator 3</p> | <p>Curriculum is well-balanced between different domains and is learning is built upon in a progressive way. Pupils are beginning to make connections between what they have learned in the past and their current learning.</p>   | <p>£1000 for curriculum resources</p>   |
| <p>Identify CPD opportunities required by staff and support with the delivery of this.</p>                      | <p>Teaching Staff, Support Staff</p>    | <p>Key Indicator 3</p>                     | <p>100% staff feel more confident in delivering the areas of PE (tailored to individuals) they felt less confident with. All reported that they benefitted from watching outside staff manage elements such as organising equipment, grouping pupils, and adapting learning and varying learning for pupils.</p> | <p>£4250 for CPD sessions with sports coaches</p>                                       |
| <p>Ensure pupils have a positive attitude towards PE and an active and healthy lifestyle, understanding the</p> | <p>Pupils from Year R-6</p>             | <p>Key Indicator 1<br/>Key Indicator 4</p> | <p>98% pupils surveyed said they enjoy PE. They were able to explain how to keep healthy and why that was important. They</p>  | <p>£5460 for bringing in sports coaches to expose pupils to a wider range of sports</p> |

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| importance of this on their lives.                      |                      |                                    | enjoyed the range of sports offered.  |   |
| To increase pupils' activity levels throughout the day. | Pupils from Year R-6 | Key Indicator 1<br>Key Indicator 4 | Staff conferencing shows that they report calmer classrooms when the pupils have been active early in the day. Increased lunch equipment and lunch clubs led to more positive lunch times, leading to more settled afternoons. Resources supplied to develop gross motor skills and co-ordination have helped increase our number of children achieving their ELG and have also provided physical activity for those pupils on our SEND register. | £6470 for the provision of lunchtime sports clubs, for gross motor equipment, playtime equipment and for supplementing afterschool clubs. |

## 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   |
|---|---|--|
| Increased confidence, knowledge and skills of all staff in teaching PE and Sport through CPD and modelling from sports coaches. (Key Indicator 3)                 | Teaching staff and support staff have all had CPD and 100% feel more confident in teaching PE, managing behaviour during PE lessons/active lunchtimes and playtimes.<br><br>Lessons are more tailored to meet the children's needs and to reflect their starting points.  | Children are offered a wider variety of games at play/lunch times on our Astro pitch.  |
| Children to have access to a wide range of sporting competitions. (Key Indicator 4)   | Children from Years 2-6 have had access to cross-country, multi-skills, skipping, swimming, athletics and football competitions. They have developed their resilience through attending competitions with other schools as well as demonstrating their teamwork and collaboration.  | Transport still remains a barrier for afterschool competitions due to taxis/minibuses etc tied up in school transport.   |
| To further develop our PE curriculum to ensure it is progressive and coherent, allowing children to build their knowledge and skills over time. (Key Indicator 2) | Subject Leader redesigned curriculum in light of no longer using sports coaches for PPA cover and to include units covered through our scheme, Get Set 4 PE. Children's engagement has increased along with their ability to articulate how their learning builds from year to year and is heading towards clearly defined endpoints. | Get Set 4 PE scheme has been well received by staff as a good starting point in planning their lessons – they find the attached videos useful in demonstrating proper technique. |

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| <p>To increase pupils' activity levels throughout the day. (Key Indicator 1)</p> | <p>Through extra swimming sessions, 100% of our pupils in Y6 were able to swim 25m competently.</p> <p>Children were able to use new equipment to engage in a range of games/sports at play and lunch time with some being led by playtime leaders.</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*

| 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?        | 100%   |   |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 75%    | We had a cohort of 12 pupils so this reflects 9/12. |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>   | <p>92%</p> | <p>We had one pupil join us after our swimming sessions so were not able to observe their ability to do this.</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</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>No</p>  | <p>We use a local leisure centre to provide our swimming lessons.</p>   |

Signed off by:

|  |                      |
|--|----------------------|
| Head Teacher:  | <i>Adrienne Corr</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Zoe Marshall</i>  |
| Governor:  | <i>Jana Murray</i>   |
| Date:  | <i>20/9/24</i>       |