



# 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
Increase the numbers of pupils engaging in physical activity and play during unstructured times.	Sports leaders and staff have offered structured active breaks and this has had a positive effect on the students health and engagement during parts of the day	Next steps: Sports leader to teach other students how run the active breaks
To develop active breaks (YST) throughout school to improve well being and activity levels of all pupils.	Sports leaders have supported and coached their younger peers	Next steps: For sports leaders to coach external students
Pupils are actively encouraged to take on leadership / volunteer roles to support the delivery of sport and physical activity across the school.	A cohort of sport leaders has now been established and they have build the expertise to led in school	Next steps: To develop their leadership skills by participating on external projects and SEND festivals
To increase staff confidence, knowledge and skills through having the weekly support of a highly experience PE teacher	New resources and equipment has allowed to students build confidence and increase their participate in sport in and out of lessons	Next steps: For students to experience a range of new sports and equipment
Pupils will engage in a range of new physical activities that can be offered throughout lesson times and enrichment	Most students and parents experienced their first ever sport s day. All students took part and they enjoyed competing in house for competition	Next steps: To build on this by intruding the new reward system in lessons and a sports day on a larger scale

An increasing school offer that focusses on pupil's participation in competitive sport.	Many students experienced participating in external events for the first and this increased their confidence and self-worth	To continue to participate in external events
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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
CPD for TA staff to support in PE lessons	TA staff and students	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	A bespoke personal development training for TA to be given the skills/tools to support expertly in PE lessons and sporting activities	£1000
Increase the numbers of pupils engaging in physical activity and play during unstructured times.	The students	Key Indicator 2: The engagement of all pupils in regular physical activity	Invest in a range of engaging outdoor gym/active equipment to support students physical and mental well being at social times and active/sensory breaks	£10000
An after-school football club is established and accessed regularly by a range of pupils	The students and staff	Key Indicator 2: The engagement of all pupils in regular physical activity	An after-school football club is established and offered to students at least once a week	£500

<p><i>There are a range of additional opportunities during the school day and via the curriculum for pupils to be engaged in physical activity</i></p>	<p><i>Teachers, TA's and students</i></p>	<p><i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</i></p>	<p><i>Class teachers plan and use a range of physical activities through their teaching, including, Active Phonics, Outdoor Learning, Wake Up, Shake UP (L1) and brain breaks.</i></p>	<p><i>£200</i></p>
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<p><i>Pupils are actively encouraged to take on leadership / volunteer roles to support the delivery of sport and physical</i></p>	<p><i>The students</i></p>	<p><i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</i></p>	<p><i>Student sport leaders to support staff in purchasing new sports sanctuary equipment Sports leaders will be responsible for the</i></p>	<p><i>£500</i></p>
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<p><i>activity across the school.</i></p> <p><i>Using the YST research on sports sanctuaries pupils to have access to sports equipment that encourages pupils to self-regulate through movement.</i></p> <p><i>Students to be given the opportunity to participate in external YST SEND festivals and events</i></p> <p><i>An increasing school offer that focusses on pupil's participation in competitive sport.</i></p>	<p><i>Staff and students</i></p> <p><i>The students</i></p> <p><i>Staff and students</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>organisation and disruption on the equipment during break and dinner times</i></p> <p><i>Staff to explore a range of options that will benefit pupils physically and will offer an area to self-regulate.</i></p> <p><i>Students to improve the confidence and self-esteem</i></p> <p><i>Pupils to participate in house and cross school competitions.</i></p> <p><i>Annual Family Sports Day and rewards using world class sporting</i></p>	<p><i>£700</i></p> <p><i>£2000</i></p> <p><i>£500</i></p>
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			<i>facilities</i>	
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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
Increase the numbers of pupils engaging in physical activity and play during unstructured times (KI:1)	The investment into the outside equipment has improved students physical and mental health. This has also added extra structure to social times and sensory breaks	Next steps: To incorporate the equipment into more lessons. To add other equipment specifically aimed add KS2.
An after-school football club is established and accessed regularly by a range of pupils (KI:2)	Football opportunities were offered to students and this resulted in the students participating in their first ever tournament. This improved the confidence and self-belief in the students	Next steps: To further develop their football/sporting experiences by participating annual fixtures
Pupils are actively encouraged to take on leadership / volunteer roles to support the delivery of sport and physical activity across the school. (KI:3)	The sports leaders took ownership of ordering/organsing the sport sanctuary equipment for social times. This empowered the sports leaders and added to their experiences.	Next steps: To add more students to the current cohort of sports leaders and continue to develop their skills and knowledge
Using the YST research on sports sanctuaries pupils to have access to sports equipment that encourages pupils to self-regulate through movement. (KI:4)	The equipment, spaces and opportunities made available to the students helped them self-regulate physically.	Next steps: To continue to use the sanctuary space and to utilise the YST guidance
Students to be given the opportunity to participate in external YST SEND festivals and events.	By participating in a number of events the students improved their confidence and self-esteem	Next steps: To further increase the number of students participating in festivals and enrich the choice of activities.

<p><i>An increasing school offer that focusses on pupil's participation in competitive sport.</i></p>	<p>Many students experienced participating in external events for the first and this increased their confidence and self-worth</p>	<p>Next steps: To continue to participate in external events and to look into evolving the reward system</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?	25%	<i>Students are participating in the school swimming service for the first time with the main aim to teach the students swim and achieve the age-related milestones</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	13%	<i>Only 13% of students in the Y6 cohort can perform these strokes. Students are participating in the school swimming service for the first time with one of the aims to teach them the 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>0%</p>	<p><i>All the parents of the students in the Y6 cohort stated in a questionnaire that they can't perform self-rescue. This will be address in the school swimming service programme.</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>No</p>	<p><i>We have not used the sport premium to top up sessions as we are a new school and using school swimming service programme for the first time</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</p>	<p><i>The school swimming service programme providing online training for this.</i></p>

Signed off by:

Head Teacher:	<i>Luci Windle</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Andy Pleass, Lead teacher of PE</i>
Governor:	<i>Jim McIntosh</i>
Date:	7/11/24