



# 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 (2023/24)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> <li>School sports coach for half day's provision across all age groups with focus on dance.</li> <li>Subscription to competition calendar over the course of the year, varied focuses including SEND and those with low levels of physical literacy.</li> <li>Annual subscription to 'GETSET4PE' scheme of work including medium term planning and resources across all age groups.</li> <li>2 x 12-week courses in 'Rugbytots' for KS1 and EYFS children focusing on building motor skills, teamwork, communication and physical literacy through rugby skill games.</li> <li>Budget used for skilled LSA staff to provide after-school clubs in dance &amp; girls' football with a range of specific groups in mind.</li> <li>Budget used for school games kit across a range of sports, ages, genders and ability groups.</li> <li>Budget used for tennis provision for monitoring termly focus on building skills in tennis as a new hobby for children (based off pupil voice).</li> <li>Budget used for EYFS balance bikes to further building a love of physical activity in EYFS groups.</li> </ul>	<ul style="list-style-type: none"> <li>Impact on quality and range of PE provision, evidenced by 2023 School Games Mark award.</li> <li>Varied competition participation including SEND and those with a low level of physical literacy, evidenced by pupil voice in monitoring cycle.</li> <li>Planning and resources for all age groups, supporting all teaching staff including ECT colleagues.</li> <li>Increase in the quality, breadth and range of after-school club provision.</li> <li>Improved resources and pride in representing school.</li> <li>Improved resources and outcomes in tennis in addition to broadening range of opportunities for inter-school competitions.</li> <li>Improved resources and provision for EYFS in building physical literacy and gross motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>School sports coach half day provision to be maintained, staff are happy with this implementation.</li> <li>Calendar subscription to be maintained.</li> <li>'GETSET4PE' subscription to be maintained.</li> <li>'Rugbytots' provision to continue.</li> <li>LSA after-school club to be maintained but focus to be altered across sports, activities and age groupings.</li> <li>Tennis provision to switch to an indoor athletics provision.</li> </ul>

## 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
- Subscribe to annual competition calendar with range of events, focuses and groupings including SEND and those with a low level of physical literacy.	- All children including focus groups in line with PE action plan.	- Breadth, range, consistency and quality in line with school development plan, PE action plan and School Games Mark criteria.	- More pupils experiencing positive sporting experiences, pride at representing school, greater breadth of sporting activities available for children, publication of 'School Games Values'.	- £3,650
- Implementation of school sports coach for one half day per week with a whole school focus on dance, including after-school club.	- All children through dance provision over the course of the academic year, focus groups for cheerleading after-school club (behaviour, attendance, boys).	- Quality of provision in-keeping with school PE provision standards, pupil engagement monitored through pupil voice taken in PE monitoring cycle.	- Quality dance provision and outcomes in lessons, CPD for teachers through lesson observation and 'team teaching', new opportunity in sport through cheerleading.	- £3,125
- 2 x 12-week course of 'Rugbytots' for KS1 and EYFS children.	- Children and teachers in years 2, 1 and reception.	- Quality of provision evidenced through assessment outcomes, staff/pupil voice and School Games Mark criteria.	- Quality PE lessons taught through skills in rugby with a focus on building resilience, teamwork, gross/fine motor skills and greater physical literacy through rugby games.	- £4,680
- Subscription to annual 'GETSET4PE' scheme, including long-term planning and resources.	- All teachers with a focus on PE action plan of upskilling ECT staff on the use of long-term planning and use of resources.	- Quality of provision including use of resources, determined through staff voice and monitoring cycle of lesson learning walks with a focus on gymnastics provision.	- Staff comfort, support and familiarity with quality resources and planning, use of PE lead to support with planning to improve sustainability.	- £550

- Implementation of 2 after-school clubs for skilled LSAs with targeted focus on KS1 and EYFS.	- Selected focus groups chosen considering key stage group, behaviour, attitudes to PE and previous pupil voice.	- Range and quality of provision in line with School Games Mark	- Broader opportunities for positive sporting experiences in school, greater use of skilled support staff.	- £1,750
- Budget for development of new play-time curriculum.	- All children, budget to be managed between key stage 1, key stage 2 and EYFS areas.	- Quality of provision and resources in line with school development plan and prior CPD in supporting children's development through effective support during play.	- Greater range and quality in play-time experiences that allow children to interact with each other and staff to develop resilience, teamwork, problem-solving skills and establish positive relationships.	- £2,750
- Budget for indoor athletics equipment.	- All children, focus on key groups to ensure greater range of participation in active, healthy lifestyles.	- Quality of provision and resources in line with School Games Mark.	- Improved quality of resources, greater range of children taking part in active, healthy activities and further opportunity for children to partake in inter-school competitions.	- £1,000
- Budget for school-branded kits for competitions including swimming.	- Key focus groups in school dependent on curriculum and competition calendar.	- Quality of provision monitored by pupil voice in monitoring cycle.	- Greater quality of school kit to further build pride at representing school and quality of kit used.	- £900
- Budget to transport to competitions & provide additional resources.	- Focus groups in line with competition calendar.	- Quality of provision monitored by pupil voice in monitoring cycle.	- Broader and regular opportunities to take part in positive sporting experiences through competitions against other schools.	- £345

## 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
<ul style="list-style-type: none"> <li>School sports coach given for half day including after-school club.</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding provision and staff CPD with focus on dance. After-school club with focus group of girls' cheerleading which led to a competition.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation to remain in place but focus of CPD and curriculum coverage to shift.</li> </ul>
<ul style="list-style-type: none"> <li>Subscription to annual competitions calendar.</li> </ul>	<ul style="list-style-type: none"> <li>Offering enrichment in PE by providing competitions, both competitive and inclusive for specific groups including varied ages, gender, SEND and those with low level of physical literacy. These have included football, golf, rounders, cheer-leading, water-polo, swimming gala, dodgeball, inclusion festival, rugby, athletics, rise-up festival and a range of CPD for school staff to create and deliver inter-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Very strong staff and pupil voice. Children enjoyed the team building aspect of the competitions and the chance to mix with other schools. The competitions being located at secondary schools also gave children the opportunity to experience different schools and get a feel for ks3 sports. To continue under budget as pragmatically as possible.</li> </ul>
<ul style="list-style-type: none"> <li>After-school club provision for skilled LSAs.</li> </ul>	<ul style="list-style-type: none"> <li>Budget adjustment to allow furthering of key skilled LSAs and chosen groups/sports to provide after-school clubs in girls' football and a "fit and fun" club.</li> </ul>	<ul style="list-style-type: none"> <li>Strong pupil voice. Children enjoyed having the opportunities to apply their skills they had learned from the curriculum in to school sports.</li> </ul>
<ul style="list-style-type: none"> <li>Budget to develop playtime provision.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitation of open-ended and ambitious play-time provision. Created with staff and pupil voice in mind as well as key focus groups to provide opportunities to enrich play-time with play wrapped in care and promote collaboration, teamwork and healthy friendships. School was used as CPD in the quality of this through other establishments</li> </ul>	<ul style="list-style-type: none"> <li>Very strong staff and pupil voice; school was used as a case-study in the "rise up" project. Children enjoy having the opportunity to play with staff and feel ready to return to class after 30 minutes of play. Children enjoy being creative, taking risk and using their imagination to create games using open ended resources.</li> </ul>

	visiting our yard during play time.	
<ul style="list-style-type: none"> <li>Budget for key focus areas including indoor athletics and tennis.</li> </ul>	<ul style="list-style-type: none"> <li>Quality resources used both in the curriculum and on enhanced yard provision with a completed target of facilitating rich learning and a presence in competitions both in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>Successful implementation.</li> </ul>
<ul style="list-style-type: none"> <li>Budget for clothing/kit/gear provision.</li> </ul>	<ul style="list-style-type: none"> <li>Completed with a focus on deprivation, quality football kit and swimming provision.</li> </ul>	<ul style="list-style-type: none"> <li>Successful implementation.</li> </ul>
<ul style="list-style-type: none"> <li>Budget for transport/staffing.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitating competition enrichment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Completed with targeted focuses.</li> </ul>

# 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?	92%	<i>Some children with limited experiences of swimming in early childhood. Calendar style focus of groups chosen for swimming helped this. 3 weeks' top up swimming helped this.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	<i>As above.</i>



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>94%</p>	<p><i>As above.</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>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>	

Signed off by:

Head Teacher:	<i>Mrs C Sergeant</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss Megan Davies</i>
Governor:	<i>Mr P Crilly – Finance Governor</i>
Date:	<i>16<sup>th</sup> July 2024</i>