



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

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
<ul style="list-style-type: none"> To provide a broader range of sports and activities to all children. 	<ul style="list-style-type: none"> PE coach – The PE curriculum overview will change based on the upcoming School Games tournaments. All children will partake in the practice and preparation for the tournaments with a team chosen to represent school (a rotation of less active children and more able children) to allow equal opportunities for all groups. Staff – Taking part in the planning and preparation and CPD by observing new sports. Children – Playground Leader training to encourage children to partake in a minimum 30 active minutes per day during breaktimes and lunchtimes. 	<ul style="list-style-type: none"> Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5 - Increased participation in competitive sport. 	<ul style="list-style-type: none"> More pupils meeting their daily physical activity goal – 30 minutes. More pupils encouraged to take part in PE and Sport Activities. A broader range of sports introduced to the children and an opportunity to practice the skills associated with these sports – may spark an interest in extra curricular activities. 	<ul style="list-style-type: none"> Enhanced SHAPES Provision Package = £799. PE coach 8 hours a week = £6,100. Transport to competitions = £2500. Equipment - £1000.

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"> To provide a broader range of sports and activities to all children – Key Indicators 4 and 5. 	<p>We have had a very successful year in Sport and have attended 24 School Games Tournaments in total throughout the year;</p> <ul style="list-style-type: none"> 8 in Autumn Term 7 in Spring Term 9 in Summer Term <p>All disadvantaged children and pupils in receipt of Pupil Premium have attended at least 1 competition. Tournaments have been tracked to ensure equal opportunities within groups/classes. Next years priority groups will be those with SEND and Less Active.</p> <p>In addition to this;</p> <ul style="list-style-type: none"> Children partake in 2 PE lessons each week – 1 with a PE coach and 1 with their class teacher. Children are encouraged to engage in 30 Active Minutes each day through other activities. A wide range of equipment has been purchased to ensure a broad and balanced curriculum with diverse sports can be delivered. All Y6 children have attended a Celebration Festival. All Y2 children have attended a Rugby Tournament with local schools. 30 children from Years 5/6 have accessed 'Bikeability' training. 6 children have been trained as 'Sports Ambassadors' 15 children from Years 5/6 have received Playground Leaders 	<p>PE Lead and Headteacher met during the Summer 2 term to discuss 2024-2025 plans and make the decision if we to continue to prioritise competitive tournaments as trialled this year. This has provided as many children as possible with an opportunity to represent the school and has promoted Key Indicators 4 and 5. The alternative option is to focus on bringing Sports into school, which will support Key Indicators 1, 2 and 3.</p> <p>It was decided that next year, we will adopt a combination of the two to maximise the Sports Premium budget and ensure all Key Indicators are equally planned for. For example, we will slightly reduce the amount of competitions that we enter and instead, bring these specific sports into school for all children to access. Student voice will be used to inform these chosen sports.</p>

	<p>Training</p> <ul style="list-style-type: none"> • Children in Key Stage 2 have received 6 weeks of Cricket lessons. • Years 4 – 6 have received 6 week blocks of Swimming lessons. • We have held 6 Rugby/Football matches against our neighbouring school. • A targeted group of Y6 pupils have attended an after-school club to aid transition to Secondary school. • All children have taken part in Sports Day preparations and Sports Day. <p>Observations in both inter and intra competitions have allowed us to assess the children in each year group and data ranges between 67% - 88% of children meeting Age Related Expectations.</p> <p>We have received Gold for the School Games Mark for the first time since COVID and this is recognition for our children's hard work and dedication to PE, as well as highlighting the super progress and 'catch up' that they have demonstrated.</p> <p>PE co-ordinator has researched and arranged CPD that is included in the Enhanced SHAPES offer. This 'Teachers Award' covers Holistic Development , Learning through games, High Quality Teaching and Learning in PE and Mapping a PE Curriculum. Key information from this course will be cascaded to teaching staff to ensure teaching strategies are consistent across school.</p> <p>PE co-ordinator has used contacts such as Saints and place on the SHAPES committee to secure additional tournaments with no fees. This ensures that we maximise our Sports Premium Fund as much as possible.</p>	<p>An analysis of all both the whole school data and that of individual year groups has been undertaken and reveals that the current cohorts in Reception, Year 3 and Year 4 have the highest percentage of children working below ARE. These year groups have a higher percentage of children with SEND and therefore interventions and extra activities will be planned for these year groups during the next academic year as they enter their new year groups.</p> <p>Year 3 are the main priority and we will plan for 'active' lessons for this year group, including Active Maths and Active Literacy. It is hoped that this will also aid behaviour within this year group.</p> <p>Other priorities on the Action Plan for 2024/2025 include</p> <ul style="list-style-type: none"> • Extra-curricular activities • Developing fundamental skills in EYFS • Promoting wellbeing through anaerobic exercises e.g. Yoga.
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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?	30% (9 out of 30)	<ul style="list-style-type: none"> • This is a particularly low cohort of swimming – They missed lessons in previous years due to COVID and the closure of several local pools. We are currently travelling 20+ minutes to the nearest available pool and so this then impacts on children’s learning time. • Due to the pools being overcrowded as many schools are using the same pools, the Council are only able to offer limited sessions to each class. Therefore, this cohort have only received 8 lessons during the last academic year.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	30% (9 out of 30)	<ul style="list-style-type: none"> • As above – children lack confidence in using a range of strokes and majority are reliant of use of floats etc. • Many children do not access additional swimming lessons as part of their extra-curricular learning, and so the lessons that school provide are their only opportunity to practice these skills.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>NA</p>	<p>These skills have not yet been taught – they are usually reserved for the Summer Term.</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>We have not done this yet but is something we would consider for the future use of spending.</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>A member of KS2 staff is booked onto training to receive a Swimming Teaching certificate – all other staff in KS2 have completed this.</p>

Signed off by:

Head Teacher:	Mrs Patsy Wade
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mrs Frances Rogan – PE Lead
Governor:	
Date:	26.9.23