



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
<i>Challenge Sport providing extra-curricular opportunities, sports clubs and tournament support.</i>	<i>Wide range of clubs offered at lunchtime and after-school across the week for our children.</i>	<i>To continue with this funding support and provision across the next academic cycle.</i>
<i>Ongoing use of Get Set 4 PE curricular plans and portal.</i>	<i>Scheme ensures non -subject specific staff have cohesive quality PE plans, and are supported in their teaching. The school's curricular offer features progression for our pupils and the scheme ensures a high quality and diverse learning experience is delivered.</i>	<i>To continue to use this portal to support curricular delivery and assessment.</i>
<i>Sports Mark Gold obtained due to the range of provision at uptake by our pupils to extra-curricular sporting opportunities and involvement and success in a range of</i>	<i>Recognition of the wide range of opportunities for our children Y1-6 across the week.</i>	<i>Important, where possible, these are available to our pupils without cost due to the rising cost of living to ensure opportunities for all.</i>

<i>competitive sporting opportunities.</i> <i>CPD for staff through Challenge Sport focused upon indoor athletics and gymnastics.</i> <i>Physical literacy and daily physical activity is promoted through active breaks, lunchtimes, Daily Mile and Active Blasts.</i>	<i>Core sports to focus upon and staff confidence and subject knowledge increased and improved.</i> <i>Children are active and meet the CMO 1 hour daily target of achieving 30 minutes in school time and encouraging 30 minutes out of school.</i>	<i>Focus upon other common areas of our PE curriculum in the next cycle e.g. dance, golf, athletics, dodgeball, cricket and OAA.</i> <i>Bouldering wall and sports equipment in KS1 has positively engaged and impacted upon the physical activity levels seen.</i>
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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
<i>Teacher knowledge and confidence to be boosted through exposure to training and modelling of high quality lessons through weekly sports coaches throughout the school. Provide teachers with planning to ensure consistency, progression and a range of sports.</i> <i>High quality resourcing of equipment for football, netball, basketball, multi-skills - replenishment and</i>	<i>Teachers, Sports Coaches and thereafter pupils.</i> <i>Teachers to use the Get Set 4 PE Scheme of Work to deliver lessons following the sequencing determined by the SLT and PE Subject Leader. These lessons are also modelled by the sports coaches.</i>	<i>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport.</i>	<i>Teachers feel confident in teaching PE.</i> <i>Lessons by both teachers and sports coaches have been formally observed by the PE subject leader.</i> <i>Teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching OAA, dance and outdoor athletics. As a result improved pupil attainment in PE.</i>	<i>£13334</i> <i>For the coaches to continue next year to deepen staff knowledge, particularly that of new members of staff.</i> <i>Continue to follow scheme and regularly monitor teaching.</i> <i>£500</i> <i>For 10 teachers to undertake CPD and for curricular development.</i> <i>£1000 on resourcing and equipment.</i>

<i>investment to ensure staff have the equipment to deliver the curriculum.</i> <i>Paying for professional development opportunities for school staff in PE/sport.</i> <i>CPD for teachers in dance, golf, dodgeball, cricket, OAA and athletics.</i> <i>Providing cover to release primary teachers and other staff for professional development in PE/sport.</i> <i>Purchasing sports equipment to improve the quality of resources available for PE lessons.</i>				
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<i>Purchasing storage equipment for outside PE equipment to ensure the equipment is easily accessible.</i> <i>Hiring specialist PE teachers or qualified sports coaches to work alongside teachers when teaching PE.</i> <i>Introducing to the school opportunities to participate in new sports such as golf, hockey, tennis, multi sports, gymnastics and indoor sports hall athletics.</i>				
<i>To ensure physical activity takes place every day and not just on PE days.</i> <i>Incorporate physical activity into their everyday life.</i>	<i>Challenge Sport Coaches leading each activity.</i> <i>Pupils participating.</i> <i>Football Club Y3/4 and Y5/6</i> <i>Netball Club Y3-6</i> <i>Basketball Club Y5/6</i>	<i>Key indicator 2:</i> <i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£800 additional costs for coach to support after-school sessions.</i> <i>Sports Administrator hours to ensure clubs and tournaments are managed and effectively run.</i>

<i>Maintain lunchtime and after-school sports club provision for Year 1-6 across the academic year</i> <i>To ensure The Daily Mile is undertaken 3 x across the week (Monday first thing in the morning and twice at lunchtimes)</i> <i>Providing targeted activities or support to involve and encourage the least active children.</i> <i>Daily mile as an effective way to make regular physical activity part of the school day. Existing playgrounds and field used.</i>	<i>Multi-Skills Sports Club Y1/2</i> <i>Multi-Skills Sports Club Y3/4</i> <i>Clubs timed in advance of tournaments.</i>			
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<i>iMoves Physical Literacy, Well Being and movement resource portal purchased.</i>				
<i>Sporting success in and out of school to be celebrated.</i> <i>Extra-curricular activities to be promoted to children and parents.</i>	<i>Sporting achievements are celebrated in whole school assemblies.</i> <i>New sports clubs are promoted through taster sessions in PE lessons.</i>	<i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	<i>The promotion of success and celebration of effort encourages other pupils to take part.</i> <i>The use of sports coaches shows pupils the importance of PE lessons as we have recruited experts to teach it.</i>	<i>Part of working practice and school expectation.</i>
<i>Canoe Slalom World Championships athlete visit prior to Y4-6 attending the Senior World Championships at Lee Valley Whitewater Centre.</i>	<i>Sports Ambassadors are trained and are given an important role – golf in the summer term.</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>Parents are made aware of extra-curricular opportunities to take part in sport through regular emails and distribution of flyers and links to local sporting opportunities.</i>	<i>£800 for workshops and assemblies</i>
<i>Clubs and extra-curricular provision in preparation for</i>	<i>Lunchtime football tournaments Santa Dash run.</i>	<i>Key indicator 5: Increased participation in competitive sport.</i>	<i>Children gain from representing the school and from sporting competition.</i>	<i>£600 for Sports Partnership involvement to facilitate competition</i>

sporting competitions Provide children with the opportunities to develop sporting skills and character attributes by competing against other schools in team events. Entering sport competitions, such as netball, golf, football, hockey, tennis, multi sports, gymnastics and indoor sports hall athletics. Staffing costs of attending sporting competitions. House sports tournaments for all children to represent their houses and play competitive sport			They learn to conduct themselves with dignity and respect and to develop the traits of great sportsmanship. Clubs have a staffing cost which will require budgeting for to continue. Tournaments are well established in the area and are largely without significant cost.	costs. Develop opportunities within the consortia for tournaments and competitions. £800 staffing costs for organizing clubs, tournaments and to cover the staffing cost of staff attending.
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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.

Total spent across the 2023-24 cycle £17,834.

Activity/Action	Impact	Comments
<i>CPD and training in indoor athletics led to success for Y3/4 and Y5/6 teams in the district events.</i>	<i>Children well prepared and showed good knowledge of athletic techniques required to perform these well.</i>	<i>Baton changing and indoor kick-boards well taught. Field events similarly so. Year 3/4 team Girls 1st, Boys 1st, Overall 1st in the District event. Year 5/6 team Girls 2nd, Boys 5th, Overall 4th in the District event.</i>
<i>Staff CPD and Sports Ambassador training in golf</i>	<i>Golf Club run across the summer term. 9 hole course played at lunchtimes by the pupils and run by the sports ambassadors.</i>	<i>Engaged and increased opportunity for our children.</i>
<i>Football A and B Tournaments x 2 (mixed gender) Girls' Football Tournament A and B Netball Tournaments x 2 (mixed gender)</i>	<i>A Football Team – 4th and 7th B Football Team – 2nd and Girls Football Team – A Netball Team – 3rd B Netball Team 3rd</i>	<i>Children participated with great enthusiasm and represented the school well in showing our school values.</i>
<i>House Football Y3/4 and Y5/6 for both boys and girls</i>	<i>Significant numbers involved representing their houses: Y3/4 boys – 26 Y3/4 girls – 22 Y5/6 boys – 24 Y5/6 girls - 18</i>	<i>Sports Ambassadors to find out why those not involved do not wish to represent their house. House Captains to ensure the whole house take part.</i>
<i>Santa Dash</i>	<i>All represented their houses and contributed to their total.</i>	<i>Another successful event which is great fun and promotes the enjoyment of physical activity and encouragement of one another in the build up to Christmas.</i>

<i>Inaugural District Cross-Country event for Y3-6 introduced for the area to be hosted annually.</i>	<i>Development of endurance cross country running and illustrates the cumulative benefit of the Daily Mile and training. Individual 3rd Y5/6 boys/ Team Y3/4 girls – 1st</i>	<i>An excellent event which 8 primaries joined. Cross-Country lunchtime club across the Autumn 2 half-term in readiness.</i>
<i>Lunchtime and After-School Sports Clubs well attended.</i>	<i>Football Club Y3/4 - 21 and Y5/6 - 36 Netball Club Y3-6 - 32 Basketball Club Y5/6 - 14 Multi-Skills Sports Club Y1/2 - 16 Tennis Club - 11</i>	<i>Need to increase numbers in Y3/4.</i>

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%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	School swimming delivered by specialist swimming teachers at John Warner Sports Centre with our staff in attendance.

Signed off by:

Head Teacher:	<i>Paul Miller</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lily Hawthorne (Physical education Subject leader)</i> <i>Paul Miller (Responsibility for Primary PE and sport premium)</i>
Governor:	<i>Helen Gambrill</i>
Date:	30.1.24