

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
CPD provided by sports coach to increase skills and confidence of teaching staff.	Teachers who received CPD during Autumn term reported increased confidence levels and observations showed improved quality in lessons.	The sports coach left part way through the year and another company was employed unfortunately the quality of provision was unacceptable and therefore a new company will be sought during 23/24.
Provide access to a wide range of sports beyond that provided by the curriculum through after school and lunchtime provision.	ASC is often over subscribed and pupils report positively on their engagement and enjoyment of clubs.	

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
<p><i>Introduce playleader program for pupil to provide leadership opportunities and allow an increased level of physical activity to be offered at breaktime.</i></p>	<p><i>Health for life leader as they will support the play leaders with their provision of breaktime activities.</i></p> <p><i>Y5/4 pupils – as they will take part.</i></p> <p><i>KS2 pupils – activities will be offered during their breaktimes.</i></p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p><i>More pupils meeting their daily physical activity goal through engagement in the activities offered by the playleaders.</i></p> <p><i>Teacher will attend training to gain an understanding of how the program is delivered and enable delivery cost free in the future.</i></p>	<p><i>£1500 – for training and equipment to support play leader activity delivery.</i></p>

<p>CPD for teachers provided by sports coach.</p>	<p>Primary generalist teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p>	<p>£10,000</p>
<p>After school swimming club</p>	<p>Swim teachers who will provide the clubs</p> <p>Year 5 and 6 pupils who will attend</p>	<p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Cost of club will be subsidized so it can be offered at a reduced rate removing the barrier of access due to finance. Pupils will further develop their swimming skills and increase chances of continuing to access swimming outside of school.</p>	<p>£2000 for cost of onsite pool and 3 clubs per week for 3 weeks</p>
<p>Travel to school games competitions</p>	<p>Class teachers who attend competitions</p> <p>Pupils who will participate in competition</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils will have regular opportunities to participate in competition and develop skills related to this.</p>	<p>£1000 for travel</p>

<p><i>Play ground activator training</i></p>	<p><i>TAs – who will deliver the and organize the games. Pupils – will engage in the activities.</i></p>	<p><i>Key indicator 2: The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p><i>TAs will deliver regular opportunities for games that pupils can go on to play independently if they wish.</i></p> <p><i>TAs will be more confident to organize and deliver meaningful physical activity games during lunchtimes.</i></p>	<p><i>£1000 for 6 TAs to be trained</i></p>
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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
<p><i>CPD for teachers provided by sports coach.</i></p> <p><i>After school swimming club</i></p> <p><i>Playground activator training</i></p> <p><i>Leadership training for 16 Y5 pupils</i></p>	<p>2 Teachers received CPD for the sports coach across the year. Both reported increased confidence in planning and delivering PE lessons. Pupil voice shows pupils enjoyed their PE lessons and are able to talk confidently about what they have been learning.</p> <p>Uptake for clubs was 100% disadvantaged pupils benefited from attending and 70% have developed a keen interest in swimming.</p> <p>Pupils engage well with the activities on offer and TAs report a high level of confidence in organizing physically active games during lunchtimes. Engagement varies across year groups with Year 1 to 3 having the highest engagement levels.</p> <p>Pupils were keen to organize breaktime fitness challenges and have been leading parts of PE lessons such as the warm up. Pupils also helped to organize and lead</p>	

sports day across three mornings.

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 meters?	% 35	<i>Pupils do their core swimming in Year 3. We offered top up swimming as an after school club this year but were limited in the numbers of pupils who could attend due to having an onsite pool. Historical swimming lessons attended by this cohort were disrupted.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%30	<i>Many pupils learn the front crawl during swimming lessons in Y3 as they take time to gain proficiency in this they often do not have the opportunity to learn other strokes. In addition to this we have a high percentage of pupils who do not swim outside of school and so school swimming is their first experience of the swimming pool meaning a large percentage of pupils take time building water confidence before they can even begin to learn to swim.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%40</p>	<p><i>Pupil who were able to access top up lessons was limited due to pool capacity.</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>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>	

Signed off by:

Head Teacher:	<i>Miss Forrest</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss Barnes Deputy Headteacher / PE Lead</i>
Governor:	<i>Bladford</i>
Date:	<i>25 / 9 / 24</i>