



# 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 (2023/2024) (Funding allocated: £17,800)

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

Activity/Action	Impact	Comments
<p>To continue to increase the amount of active play and fitness at break times and lunch times.</p> <p>Pupil sports ambassadors to continue to lead activities at break times and lunch times.</p> <p>Encourage and increase physical activity and fitness levels for target pupils.</p> <p>Provide sports equipment at break times and lunch times.</p>	<p>All pupils have increased active play and fitness at lunchtime. Impact of girl Power groups have enabled reluctant girls to be more physically active, especially in Y3 and Y4</p> <p>Well being ambassadors have had leadership opportunities and therefore have raised profile of physical activity among their peers, including rowing, gardening, leading and playing traditional games, running.</p> <p>All pupils in KS2 have been offered wider opportunities in sport with disadvantaged pupils prioritised</p>	<p>Further development in terms of resourcing for lunchtimes and training needs of midday staff to support active play – to be planned into next year.</p> <p>Continue to support subject lead to continue CPD for staff, especially MDS</p>

<p>Pupil sports ambassadors to plan and lead initiatives throughout school.</p> <p>Deliver high quality PE lessons and after-school clubs Raise the profile of sports at school with parents and local community</p> <p>Provide staff with professional development and training to help them lead and support PE lessons skillfully and effectively. Lesson planning is supported to ensure high quality learning.</p> <p>Engage more with local community sports teams</p> <p>Children learn new sports</p>	<p>Specialist sports coaching and after school provision have enabled support staff to develop their own skills as leaders of sport Staff now more confident with modelling in sport</p> <p>Parents have engaged with a range of sporting opportunities including supporting with School games initiatives and supporting with after school clubs</p> <p>Staff have received CPD on planning and delivery and have had opportunities to observe specialist</p> <p>A significant range of sports offered across school and every child across KS2 has had an opportunity to engage in sporting activities outside of their PE lessons. Most children have also been offered an opportunity to engage in competitive sporting activity across the year.</p>	<p>Ensure that this is also expanded as an offer across KS1 – provide a gymnastics club next year for pupils in KS1</p>
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# Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

## Perseverance

*Let us rid ourselves of everything that gets in the way, and... and let us run with determination the race that lies before us. {Hebrews 12:1}*

Academic Year: 2024-2025		Total fund allocated: £17, 690		Date Updated: July 2024	
Key indicator 2: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
Intent	Implementation		Expected Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what will pupils now know and what will they now be able to do? What will change?	Sustainability and suggested next steps:	
To continue to Increase the amount of active play and fitness at break times and lunch times through engagement with CWSSP	Teach and support all children to gain new skills so that they can participate in games – through use of sports coach to develop pupil’s skills including forest school activities	£700	More children engaging in forest school activities across the week. Specialist TA delivering specific activity at lunchtime to enhance engagement.	Continue to subscribe into School games initiatives	
Pupil sports ambassadors to continue to lead activities at break times and lunch times.	Train sports ambassadors and provide opportunities for them to engage pupils from all years. Fund transport as required. Release TA to supervise.	£1600	Ambassadors attend training through CWSSP – introduce new activities. Pupils are empowered to lead in sport which they will carry through into their secondary education. Younger pupils will be inspired to participate.	As above	
Encourage and increase physical activity and fitness levels for target pupils especially those who are disadvantaged	Fund attendance for target pupils at extra-curricular sports clubs. Engage in Girl Power events and release lead TA and teacher to facilitate this – based on research about the point at which interest in sport wanes among young girls	£440	Pupils enjoy the clubs and attended over the year. This impacts their wellbeing. All PPG pupils will have been specifically targeted to engage in specific activities including competitive events	Continue to provide funding next year.	
Provide new sports equipment at break times and lunch times.	Purchase equipment	£300	Refreshed resources enhance enthusiasm Children talk about empowerment in decision making	Allocate an amount per term for replacing equipment – school Council and well being ambassadors to help choose.	

**Key indicator 3: The profile of PE and sport being raised across the school as a tool for whole school improvement**

Intent	Implementation	Funding allocated:	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupil sports ambassadors to plan and lead initiatives throughout school.  Deliver high quality PE lessons and after-school clubs	Ambassadors to meet with PE lead on a half termly basis.  New sports and PE equipment purchased.  Report participation in sports events and any additional sporting events taking place in school via the school communication channels  Start a Gymnastics club for pupils in KS1 to increase opportunity for younger pupils  Continue to provide 3 weekly sessions of forest school – coach to empower others to run their own sessions	£300  £900	Pupils feel empowered to organize and lead activities.  Quality of teaching and learning and development of skills improved.	Ensure a whole school initiative each term.
Raise the profile of sports at school with parents and local community	Report participation in sports events and any additional sporting events taking place in school via school communication channels	N/A	School and local community realise the profile given to and the importance of sport/physical activity at school.	



**Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Provide staff with professional development and training to help them lead and support PE lessons skillfully and effectively, including training for Midday supervisors  Lesson planning is supported to ensure high quality learning.	Employ specialist sports coaches to support the teaching of PE – allocate staff to all sessions  Release teaching assistant to attend CWSSP events, building networks and learning from external expertise and events  Provide scheme for all staff  Release time of subject lead to support the teaching of PE across school	£8200  £800  £250  £800	Relevant staff member’s skill and knowledge has increased.  As above - also increased type of sports experienced and network of local sports leaders and expertise.  Planning is clear and sequential – quality and consistency of lessons has increased	Further embed skills taught by coach.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	
Your school focus should be clear  what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to  achieve are linked to your intentions:	Funding  allocated:	Evidence of impact: what do  pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Engage more with local community sports groups	PE lead to source sessions for different year groups, including KS1 Maypole dancing to be introduced for KS1- led by a paid TA	£900	Children have access to tennis coaching and maypole dancing across the next academic year	Continue this initiative with cricket
Children learn new sports	Employ specialist sports coaches	£2500	Children know an increased variety of sports	Subsidise outdoor adventurous residential on an annual basis for Y6 pupils.

## 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?	81%	<i>There were 5 pupils in the cohort who did not meet the expectation for swimming. Due to limitations in numbers attending the pool, these pupils were not able to continue attending in to the following year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	81%	<i>There were 5 pupils in the cohort who did not meet the expectation for swimming. Due to limitations in numbers attending the pool, these pupils were not able to continue attending in to the following year.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>81%</p>	<p><i>There were 5 pupils in the cohort who did not meet the expectation for swimming. Due to limitations in numbers attending the pool, these pupils were not able to continue attending into the following year.</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>NA</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>	<p>All aspects of the national curriculum for swimming are taught by specialist coaches at the local swimming pool – they manage their own CPD</p>

Signed off by:

Head Teacher:	<i>Rebecca Richards</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Harry Purewal</i>
Governor:	<i>Mary Briggs</i>
Date:	26.7.24