



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
Happy Lunchtimes training for all Lunchtime Supervisors.	More children are actively engaged during break times and during the school day. Staff are confident in leading physical activities.	The Happy Lunchtimes programme is working well and children are engaged and participating in a range of activities.
Purchase of sports equipment that pupils can use during breakfast club, lunchtimes and after school clubs.	Pupils have increased access to apparatus that encourages them to be active during break and lunch times.	New equipment has helped encourage children to be active and imaginative during play time.
Increase physical opportunities for EYFS with the purchase of new equipment for outdoor activities and forest school.	There has been a positive impact on behaviour, particularly during lunchtimes.	Pupils' play is more imaginative.
Two structured PE sessions per week for all pupils using the newly-purchased GetSet4PE curriculum.	All children are receiving high quality PE lessons.	Pupils' overall fitness has improved – including their stamina, speed and skills.

Key priorities and Planning (2023/2024)

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
Further develop our Happy Lunchtimes provision.	Pupils of all ages, lunchtime supervisors, teaching staff, coaches	<p>Key indicator 2 -The engagement of all pupils in regular physical activity. The Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and sport activities.</p> <p>Staff feel more confident when delivering playtime and lunchtime activities.</p>	<p>£1,500 for equipment</p> <p>£2,000 for training new staff</p> <p>£5,000 cost for additional lunchtime supervisor to support lunchtime sessions.</p>

<p>Provide CPD for teachers and support staff.</p>	<p>Pupils, teachers and support staff</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity. The Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved %age of pupil attainment in PE.</p>	<p>£2,500 for teachers and support staff to undertake CPD</p>
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<p>Continue with the GetSet4PE curriculum.</p>	<p>Pupils, teachers and support staff</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity. The Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</p> <p>Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>All pupils experience high quality PE lessons.</p>	<p>£660 scheme renewal cost</p>
<p>Provide swimming lessons for all KS2 children.</p>	<p>Pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to pupils.</p>		<p>£500 swimming instructor cost</p> <p>£3,500 coach cost</p>

<p>Continue to increase participation in competitive sport opportunities.</p>	<p>Pupils</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>All pupils access competitive sport opportunities over the school year.</p>	<p>£1,500 for additional TA hours £2,500 transport cost</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
Further develop our Happy Lunchtimes provision. Employ an additional lunchtime supervisor to support lunchtimes.	Lunchtime supervisors are more highly skilled and have a broader knowledge of playtime games they can lead with pupils.	There are a greater variety of games taking place on the playground that are engaging for pupils. Staff are more confident leading new games.
Continue with the GetSet4PE curriculum and provide CPD for teachers and support staff.	Teachers and Teaching Assistants have had opportunities to receive CPD and coaching to develop their skills in delivering consistently good PE lessons and all lessons are now of a good standard. This has been quality assured by the subject leader and SGO.	Staff are more confident in delivering PE lessons and PE lessons are of a higher quality. Children have reported that they enjoy the GetSet4PE scheme of work.
Provide swimming lessons for all KS2 children.	87% (26/30) of Year 6 children can swim at least 25m and use a range of strokes effectively.	Children enjoy swimming lessons and are keen to participate. All KS2 children have taken part in swimming lessons this year.
Continue to increase participation in competitive sport opportunities.	More pupils have had the opportunity to participate in competitive sport and this has led to children's raised self-esteem and sense of pride.	Pupil voice indicates that pupils value these opportunities and gain a sense of pride when representing the school. Parents also value these opportunities for their children.

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 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?	87% 26/30	Two pupils who have not attained this level of swimming ability have a fear of water and lack confidence. Over the sessions we were able to develop their confidence so that they engaged in games and activities. They could all swim approximately 12 metres by the end of the sessions but were not confident in deeper water. Two children had only recently arrived in the UK and had never been swimming before. Sessions were used to help them move safely in the water and develop basic swimming strokes.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87% 26/30	The pupils who did not develop a range of strokes are still in the early stages of swimming and are using just basic swimming techniques that will need to be developed further.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>83%</p> <p>25/30</p>	<p>Those pupils who didn't attain the self-rescue skills were still at the stage of perfecting their range of swimming strokes and becoming more confident swimmers.</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>This has not been provided, however there have been additional opportunities for unconfident and weaker swimmers to develop their swimming skills while on a residential visit.</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</p>	<p>All staff who teach swimming have received training and are provided with planning appropriate for the ability of their group.</p> <p>CPD is available for any staff who lack confidence or wish to upskill.</p>

Signed off by:

Head Teacher:	Claire Medhurst
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jemima Chapman
Governor:	James Barlow
Date:	22.9.24