



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

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   |
|--|---|--|
| Continue to provide 120 minutes of high- quality PE each week. • Ensure all children have access to additional 30 minutes of physical activity each day by providing full range of lunchtime activities to increase participation. | Staff confidence has improved in teaching wide range of PE following new plans, ensuring high quality PE lessons.<br>New plans being used by all staff. Skipping has improved following skipping workshop. Children chose to skip at breaktimes.  | Bikes used as part of lunchtime activities to offer more choice.<br>OAA resources used as part of teaching and embedding/recapping learning in an active way<br>Daily Mile ensures all children start the day in an active way supporting physical and mental well being |
| Purchase of new GetSet4PE – new scheme of learning to ensure staff have access to high quality lesson plans across full range of PE and sport.<br>Increase range of lunchtime clubs available through Sports Crew.                 | General skills have improved. Teacher leads early morning skipping and PE warm ups. New resources for Sports Crew to deliver active play and outdoor learning supporting the 60 active minutes a day agenda.<br>OAA resources being used to support active lessons and to support active engagement at playtimes. Full set of resources bought to ensure constant use | Platinum School Games Mark achieved.   |
| Purchase of balanceability bikes and OAA resources.  | Bikeability saw all children pass their cycling. Balance bikes used to support active travel to and from school. Training for PE coordinator and TAs to support use at play times.  | Federation sports day for healthy competition. Cross country, basketball, football and dodgeball tournaments attended.   |
| Continued membership of School Games to support participation.   |   |  |

## 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>To ensure all children are participating in two hours of high quality PE a week.</p> <p>Through monitoring by PE lead ensure all PE lessons are high quality and offer CPD as necessary.</p> <p>Through confidence surveys ensure support and CPD is in place including teachers and TAs.</p> <p>Ensure access to GetSet4PE to continue as a base for staff to teach high quality PE from.</p> <p>Audit range of PE equipment to ensure HQ PE can be taught.</p> <p>Continue membership to AfPE and School Games as a support in delivering HQ PE lessons.</p> | <p>All teachers and TAs as we build confidence and skills to teach HQ PE.</p> <p>All pupils as they will access the two hours of HQPE every week.</p> | <p><u>Key Indicator 1</u><br/>By offering CPD and having regular monitoring, we can ensure all pupils have access to two hours of high-quality PE every week.</p> <p><u>Key Indicators 1 and 3</u><br/>All pupils will develop their physical, cognitive, social and emotional learning, supporting the improvement in attainment in PE across all key stages in school.</p> <p><u>Key Indicator 2</u><br/>Pupils will feel inspired through PE to be more active away from PE lessons, supporting the aim of 60 active minutes per day for all children.</p> | <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Staff confidence improved following purchase of GetSet4PE scheme and gym CPD.</p> <p>Monitoring shows children are fully engaged in PE lessons and staff can support and challenge learning through adaptation of lessons.</p> <p>Pupil voice shows that children enjoy PE and physical activity within school</p> <p>Pupil attainment data shows children continue to make progress and can access curriculum</p> | <p>CPD</p> <p>PE lead release time for monitoring £500</p> <p>Additional courses</p> <p>GetSet4PE membership</p> <p>Updated resources gym trail £1300</p> <p>Additional swimming plus transport £3000</p> |

and support others.

Sustainability:

Staff will be confident and upskilled. Continued CPD can be from sharing good practice in school and using GetSet4PE.

| 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>To ensure all pupils will be active for 60 minutes a day, 7 days a week</p> <p>Increase the number and range of activities and clubs on offer (SportsCrew, Lunchtime supervisor, ITFC, ASC, Daily Mile/dance am) Extra -curricular timetable to be set up.</p> <p>Develop provision for physical activity at lunchtimes by increasing playground resources.</p> <p>Sports Crew to be trained in leading playground games.</p> <p>Independent play resources to be purchased.</p> <p>Use of Premier League Stars to support Sports Crew</p> <p>ITFC coach to support Sports Crew</p> | <p>Lunchtime supervisors need support to plan activities.</p> <p>Sports Crew need support to led activities.</p> <p>ITFC coach to support active play and Sports Crew</p> <p>All pupils as they gain access to further opportunities to get achieve their 60 daily active minutes every week.</p> | <p><u>Key Indicator 2</u><br/>Pupils will have more opportunities to be active, therefore, supporting the 60 daily active minutes, 7 days a week.</p> <p><u>Key Indicator 3</u><br/>Improved behaviour at lunchtimes therefore supporting whole school improvement.</p> <p><u>Key Indicator 4</u><br/>Offer a broader and more equal experience in a range of sports and physical activities to all pupils.</p> | <p>Attendance at ASC</p> <p>By 2024 we predict 90% will be choosing to be physically active for 30 mins at lunchtimes – target achieved</p> <p>Questionnaire on activity outside of school + activity in school – how many meeting 60 active minutes? All children actively engaged regularly for 60 minutes a day in school term time.</p> <p><u>Sustainability:</u><br/>Lunchtime supervisors will support and oversee Sports Crew leading activities as well as delivering own activities. Continue with HQ ASCs, reduced costs to encourage more to attend.</p> | <p>Cost for ASC £520<br/>football<br/>£500 gymnastics<br/>ITFC ASC £1140</p> <p>Lunchtime resources £300</p> <p>Moki activity trackers £1500<br/>Moki launch activity day £600</p> <p>Ring-fenced money for forest school Aut 24 £4000 - development of outdoor learning area including resources to enable more active play and active learning.</p> |

| 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>Raise the profile of PE and sport across the school, to support whole school improvement.</p> <p>Celebrate and assess the whole child through PE ensuring strong personal development and confidence. Continue celebrating achievements by encouraging children to share PE and school sport in sharing assemblies. Ensure the whole school is aware of the importance of PE and school sport and encourage all pupils to aspire to being involved. Promote physical activity outside of school and celebrate in assemblies and on display boards. Raise the profile of school and attendance with parents by offering early morning activity.</p> | <p>All staff including lunchtime supervisors. All pupils.</p> | <p><u>Key Indicators 1 and 3</u><br/>By celebrating physical education, school sports and physical activity (PESSPA) we will encourage more pupils to enjoyment movement and physical activity. All pupils will develop in their physical, cognitive, social and emotional learning, improving data in PE across the school.</p> <p><u>Key Indicator 3</u><br/>By improving profile of school with parents attendance will improve, this targets a whole school priority.</p> <p><u>Key Indicator 2</u><br/>Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average for 60 minutes a day, 7 days a week.</p> | <p>PE attainment data shows children continue to make progress across key stages.</p> <p>How many celebrates in assemblies</p> <p>Display boards</p> <p>Raising profile of PESSPA challenge<br/>100% to be active<br/>60mins/day, 7 days a week</p> <p>169 lates to school to 4/7/24 compared to 331 lates to 4/7/23</p> <p><u>Sustainability:</u><br/>Continue to recognise and celebrate pupil success in assemblies this raises profile of PESSPA in school and central to healthy lives.</p> |                           |

| 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>Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Activity week, ASC, lunchtime activities.</p> <p>Focus particularly on those pupils who do not take up additional PE and sport opportunities.</p> | <p>All pupils as they access further opportunities throughout the week to get active.</p> | <p><u>Key Indicator 4</u><br/>Offer a broad and more equal experience of a range of sports and physical activities to all pupils.</p> <p><u>Key Indicator 2</u><br/>Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active for 60 mins/day, 7 days a week</p> | <p>Activity week;<br/>gymnastics Pipers Vale, Premier Sports, Kicks and Tricks<br/>ASCs<br/>Gymnastics taster day in school</p> <p><u>Sustainability:</u><br/>Continue to liase with parents/pupils to ascertain what clubs children would be interested in attending. Continue to provide HQ ASCs that are with reduced costs to capture more children.</p> | <p>Activity week<br/>Boogie Bounce £610<br/>Sailing £576<br/>Kicks and Tricks<br/><br/>Gymnastics Pipers Vale £230<br/><br/>PE lead supply cover £1000<br/>ASCs</p> |



| 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>Increase the number of pupils participating in an increased range of competitive opportunities.</p> <p>Intra: Continue to offer opportunities to compete in lesson time. Focus to be on personal development (key life skills) through competition based on pupils' needs.</p> <p>Inter: Take part in competition through School Games and local high schools</p> <p>Whole school sports day</p> | <p>All pupils to have access to competitions</p> | <p><u>Key Indicator 5</u><br/>Increased participation in competitive sports.</p> <p><u>Key Indicator 2</u><br/>Pupils will be inspired to be more active with competitive element and practice. This supports the 60 active minutes/day agenda.</p> | <p>Register of competitions attended. In lesson competitive small games to apply skills.</p> <p>Sports day</p> <p><u>Sustainability:</u><br/>Competition will be embedded a part of normal learning through continued access to in class small games and competitive games at the end of a unit.</p> <p>GetSet4PE will support this.</p> <p>Continue with competition through School Games and St Jos College.</p> | <p>School Games membership £550</p> <p>Minibus costs to attend events £500</p> <p>Sports day £100</p> <p>PE lead to run practice sessions for competition £200</p> |



## 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><br><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%          | 100% of pupils prior to April 2024. One new child not assessed. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 100%          | 100% of pupils prior to April 2024. One new child not assessed. |

|  |               |  |
|--|---------------|--|
| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>   | <p>100%</p>   | <p>100% of pupils prior to April 2024. One new child not assessed.</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>N/A</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>Swimming is provided at local pool by trained professionals</p>     |

Signed off by:

|  |                             |
|--|-----------------------------|
| Head Teacher:  | <i>(Name)</i>               |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>(Name and Job Title)</i> |
| Governor:  | <i>(Name and Role)</i>      |
| Date:  |                             |