



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
The majority of the funding is spent on a sports coach and providing additional coaching to develop the teachers' knowledge and coaching methods. This provides CPD to all teachers and allows them to team teach. Working with the PE co-ordinator, plans have been planned in more detail which focuses on development and progression.	All teachers are benefiting from team teaching and developing their subject knowledge. The time spent amending the medium-term plans which are more detailed allow the children to develop and deepen the skills being taught in the lesson. These skills are being shown in the extra-curricular clubs which are very popular. Pupil Voice meetings highlight the enjoyment of PE within the school.	The improved plans will be monitored by the PE Co-ordinator and Sports Coach to ensure skills are becoming embedded and confidence improved. Pupil Voice meetings will continue and views of teachers will be implemented and any CPD addressed.

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
To engage the whole school community in regular physical activity. To ensure maximum activity for children during break and lunchtimes. To ensure each year group has sufficient PE equipment to deliver the curriculum.	Extra-curricular clubs participation numbers were high. Positive attitude towards being active.	Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport	Extra-curricular clubs based around physical and mental activity will develop and grow in diversity. Clubs focused on variety and raising participation. Equipment to be updated and replaced to allow us to reach as many children as possible during curriculum time and after school clubs. Continue to work/liaise with neighbouring schools and Sports Partnership to organise competitions. Continue with 'Get Active' sessions and the promotion of an active lifestyle.	£915

To raise the profile of PE within the school. Extra-curricular activities provided at lunchtimes and after-school clubs. A range of competitions entered and the children being offered a wider range of experiences. These experiences have also increased within the school environment. Increased participation in a range of activities. To ensure inter-school and intra-school competitions take place.	Sport and teamwork are valued at school. Children are proud to represent the school and their participation is celebrated. Children are proud to represent the school and aim to be awarded the Bronze, Silver or Gold Award. The Sports Award Scheme is a popular addition to the school as the children are proud to represent the school in a variety of ways. A Sports Boy/Girl Award was awarded to the children who had a positive attitude towards PE and sport in school. The Sports Councillors were elected and contributed their views on the PE and sport within the school. They will help to plan Sports Days. Year 6 children have enjoyed taking responsibility of playground equipment. Children are able to celebrate their talents and all are able to participate in a competitive but safe environment. Team training allowed the children to develop as a team and form new friendships and enhance confidence.		Registers prove the increased and high participation in extra-curricular clubs. Continuation of inter-school and intra-school competitions. Sports Days took part in a class environment in which the children were completion with themselves which resulted in children's positive reflection as some children were not confident competing against others. We will continue to enter a variety of sporting events with SSP and other local schools. Reports of games and events will be continued to be shared next year via the Headteacher's Newsletter, Assemblies and Twitter.	
--	--	--	--	--

To ensure that training needs are identified in all aspects of PE and physical activity and addressed.	PE specialist to work with ECTs and all members of staff to increase confidence in teaching PE. Staff training in an area identified to improve confidence and skills to teach PE. Class teachers to discuss areas of the PE curriculum they feel that they need improving. Children are able to celebrate their talents and all are able to participate in a competitive but safe environment. Team training allowed the children to develop as a team and form new friendships.		Discuss how they can provide CPD for staff to deepen their knowledge. PE specialist to continue to work with all members of staff and update plans where required. Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result, improved pupil's attainment and enjoyment in PE.	£20,185
---	--	--	--	----------------

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
The majority of the funding is spent on a sports coach and providing additional coaching to develop the teachers' knowledge and coaching methods. This provides CPD to all teachers and allows them to team teach. Working with the PE co-ordinator, plans have been monitored, improved and discussed to focus on development and progression. The profile of PE within the school has been a focus and the numbers of children attending extra-curricular clubs have remained high and clubs are diverse.	All teachers have benefitted from team teaching and developed their subject knowledge. The time spent amending the medium-term plans which are more detailed have allowed the children to develop and deepen the skills being taught in the lesson. These skills are being shown in the extra-curricular clubs which are extremely popular. Pupil Voice meetings with the Sports Councillors highlight the enjoyment of PE within the school. Children's opinions support the positive impact that PE has on their well-being.	The improved and monitored plans have been monitored by the PE Co-ordinator and Sports Coach to ensure that the skills are embedded and confidence improved when the children are applying the skills learnt. Pupil Voice meetings will continue and views of teachers will be implemented and any CPD addressed if and when they arise. The opinions of children and parents will be canvassed to assess their views regarding PE within the school.

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?	57%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	57%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	72%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The teaching of swimming and water safety has now been taken on by an external provider, i.e. the teachers follow the sessions and are able to articulate the children's learning to parents via reports.

Signed off by:

Head Teacher:	<i>Daniel Miracapillo</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Andrew Regan & Matt Jiggins</i>
Governor:	
Date:	1.7.24