



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
<ul style="list-style-type: none">• Start every day with daily Zumba/ daily mile• Continue to purchase quality equipment to be used to increase daily physical activity• Sports leaders to lead lunchtime activities.• Continuing to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible.• Continuing educating our children in the value and benefits of a healthy active lifestyle.• Develop further teachers' skills and knowledge in activities that will engage and inspire our pupils.• Engage learners in different experience such as new sports and experiences.• Continue to use PE and sport to develop the whole person including thinking, social and personal skills• Continue to use PE teaching to aid fine and gross motor skill development	<ul style="list-style-type: none">• Children have had a variety of activities available and have achieved the required amount of daily exercise.• The school received the silver games mark.• Children have taken part in inter-house competitions, different types of sport and met inspirational athletes.	

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| <ul style="list-style-type: none">• Regular use of gym, climbing frame and trim trail.• Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.• To encourage coach employed to deliver the PE curriculum alongside school staff.• Progression of skills and assessment to be used.• Children to experience OAA activities. | | |
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Key priorities and Planning

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

Academic Year: 2023/24		Total fund allocated: £17829.60.		Date Updated:3.7.24	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					10%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<p>Improve physical activity levels in our most inactive pupils:</p> <ul style="list-style-type: none"> Start every day with daily Zumba/ daily mile Continue to purchase quality equipment to be used to increase daily physical activity Sports leaders to lead lunchtime activities. Continuing to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible. Continuing educating our children in the value and benefits of a healthy active lifestyle. Lunchtime equipment 	<ul style="list-style-type: none"> Daily start to the day for Zumba with opportunity for daily mile too. After school clubs offered in a variety of sports. Using cross curricular links to show the importance of a healthy lifestyle. Following Greenacre PE plans. Implement sports leaders to lead lunchtime activities so children are more active. More equipment on offer means children have more to play. 		£3000	<ul style="list-style-type: none"> Children start the day ready to learn. More variety of clubs is offered which appeal to different children. Skills are being developed and drawn on. Sports leaders enjoy leading activities which keep children active. A variety of activities are on offer at lunchtimes. 	Re-launch sports leaders.

purchased.				
Key indicator 2: The engagement of all 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				Percentage of total allocation: 10%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<ul style="list-style-type: none"> • Develop further teachers’ skills and knowledge in activities that will engage and inspire our pupils. • Engage learners in different experience such as new sports and experiences. • Continue to use PE and sport to develop the whole person including thinking, social and personal skills • Continue to use PE teaching to aid fine and gross motor skill development • Ensure PE and school sport is visible in the school –awards. • High quality PE lessons delivered during curriculum time. 	<ul style="list-style-type: none"> • Sports coach working alongside teachers for lessons. • Inviting providers into school to offer different activities. • SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. • Employment of sports coach • Celebrate sporting achievements. • Use progression of skills to assess the children’s achievements. • Children use equipment daily. 	£3000	<ul style="list-style-type: none"> • Teachers are confident in leading PE and building on skills. • Children are happy and healthy. • Sports coaches are developing skills and upskilling teacher. • Progression of skills is being developed and implemented. • PE assessment is in place. 	Continue with what is already in place and continue the focus on offering a variety of sports.

<ul style="list-style-type: none"> Monitoring use of schemes and whole school PE coverage. Assess all areas of the PE curriculum. Regular use of gym, climbing frame and trim trail. 				
Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation: 68%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<ul style="list-style-type: none"> Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. To encourage coach employed to deliver the PE curriculum alongside school staff. Progression of skills and assessment to be used. Children to experience OAA activities. 	<ul style="list-style-type: none"> Staff confidence in delivering PE lessons is improving Sports coach used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coach's expertise Progression of skills in areas of learning to be implemented with assessment. Staff to be confident in teaching OAA. 	£22000	<ul style="list-style-type: none"> Staff are confident in delivering different types of sport. Children understand key terms which can be seen through pupil voice. Assessment shows the % age appropriate within school. 	Continue with what is already in place but with an forest school focus as that wasn't achieved this academic year.

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 14%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<ul style="list-style-type: none"> Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active. Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport First Aid training for all Year 6 pupils. Give the children experiences of sport outside of school environment. To provide top up swimming to Year 6 who haven't 	<ul style="list-style-type: none"> Employ sports coach to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school To invite providers in to give children experiences. To have an Olympic athlete visit the school to inspire the children. All Year 6 children to be fully first aid trained. Children will try different sports. Three year groups to experience different bike skills. Children are safe and able to ride a bike. Send any Year 6 children who cannot swim 25m for additional swimming sessions. 	£4500	<ul style="list-style-type: none"> Sports coaches have resulted in a variety of sports being taught. The children have experienced Nerf and zorbing activities. All KS2 children experienced a roller disco. Meeting an Olympic basketball player inspired all the children, they enjoyed the visit. Year 6 have been first aid trained. All year 6 children achieved their water safety skills in swimming. 	Continue what is in place apart from roller disco.

achieved 25m.				
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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
<ul style="list-style-type: none"> • Start every day with daily Zumba/ daily mile • Continue to purchase quality equipment to be used to increase daily physical activity • Sports leaders to lead lunchtime activities. • Continuing to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible. • Continuing educating our children in the value and benefits of a healthy active lifestyle. • Develop further teachers' skills and knowledge in activities that will engage and inspire our pupils. • Engage learners in different experience such as new sports and experiences. • Continue to use PE and sport to develop the whole person including thinking, social and personal skills • Continue to use PE teaching to aid fine and gross motor skill development • Regular use of gym, climbing frame and trim trial. • Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. • To encourage coach employed to deliver the PE curriculum alongside school staff. • Progression of skills and assessment to be used. • Children to experience OAA activities. 	<ul style="list-style-type: none"> • Children have had a variety of activities available and have achieved the required amount of daily exercise. • The school received the silver games mark. • Children have taken part in inter-house competitions, different types of sport and met inspirational athletes. • Ofsted found PE to be a strength of the school. 	

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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?	62%	<i>This is in at least one stroke.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	

<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><i>All children have been taught safe rescue skills.</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/No</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>We use outside providers.</p>

Signed off by:

Head Teacher:	<i>Andrea McCluskey</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Anji Martin/ Andrea McCluskey</i>
Governor:	<i>Ian Overhead</i>
Date:	18.7.24