



# 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"> <li>• A new P.E. curriculum (Striver) has been successfully implemented across KS1 and KS2.</li> <li>• CPD sessions for teachers in staff meetings to support roll out of new curriculum.</li> <li>• Extra-curricular provision has been overhauled/improved, including both teacher led and externally provided clubs.</li> <li>• More competitions being entered, and teams achieving more success (e.g. QuickSticks, Netball league etc...).</li> <li>• Links established with High School Leckhampton to provide opportunities such as sharing facilities and helping Year 6 children integrate into a secondary school environment.</li> <li>• Plans have been made to improve and modernize (equipment available, storage etc...).</li> </ul>	<ul style="list-style-type: none"> <li>• Following CPD sessions, teachers are following our P.E. lesson structure to ensure active, dynamic lessons as well as high quality teaching and learning.</li> <li>• Extra-curricular provision has seen larger numbers participating in regular activity.</li> <li>• Profile of subject has been raised and many positive comments have been made by children and parents. There's more of a buzz!</li> <li>• HSL have supported the delivery of a new format for Sports Day. The success of this is to be built upon further over the coming year.</li> <li>• New storage and equipment has led to more inclusive and accessible lessons (e.g. batting tees in rounders + various bat types = more success in lessons).</li> <li>• New equipment is supporting staff to get children more active at break times.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant focus on staff CPD is required (to enable better use of recently acquired resources).</li> <li>• Sustainability of existing provision will also need to be a focus (e.g. delivering our own balanceability sessions instead of paying a company to do this every year)</li> </ul>

## 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
Provide class teachers with high quality PE CPD, based on identified needs.	Class teachers	Key indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport	Class teachers will develop greater range of subject specific strategies, ensuring lessons are as a high quality as possible.	£2,496 Teacher release time, enabling staff to attend specific CPD courses
Subject Leader to provide support program to ECT teachers regarding fundamentals of PE delivery.	ECT teachers	Key indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport	ECT teachers will be able to deliver lessons in line with school policy / expectations and will develop greater confidence in the subject area.	£525 Teacher release time to facilitate training for class teachers, to be led by Subject Leader(s) and/or Subject Leader from HSL.
Provide Subject Leaders with support and networking opportunities to ensure they are keeping up to date with current practices and developments in their subject area.	Subject Leaders	Key indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport	Subject leaders will develop greater links to subject leaders working at other schools, enabling them to develop, collaborate and share good practice.	£1,500 Move More membership (Subject Leader networking & support program)
Provision of Balanceability sessions for children in Reception.	100% of children in Reception Reception teachers and TPs	Key indicator 2: increasing engagement of all pupils in regular physical activity and sport	Reception children able to ride a bike independently and with confidence. More children confident and able to ride scooter/bike to and from school, enabling active lifestyles (e.g. active transport to school, rather than being driven). * School intends to purchase own balanceability bikes and train staff.	£2,325 Delivery by Move More of balanceability program this academic year ( <i>whilst we establish our own equipment and staff</i> )  £3,285 Training of staff, purchasing bikes and helmets etc...
Overhaul existing swimming provision (onsite, temporary pool) to maximise impact on children below 25m target.	All KS2 children at risk of not meeting EKS2 25m target.	Key indicator 2: increasing engagement of all pupils in regular physical activity and sport EKS2 25m swimming target	More children able to confidently swim 25m by the end of KS2, enabling greater number of children to lead an	£5,550 for onsite pool and instructors (3 weeks of interventions)

			active lifestyle.	
PE specific teaching partner / apprentice to be employed who will provide support to teachers and run interventions in P.E.	All teachers, TP's and children.	Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement	Teachers will be able to offer more effectively scaffolded lessons where children can be supported specifically in PE. School able to offer high-quality interventions relating to whole-school and PE issues outside of PE lessons. Children can feel more confident in their abilities in PE and therefore are more likely to pursue physical activity outside of school. This has potential to lead for greater links with higher education settings in the area, resulting in a more diverse and rich focus on the teaching of PE / whole school issues.	£2000 2 x HE students working with the school as part of a work placement scheme.
Identified children to take part in FUNdamental sessions (formerly 'SportsAbility')	Children who had been identified as requiring more motivation to exercise and take part in physical activity / children with identified needs as it pertains to performance and ability in PE.	Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement	Children exhibit greater engagement and attainment in PE and physical activity.	£525 Teacher release to facilitate events
Additional non-contact time for subject leader	Subject leader All children, teachers and TPs	Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement	Training delivered, systems establish and resources created should enable all staff to sustain programs in the future.	£6,000
Make necessary upgrades to storage facilities and available teaching resources.	All teachers, TPs and children	Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils	Better (and safer) storage solutions will make equipment easier to access for lessons and clubs. Greater range of resources will enable children to have greater success and make better progress in lessons. More varied equipment will enable a wider range of activities to be taught / offered in both lessons and clubs.	£5,321 E.g. Orienteering map of site produced and associated resources Expanded range of goals, nets etc... Increased range of teaching resources (e.g. batting tees etc...)

Facilitate OAA activities that we are unable to offer on site.	Year 6 children and staff	Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils	All children able to attend and participate in full program of events provided as part of the residential.	£2,500 Isle of Wight residential - subsidy
Increase the range of competitive sports events entered by the school.	Children provided with more opportunities to participate in competitive activities.	Key indicator 5: increase participation in competitive sport	More children participating in competitive sport. More children motivated to participate in PE and/or sports activities.	£3,699 Move More membership Team kits Other event entry costs Gazebo (safety at events)

## 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

## 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?	%  2022-23 = 79%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%  2022-23 = 84%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>



What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%  2022-23 = 71%	<i>Use this text box to give further context behind the percentage.</i>
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?	Yes	Top Up lessons (via an on site, temporary swimming pool)
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Lessons are delivered by external swimming instructors / coaches (included as part of the hire agreement for the temporary pool)

Signed off by:

Head Teacher:	(Name)
Subject Leader or the individual responsible for the Primary PE and sport premium:	R Simpson & T Robinson
Governor:	(Name and Role)
Date:	