



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
Active break/lunch times which will be led by staff. This includes use of the activity markings on the playground.	Increased physical activity during break times, leading to improved fitness and focus in lessons. Pupils are more engaged and demonstrate better social interaction during these times.	The activity markings have been particularly useful in promoting inclusive participation. Staff involvement has ensured that pupils are safe and active. We could consider expanding this program by introducing more diverse activities.
Lessons are carefully planned to meet the needs of all pupils (particularly SEND), to ensure progression and skill development	Improved individual progress, particularly for SEND pupils. Tailored lessons have increased engagement, confidence, and skill development among all pupils.	Continual staff training has been essential to maintaining the quality of lessons for SEND pupils. Moving forward, it would be beneficial to review lesson plans regularly to ensure that they remain adaptive and effective.
Offer a broad range of activities for children to engage in after school	Increased participation in extracurricular activities, promoting a wider skill set among pupils. This has fostered a sense of community and teamwork.	Attendance at after-school activities has been high, with feedback indicating that pupils enjoy the variety of offerings. However, we could look into adding more options that cater to specific interests or abilities to ensure even higher engagement levels.

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
Organise a wide range of extracurricular clubs for pupils to engage with	Teaching/support staff, PE coach, outside providers - as they need to lead the activities pupils – as they will take part.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	
Providing team-teaching opportunities or PE lesson observations for staff to share best practices and maintain high teaching standards.	Teaching/support staff, PE coach, as they will observe and deliver the sessions	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Improve staff confidence and ensure high quality PE delivery. Sustainability will be achieved as staff retain and share knowledge, resulting in better pupil engagement and skill development.	£0
Participating In local sports leagues and tournaments and promoting and supporting pupils to take part in external competitions.	Children as they will compete and staff as they will organise and facilitate	Key indicator 5: Increased participation in competitive sport.	Boost pupils confidence, teamwork and motivation by allowing them to apply their skills in a competitive setting. Sustainability will be achieved through the establishment of long term partnerships with local schools/organisations.	Cost of School Games fees £ Transfers to competitions/games £

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
Active lunchtimes After school clubs Wake up Shake Up	Increased physical activity and social interaction among students. Improved engagement in sports, development of teamwork skills, and enhancement of fitness. Enhanced focus and energy levels in students at the start of the day.	Monitor participation rates and gather feedback to refine activities. Evaluate club offerings based on student interest and participation levels. Consider expanding wake up shake up to additional days based on teacher and student feedback.
Identification of teacher's CPD needs through surveys and observation CPD opportunities provided to class teachers	Improved teacher confidence and competence in delivering high-quality PE lessons. Increased engagement and skill development in pupils.	Review effectiveness of CPD sessions periodically and adjust based on feedback.
External provider hired to deliver Forest School activities	Increased exposure to outdoor learning, development of problem-solving skills, and teamwork.	Ensure that activities are aligned with curriculum goals and assess student progress.

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?	83%	We are pleased with the percentage of children that can swim at least 25m, despite their limited pool access this year.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	42%	Although most students are confident with basic swimming, proficiency in <i>all</i> four strokes requires improvement. More pool access would have allowed for more children developing these skills, unfortunately that wasn't the case this year.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	.

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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Amy Powell PE Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	