



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
All children participate weekly in 2 hours of physical education.	Children have access to a wide range of sports activities and opportunity to develop a broad range of skills.	
Opportunities utilised to increase levels of daily activity across the school through the daily physical challenge.	Levels of activity have increased which has a positive impact on fitness and readiness for learning.	
Wide range of 'free' extra-curricular sports clubs for all age ranges to increase participation across the school.	Children have the opportunity to participate in a wide range of sports. Access for all.	
Increased number of children participating in inter-school sport competition through the cluster school group run by the local secondary school.	All children in year 5/6 given the opportunity to represent the school. Children in lower key stage 2 also given the opportunity to experience competitive sport.	

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 Total: £16,900
<p>To review and then develop the PE curriculum. Subject leader to understand areas for development and work with staff to implement changes.</p> <p>To develop a skills progression document.</p>	<p>PE coordinator will work with teachers to review and develop the PE curriculum.</p> <p>SLT/ PE Lead to be able to monitor the quality of curriculum, develop policy and disseminate information through staff meeting to ensure awareness of new developments. Staff – increased knowledge of subject and progression of skills</p>	<p>Key Indicator 1</p> <p>Key Indicator 3</p>	<p>High quality PE curriculum enables all children to be physically active and flourish in a range of physical activities.</p> <p>SLT to continue to monitor curriculum and its implementation to ensure it meets the needs of all children and children continue to meet or exceed expectations.</p> <p>Subject leader to track the progress of children’s skills, knowledge and vocabulary.</p>	<p>£1640.88</p>
<p>To audit the current PE equipment and purchase new, high quality, sports equipment where necessary to support the development and implementation of the curriculum and sports clubs.</p>	<p>Subject leader to audit and then liaise with teachers/LSAs/club leaders so they are aware of the equipment which is available for them to use</p>	<p>Key Indicator 2</p> <p>Key Indicator 3</p>	<p>Children were able to participate in PE lessons and clubs which utilised high quality equipment and broadened their experiences, developing new skills.</p>	<p>£1258.22</p>

Maintain the high number of children achieving the expected standard or above.	Teachers ensure high quality PE lessons using updated curriculum and resources. Subject leader to look at termly assessments and discuss with teachers where necessary. Pupils demonstrate increased knowledge and skills.	Key Indicator 1 Key Indicator 3	Teachers are more confident to deliver effective high quality PE lessons. See attainment from termly assessments. Staff are confident with teaching using the updated curriculum.	
Appropriate PE kit available (including swimming kit) so that no child misses out on a physical activity and can participate safely.	Teachers/LSAs know where spare kit is kept. All children are able to participate in all aspects of PE.	Key Indicator 2 Key Indicator 3	Pupils are always able to take part safely in their PE lessons in appropriate kit.	£30.24
Maintain and increase whole school participation in extra-curricular clubs. (EYFS from Autumn 2)	Pupil voice- to see which sports clubs are wanted. PE coordinator and admin staff compiling and auditing club registers. Parents and pupils- choice of clubs (termly/half-termly)	Key Indicator 2 Key Indicator 4	Increased number of children are participating in physical activity and are accessing a broader range of sports. 'Free' after-school clubs to continue next academic year allowing participation for all. Staff to discuss clubs offered and ensure a range of options are available for all year groups.	£5378.40
Specialist SEND training for support staff in delivering Gym Trail to support SEND pupils with developing fine and gross motor skills.	KS1 Staff attended training Teachers to identify children who will benefit from attending the club.	Key Indicator 1 Key Indicator 2	SEND support staff and class teachers feel confident in supporting their pupils within Gym Trail early morning club and within PE lessons.	£1065.96

Children to be invited to attend twice weekly club focusing on developing fine and gross motor skills	KS1 LSAs to deliver			
To continue links with Leventhorpe (Secondary school) as part of the feeder schools' sports partnership To participate in inter-school competitive sport.	PE subject coordinator and PE secondary school staff. PE coordinator to liaise with class teachers to ensure all children have the opportunity to participate in inter-school competitions.	Key Indicator 3 Key Indicator 4 Key Indicator 5	Pupils across Key Stage 2 had the opportunity to represent the school in competitions.	£1064.40
To increase activity levels throughout the day, as well as further utilising break and lunch times to increase activity levels. Develop the role of playleaders and prefects. Maintain and update trim trail equipment.	PE subject coordinator. Admin/finance managers. Upper KS2 staff and children.	Key Indicator 2 Key Indicator 4	Children are more active at lunch and break times and enjoy using the new equipment.	£2220.51
Bikeability- year 4 & 5	KS2 staff	Key Indicator 4	Children experience a wider range of activities and develop skills safely.	

Subsidise the PGL residential upper KS2 school trip to ensure all children have the opportunity to participate and experience this activity week.	Ensure there are sufficient school staff to support the children. All children are able at attend.	Key Indicator 4	All children who wanted to attend were able to and were able to experience new activities which they had not tried before. Children develop a wide range of transferable skills.	£2688.40
For all children to experience competitive sport To bring the whole school community together through sport.	PE coordinator and admin managers to organise. Teaching staff to assist with organisation and running the event. Pupils participating and parents supporting.	Key Indicator 3 Key Indicator 5	Whole school community event- parents supported and celebrated children's performances and then stayed for a community lunch on the field. Opportunity for all pupils to participate in intra-competition.	£378.99
To increase the number of children able to swim competently.	Swim teacher Yr 5/6 children who require additional sessions	Key Indicator 2 Key Indicator 4	Through the top-up sessions water confidence was increased and although children did not reach the 25m target the vast majority were able to swim 20m with increasing levels of confidence.	£1174

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
Curriculum has been updated with an emphasis on skills progression. All staff had input into the updated curriculum design and worked together to agree on key features and expectations for PE.	Lesson drop ins have shown the impact of the curriculum update. Teachers are confident with delivering high quality lessons in which children are able to develop and use prior knowledge, key vocabulary, competitive, non-competitive, team and individual sports and skills.	
Increase in the number of 'free' clubs available to all children across the school.	New sports clubs available this academic year such as Tennis and yoga fitness. Opportunities for all to participate.	
Children across Key Stage 2 were able to participate in competitive competitions through the sports partnership.	Children wanted to participate and represent the school. Children competed in cross country, netball, football, athletics and rounders competitions.	
High number of children reached the expected standard or higher.	High number of children who are physically active and these transferrable skills which have been mastered are used impact positively on their lives.	

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?	53%	<p>27% of children were new to the school in upper key stage 2 and were non-swimmers. Although the water confidence of these children has greatly improved they have not had as many lessons to enable them to develop the ability to be able to swim competently over 25m.</p> <p>Most children are proficient at swimming 20 metres. This cohort has had an extra term of swimming lessons to support them with developing their skills.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	40%	Most children are proficient in two strokes.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>67%</p>	<p><i>Use this text box to give further context behind the percentage.</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>As a result of the COVID pandemic, specific children did not access swimming lessons until they were in KS2, therefore they require additional top up sessions.</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>Children are taught by a qualified swimming instructor at the local public swimming pool. School staff support groups of children instructed by the qualified swimming teacher.</p>

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	L.Ansell
Governor:	
Date:	July 2024