



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
Premier Education- CPD for staff and assessment of pupils physical abilities.	Staff have become more confident in delivering different sports related activities. Staff have observed high quality PE delivery and have commented on the usefulness of learning new sports.	Higher quality PE delivery compared to previous years supplier. New assessments on pupils physical abilities works well alongside the assessment wheels we use for REAL PE.
Continued use of the REAL PE scheme of work.	Based from a staff voice questionnaire, staff said that they feel confident to deliver REAL PE lessons and this has improved the quality of PE lessons delivered by teachers.	Through informal drop in sessions it is evident that teachers feel more confident and deliver higher quality PE lessons than previously.
Increasing pupils engagement in extra-curricular activities.	The use of sports leaders, training of dinner staff and use of sports coaches has increased the number of children engaging in physical activity at lunchtimes.	Through informal observations during lunch times there are a large number of pupils who take part in at least one of the activities set up for them.

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 increase pupil engagement and activity within high quality PE and Games lessons.	Pupils and the amount of physical activity they complete on a regular basis. Staff CPD to ensure high quality PE lessons taught that engages and inspires pupils.	Key indicator 2- increasing engagement of all pupils in regular physical activity and sport. Key indicator 3- raising the profile of PE and sport across the school, to support whole school improvement. Key indicator 4- offer a broader and more equal experience of a range of sports and physical activities to all pupils.	More pupils reaching their daily movement goals. Ensuring that children develop physical literacy to continue their physical activity levels later on in life. Staff CPD will ensure high quality PE lessons are taught and sustainability will be achieved.	£5330 spent on sports coach to deliver CPD for staff and high quality PE lessons to pupils.
Pupils are more active during unstructured times (break and lunch times).	Pupils and the amount of physical activity they complete on a regular basis. Sports leaders delivering activities during lunchtimes. CPD for dinner staff.	Key indicator 2- increasing engagement of all pupils in regular physical activity and sport. Key indicator 3- raising the profile of PE and sport across the school, to support whole school improvement. Key indicator 4- offer a broader and more equal experience of a range of sports and physical activities to all pupils.	More pupils reaching their daily movement goals. CPD for dinner staff to ensure more opportunities for pupils to be physically active during unstructured times.	£672 spent on improved playground equipment for break and lunch times. £8101.50 spent on GC to deliver lunchtime and afterschool clubs.

<p>Deliver high quality REAL PE lessons taught by teachers.</p>	<p>Pupils receiving high quality PE lessons. Staff receiving CPD to further develop the quality of PE lessons.</p>	<p>Key indicator 1- increasing all staff's confidence, knowledge and skills in teaching PE and sport. Key indicator 2- increasing engagement of all pupils in regular physical activity and sport.</p>	<p>Teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, this is evidenced through staff CPD questionnaires.</p>	<p>£2160 spent on REAL PE CPD package, providing twilight training days and staff meetings.</p>
<p>Develop pupils knowledge and ability in a range of sports. Pupils to have a wide range of opportunities available for them to try new sports.</p>	<p>Pupils have more opportunities to try a variety of sports. Staff receiving CPD to further develop the quality of PE lessons.</p>	<p>Key indicator 1- increasing all staff's confidence, knowledge and skills in teaching PE and sport. Key indicator 2- increasing engagement of all pupils in regular physical activity and sport. Key indicator 4- offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>Pupils have more opportunities to try different sports, improving their physical literacy. This is evidenced through curriculum maps and timetabling. Teachers more confident to deliver effective PE, this is evidenced through staff CPD questionnaires.</p>	<p>£356.62 spent on new sports equipment. £1274.40 spent on Orienteering course and CPD training.</p>
<p>Inter and intraschool competitions to provide competitive opportunities for all pupils.</p>	<p>Pupils have more opportunities to participate in competitive sports.</p>	<p>Key indicator 5- increase participation in competitive sport</p>	<p>Pupils have more opportunities to participate in sports competitively. Evidenced in PE curriculum maps.</p>	<p>£128.33 spent on rewards for tournaments. £177.15 spent on new football kit for competitions.</p>

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
To increase pupil engagement and activity within high quality PE and Games lessons.	Through pupil voice interviews it has been evident that children are enjoying their PE lessons and have been joining in with extra-curricular clubs/ activities. According to the pupil voice results 98% of the children interviewed enjoyed their PE lessons and 80% had been to an afterschool club.	Regular staff CPD has been undertaken this year including CPD delivered by a REAL PE representative and sports lead for REAL PE. Additional CPD delivered for Orienteering with new course being installed in school.
Pupils are more active during unstructured times (break and lunch times).	Through informal observations it is evident that children are more physically active during unstructured times with a range of sports/ physical activities being available for children to take part in. Through a whole school pupil voice where 151 pupils were asked about taking part in lunchtime activities 81% of pupils said that they had taken part in sporting activities set up sports leaders, lunchtime supervisors or coaches.	Staff CPD was put in place for lunch time supervisors and this has increased the number of physical activity opportunities during lunchtimes. Sports leaders were trained during Autumn term and delivered regular lunchtime activities.
Deliver high quality REAL PE lessons taught by teachers.	Through pupil voice interviews it has been evident that children are enjoying their PE lessons. Informal drop ins to PE lessons show high quality PE is being taught by teachers. During a REAL PE pupil voice of a random selection of children from every year group 90% of pupils said they enjoyed their REAL PE	Regular staff CPD has been undertaken this year including CPD delivered by a REAL PE representative and sports lead for REAL PE. Staff have been to staff meetings on the learning nutrition, adapting REAL PE lessons to ensure good practice and orienteering.

<p>Develop pupils knowledge and ability in a range of sports. Pupils to have a wide range of opportunities available for them to try new sports.</p> <p>Interschool competitions to provide competitive opportunities for all pupils.</p>	<p>lessons.</p> <p>Pupils have had a wider range of opportunities to take part in different sports. New sports introduced including pop lacrosse and handball. During a whole school pupil voice of 151 pupils 81% of pupils said that they had taken part in a new sport this year.</p> <p>End of unit competitions have taken place in each year group. Informal observations and feedback from pupils has shown that they are enjoying the end of unit competitions. During a whole school pupil voice of 151 pupils 90% of them said that they have taken part in an inter-school competition this year.</p>	<p>New LTP introduced this year to ensure a range of sports are being taught. New PE equipment purchased to aid sports being taught.</p> <p>A small trophy and rewards have been given for the winning group of each competition.</p>
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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?	80%	No challenges faced. Children attended weekly swimming lessons at the local leisure center.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	Pupils assessed by swimming instructors using a range of strokes.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>78%</p>	<p>Swimming instructors delivered water safety in the pool and came into school to deliver water safety workshops.</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>No</p>	<p>Not needed.</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>No</p>	<p>Not needed, all teaching and water safety is taught by swimming instructors.</p>

Signed off by:

Head Teacher:	<i>Ruth Harrison</i> -Ruth Harrison- Head Teacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jake Mawer</i> Jake Mawer- PE lead
Governor:	
Date:	09/07/24