



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
Promote the engagement of pupils in physically active games, lessons, and activities, daily, for EYFS, KS1 and KS2, especially during lunch time (lunchtime provision)	Children are active and participate in a range of sporting games every day. Children are participating in sports on a rota. MDA are confident in leading sessions for the children.	
Purchase PE, playtime, and lunchtime equipment to support running of active games to engage pupils across the school.	Pupils in all stages engaged in physical activity in playground settings and exposed to a wide range of games.	Equipment for both PE and the playground is constantly replenished. To allow children to experience high quality PE lessons and then experience them in their own settings such as play times and lunch times.
Promote the engagement of pupils in physically active games and activities, daily, for EYFS, KS1 and KS2.	Children enjoy and participate in PE, developing new set of skills as the year progresses, building on prior knowledge and growing in self-esteem.	New scheme for PE learning.
Provide opportunities to consolidate and stretch pupil's knowledge and understanding of active games, promoting a growing independence.	Reviewing lesson plans to ensure maximum participation.	New scheme for PE learning.

Sports Day to celebrate sporting achievements and develop teamwork.	Children performed well at sports day, increasing in competitiveness, knowledge and growing in self-esteem.	
To increase the confidence and knowledge of PE lead	Supported by curriculum lead and the constant CPD offered internally and externally.	
Provide necessary CPD opportunities, upskilling, training, and coaching for teaching and support staff	Enhance subject knowledge and build confidence of teaching staff by continuous monitoring and sharing best practice between teaching and support staff.	Training provided on new scheme of learning for PE
Ensure Rising Stars Curriculum is up to date for lesson delivery across the school, which includes a variety of sports and activities (including PE equipment to use within the curriculum)	PE scheme was used for the year and was successful. On review the scheme of work for rising stars did leave some teachers desiring more in depth support and progression of skills for the children. Childrens feedback suggested they would of preferred more visual and instructions to support their understanding.	Scheme of learning changed.
Subsidise access to new sporting opportunities through extended school sports access – outside of the school environment	Children participated in a range of sporting activities such as dance gymnastics and multisport after school. Sporting workshops also took place.	
Targeted pupils to take part in sports clubs and intra/intercompetitions: Greater participation in sports by targeted groups of pupils.	Children were able to compete against partnered school in football competitions.	

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
<p>Promote the engagement of pupils in physically active games, lessons and activities, daily, for EYFS, KS1 and KS2, especially during lunch time (lunchtime provision)</p> <p>Purchase PE, playtime and lunchtime equipment to support running of active games to engage pupils across the school.</p> <p>New PE scheme to be used. Ensure that get set 4 PE is being used across the whole school. Teachers are confident when delivering lessons. The scheme includes a variety of sports and activities (including PE equipment to use within the curriculum)</p> <p>Promote the engagement of</p>	Teachers, Midday assistants, sports coaches, and children.	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	<p>Train teaching and support staff; PE leader and pupil leaders to monitor, engage and encourage lunchtime activities and observe PE lessons across the school.</p> <p>Teachers to be given CPD and PE lead to monitor, observe and support all teachers across the school. PE lead to conduct staff survey and pupil voice. PE lead to visit alternative school for training and support.</p> <p>Teachers to use plans videos and pictures to support the children's learning. Curriculum maps to be constantly reviewed to ensure all teachers/children have an understanding of the progression from year to year</p> <p>Children continue to have two PE lessons a week alongside breaktimes and lunchtimes. One</p>	<p>£2500</p> <p>£2500</p>

<p>pupils in physically active games and activities, daily, for EYFS, KS1 and KS2.</p> <p>Provide opportunities to consolidate and stretch pupil's knowledge and understanding of active games, promoting a growing independence.</p> <p>Pupils that attend sports club will be engaging in more than 2 hours of physical activity a week.</p> <p>Cross curricular links to other subjects.</p>	<p>Teachers, Midday assistants, and children</p> <p>PE lead and curriculum lead.</p> <p>PE lead, curriculum lead and teachers</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	<p>PE session will be indoors, the other will be outdoor.</p> <p>PE leader keeps up to date with new initiatives and Government procedures through UL Director of Sport.</p> <p>Pupils that attend sports club will be engaging in more than 2 hours of physical activity a week.</p> <p>Teachers to be aware cross curricular links and use key vocabulary to link PE with any subject increase physical participation. Teachers to plan more opportunities of active learning and topic-based PE lessons.</p>	<p>£5000</p>
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<p>New PE scheme to be used. Ensure that get set 4 PE is being used across the whole school.</p>	<p>PE lead, teachers lunchtime support staff.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>The new scheme will increase the school's capacity to offer a new range of sports and skills. The new scheme will also allow the external provides an increased coverage of sports they offer with new equipment to fulfill the requirements of the sports.</p>	<p>£2000</p>
<p>PE lead to provide training for lunchtime staff.</p>	<p>PE lead and lunchtime staff</p>		<p>All lunchtime staff are to be given training about sports and engaging the children. Lessons to be shared with lunchtime staff to offer similar games and sports children would have experienced during PE lessons.</p>	
<p>PE lead to offer external experiences to inspire pupils such as workshops and trips.</p>	<p>PE lead external coaches and the children</p>		<p>Children to experience real life sporting events. PE lead to look for chances to offer invaluable sporting experiences to inspire pupils.</p> <p>Workshops and athletes. PE lead to work with local community to find opportunities for children meet with real athletes and offer experiences children to be inspired.</p> <p>PE lead will increase links with the local community to</p>	

<p>Targeted pupils to take part in sports clubs and intra/intercompetitions: Greater participation in sports by targeted groups of pupils.</p> <p>Sports Day to celebrate sporting achievements, develop teamwork and competitiveness.</p> <p>Increased links with local schools to play friendly competitive matches of a range of sports. Subsidise access to new sporting opportunities through extended school sports access – outside of the school environment.</p>	<p>Children PE lead teachers and support staff</p> <p>Parents and all staff.</p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>increase participation within pupils own time.</p> <p>Reviewing sports to ensure that all children are competing and collaborating to achieve in a range of ways. Ensuring all children are challenged.</p> <p>Increased participation in intra competitions. Children to have a chance to compete against other schools. Maintain a range of diverse clubs to suit the needs of the school and look for providers who can offer alternative sports and activities Work closely with trusted local clubs and coaches to promote the opportunities in the local environment Plan for future events and opportunities. After school clubs planned to prepare children and teams for competitions.</p>	<p>£2000</p>
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<p>Increase SEND children participation in intra sports competition</p>	<p>SEND children support staff parents PE lead</p>		<p>SEND children to have opportunities to participate in competitions which are specifically designed for a range of needs.</p>	
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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

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?	%	<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]?	%	<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?	%	<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/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>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	