



# 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
Gym Induction for all 11-year old's at the local Everyone Active Leisure Centre.	Those children who have outgrown primary PE or were disengaged in lessons loved this opportunity to experience adult fitness. Some reported going to the gym with friends, siblings or parents.	On reflection the organization was complicated and time consuming, but after discussion with the centre manager we have come up with a simpler plan for Summer 2024.
Entry into all SSP events and development days.	This is now becoming embedded in the school calendar and school year. Every staff member has the opportunity to attend and it gives them ideas for curriculum sessions.	Moving children to different environments and representing the school has given children more confidence and models how they should behave outside school, this has been difficult since covid.
The Introduction of a year 2 after school club, with a focus group of children.	Preparing them for after school club has meant that in year 3 we have had the biggest uptake ever.	Removing the barriers and anxiety early has given our younger children more confidence to have a go at new things. We are hoping to start this earlier .

## 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><i>Train new sports leaders to work alongside existing leaders to engage more children in lunchtime activities across the school. To involve lunchtime supervisors to support their role, through SSP training</i></p>	<p><i>Sports Leadership training as they need to lead the activity, plus Lunchtime supervisors training to support the leaders</i></p> <p><i>All pupils – as they will take part.</i></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><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 1</i> <i>Key indicator 3</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p>A more organized approach to delivering activities, with input from Lunch time supervisors, children and staff.</p>	<p><i>SSP membership fee inclusive of training costs</i> <i>£5000</i></p> <p>Sports equipment £150.00</p>

<p>CPD for teachers. Ongoing support</p>	<p>All teacher's questionnaire for individual needs – develop a plan to be implemented throughout the year</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. Reinforcing the understanding of the fundamental movement skills.</p>	<p>SSP membership fee inclusive of training costs £5000</p>
<p>All age appropriate Y6 children to attend a gym induction at the local everyone active Centre (summer term) Children not eligible will receive a voucher to cover all Y6 children</p>	<p>Gives the children a broader experience of what physical activity can look like and the opportunities within the local area. Impacts that they continue to be active and become fit, healthy adults and involve all family members</p>	<p>Key indicator 2 &amp;4</p>	<p>Giving the children the opportunity to attend a local gym by undertaking the induction process beyond primary school</p>	<p>£240.00</p>
<p>Introduce a scrapbook of comments and feedback from teachers and pupils on SSP events attend outside of school</p>	<p>Gain insight into the value and the experience of attending an event Use this information to enhance and develop the opportunities offered to children and staff</p>	<p>Key indicator 2, 3, 4,5</p>	<p>Children given the opportunity to voice what concerns them and what they found challenging at such events.</p>	<p>£ 3,000 Travel costs to and from the event.</p>
<p>Gather parental comments and feedback on their</p>	<p>Through a parent's questionnaire, to be completed within school</p>	<p>Key indicator 3,4</p>	<p>Validates the importance, meaning</p>	



<p><i>child's experience of PE and school sport and their understanding of our school offer</i></p> <p><i>Ensure children have access to road safety through bike ability, balance and pedestrian training</i></p>	<p><i>alongside their child</i></p> <p><i>Y3 Pedestrian training Reception – balance training Y5 Bike ability</i></p>	<p><i>Key indicators 2,4</i></p>	<p><i>and learning of attending events. Including the different aspects of socializing, life skills, representing your school.</i></p> <p><i>Review the school's provision and adapt if necessary to address the feedback and provide for all children</i></p> <p><i>As a result children will be able to actively travel to school. Be more confident walking and cycling in our local area. Young children will develop the skills and core strength to ride in the future</i></p>	<p><i>£300.00</i></p>
<p><i>Deliver after school clubs all year in KS2 covering a range of fun fitness activities, some as pre requisite to</i></p>	<p><i>A range of after school clubs are advertised half termly across KS2 with free access for all children.</i></p>	<p><i>Key indicators 2,3,4</i></p>	<p><i>Connecting with community groups to deliver after school clubs and provide links with community clubs.</i></p>	<p><i>Coaching costs</i></p> <p><i>£10,500</i></p>

<p><i>competition.</i></p> <p><i>Introduce Y2 in the spring term to after school activity, targeting less active children</i></p> <p><i>Attend all SSP events, festivals, development days and competitions</i></p>	<p><i>Y2 chosen to attend a rolling program of after school clubs giving them the experience before starting KS2</i></p> <p><i>Embedded in the sports calendar for the year across the whole school.</i></p>	<p><i>Key indicator 5, 4, 3</i></p>	<p><i>Ensure the session is well attended by providing a positive experience</i></p> <p><i>Increases skills, achievement, confidence and the ability to win/lose. Encourages children to continue activity outside of school by joining community groups.</i></p>	<p><i>£2,380</i></p> <p><i>Mightywarriors, Golf Fore You and Grangetown netball club and Urban Kaos</i></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
<ul style="list-style-type: none"> <li>Attending all SSP events.</li> </ul>	<p>Most children have benefitted greatly from attending these activities, some however have the environment challenging.</p>	<p>Need to fully match the needs of the individuals and be understanding of their concerns i.e we have needed access to more ear defenders this year due to children being sensitive to noise.</p>
<ul style="list-style-type: none"> <li>Year 2 after School club.</li> </ul>	<p>Staff and children have reported on how much they have enjoyed these sessions and benefitted in terms of fitness and stamina. The generic appeal of moving for fun has motivated the children and given them more confidence.</p>	<p>Consider extending this provision into all of the summer term, maybe transferring provision from KS2 to KS1, as attendance during the summer term in year 6 tends to decrease. Maybe invite year 6 children to assist with the KS1 activity.</p>
<ul style="list-style-type: none"> <li>Staff survey</li> </ul>	<p>Highlighted the strengths in our staff and the increased confidence across the school in Complete Pe and the purpose of our PE curriculum from year to year.</p>	<p>To share with staff what a good PE lesson looks like, so staff are aware of good teaching points and strategies, in line with other curriculum areas.</p>



## 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?	22 %	<i>Our local pool has been closed so finding a closer alternative has been a challenge. Despite children attending in year 4, few had gone on to attend lessons outside school thus their starting point was very low, as well as confidence and the significant behavioral needs of the group.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	11%	<i>This percentage reflects the achievements of the children in year 5, none of the children attended swimming lessons thus technique needed more time.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>All children were at the very basic level of water safety. Water confidence needs developing first.</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>No</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>	

Signed off by:

Head Teacher:	<i>Sandra Marsden</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Susan Doe</i> <i>Class teacher / Pe coordinator</i>
Governor:	<i>Andrea Verill</i>
Date:14.6.24	