



# 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.

## 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
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<p>Train play leaders from years 5 to be able to ,after training is complete , run their own lunchtime activities for the rest of the school.</p> <p>After school clubs set up for each night changing them regularly to provide children with a greater choice of physical activities.</p> <p>Introduce a range of sports and physical activities (Basketball, Tennis, Football, Street dance, gymnastics) to encourage more pupils to take up sport and physical activities</p> <p>When possible, broaden the variety of extra-curricular activities after school, delivered by the school or other local sports organisations(Active awareness, martial arts).</p> <ul style="list-style-type: none"> <li>• Bikeability Y5 October 2022</li> </ul>	<p><i>Lunchtime supervisors / teaching staff,</i></p> <p><i>pupils – as they will take part.</i></p> <p><i>pupils – as they will take part</i></p>	<p><i>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</i></p>	<p>All children have the opportunity to engage in physical activity during the school day (lunchtimes, afterschool clubs etc)</p> <p>All children able to safely and confidently ride a bike.</p>	<p>Arena package – See below</p> <p>£500</p>
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<p>Healthy Schools Week – run activities for the children throughout the week in a variety of sports that the children may not usually have the opportunity to experience such as archery, lacrosse etc.</p> <ul style="list-style-type: none"> <li>• Purchase sporting equipment allowing more children to play a range of invasion games at any one time as well as allowing more children to practice skills during PE lessons independently.</li> <li>• Purchase specific equipment for EYFS children to practice development of motor skills (throwing and catching)</li> </ul> <p>External coach to work alongside teaching staff in order to develop staff capacity and expertise. Arena</p>	<p>Alternative sports can offer disaffected children an alternative pathway into healthy and active lifestyles</p> <p>All children the opportunity to play a wider range of invasion games inside and outside</p> <p>Increased staff confidence, knowledge, skills and understanding developed.</p>	<p><i>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</i></p> <p><i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<p><i>All children the opportunity to play a wider range of invasion games inside and outside. Introduce new a range of physical activity or sports to develop interest from the children regarding their physical engagement.</i></p> <p>Develop a lifelong habit of daily physical activity. Access to equipment increases participation and choice in sport.</p> <p><i>Develop quality provision and increase knowledge and skills of all staff in areas of Pe and Sport. Improve</i></p>	<p>Arena package – see below</p> <p>£3230.25</p> <p>£16,200</p>
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<p>practitioner 3 afternoons each week all teachers to receive one session per week from specialist coach.</p> <p>Inset session to provide staff with skills and greater confidence to lead Wild tribe sessions more regularly by focussing on skills using tools and fire. Led by wild tribe practitioner.</p> <p>Wild tribe sessions to be delivered each half term for every class focussing on a different skill i.e. survival, foraging, shelters etc. Progression of these skills to be achieved created as the year continues.</p> <p><i>PE coordinator to organize competitions in the spring and summer terms for children in</i></p>	<p>Staff more confident to engage with wild tribe sessions where possible.</p> <p>Children will develop a greater understanding of the world around them. The children will be able to build their understanding on previously learnt skills from years before. Staff CPD</p> <p>Compete against other children in the school in intraschool competitions promoting teamwork, resilience, fair play and sportsmanship.</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 5: Increased participation in competitive sport</i></p>	<p><i>children's skills progression and access to sport and games through the use of external practitioners. Develop staff confidence and quality of provision for staff led wild tribe sessions</i></p> <p>Developing an early interest in physical activity outdoors. This may develop into a wild tribe club in the future.</p> <p><i>Increased profile of PE across the school. Greater development of social and communication skills</i></p>	<p>Arena Package – see above</p>
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<p><i>Key Stage 1, lower key stage 2 and upper key stage 2 to take part in their respective groups.</i></p> <p><i>Arena scheduled sporting events to be attended by PE co-ordinator every half term ensuring a range of children get to participate across different groups i.e. age, PP, SEND etc</i></p>	<p>Compete against other schools in the school in interschool competitions promoting teamwork, resilience, fair play and sportsmanship.</p>		<p><i>for the children with children of different age groups.</i></p> <p><i>Increased profile of PE across the school. Greater development of social and communication skills for the children with children of different age groups. Greater enthusiasm from children to engage in sporting activities in and outside of school.</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
<p><i>Arena scheduled sporting events to be attended by PE co-ordinator every half term ensuring a range of children get to participate across different groups i.e. age, PP, SEND etc</i></p> <p>Healthy Schools Week – run activities for the children throughout the week in a variety of sports that the children may not usually have the opportunity to experience such as archery, lacrosse etc</p> <ul style="list-style-type: none"> <li>• Purchase sporting equipment allowing more children to play a range of invasion games at any one time as well as allowing more children to practice skills during PE lessons independently.</li> <li>• Purchase specific equipment for EYFS children to practice development of motor skills (throwing and catching)</li> </ul>	<p><i>Increased profile of PE across the school. Greater development of social and communication skills for the children with children of different age groups. Greater enthusiasm from children to engage in sporting activities in and outside of school.</i></p> <p><i>All children the opportunity to play a wider range of invasion games inside and outside. Introduce new a range of physical activity or sports to develop interest from the children regarding their physical engagement.</i></p> <p>Develop a lifelong habit of daily physical activity. Access to equipment increases participation and choice in sport.</p>	<p>The sporting events this year have given the children lots of different opportunities to engage in new sports they wouldn't have necessarily done before such as surfing.</p> <p>The children thoroughly enjoyed the different activities they engaged with during this week and some have tried to seek clubs for these activities outside of school.</p> <p>EYFS have engaged really well with the range of different equipment they have had this year to help develop their fine and gross motor skills.</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?	90%	<i>2/30 children can't swim 1 child joined at the end of year 6 unable to swim 1 child engaged with swimming but still unable to swim 1 child can swim approx. 15-20m</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>90%</p>	<p><i>2/30 children can't swim 1 child joined at the end of year 6 unable to swim 1 child engaged with swimming but still unable to swim 1 child not a confident swimmer</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>Curriculum requirements and funding/resources</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</p>	<p>Local swimming center used to teach swimming to the children 1 lesson a day over a period of 3 weeks. Staff can observe how this is taught during these swimming lessons.</p>

Signed off by:

Head Teacher:	<i>Rob Pepper</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Liam Huxtable PE Co-Ordinator</i>
Governor:	<i>(Name and Role)</i>
Date:	15/07/24