



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Revised June 2024

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
1. Observe CT teaching Real PE and ask for feedback/confidence teaching PE – anyway I can support? 2. Book more outside agencies to visit our school – Argyle, Patriots etc. 3. Develop links with other schools to help with coordinating events 4. Thursday running club – Half marathon 5. Other possible teams we can develop if there was a need – Netball, basketball etc 6. Store cupboard equipment check 7. Impact and commitment to Real PE and assessment wheels 8. 'Sports' tops for all members of staff	1. Develop confidence and knowledge of CT's in PE 2. Develop the wider curriculum making links to areas such as mental health, racism, equality 3. Develop pride in representing school and team working skills 4. Health, wellbeing, pride in achieving difficult task. 5. Develop pride in representing school and team working skills 6. Allow me to see what we do and don't need. 7. Allow us to see the progress chn are making. 8. Provide staff with a 'uniform'	I was glad to say that many of these targets were completed this year though some have remained going into the next year. Many of the important areas such as the half marathon, links to outside agencies and links with other school have begun to gain momentum. As stated previously though, some are a continual effort and have been completed the following year.

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>e.g. Introduce lunchtime sport sessions/activities for pupils.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i></p> <p><i>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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£1000 costs for additional coaches to support lunchtime sessions.</i></p>

<p><i>e.g. CPD for teachers.</i></p>	<p><i>Primary generalist teachers.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</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
<ol style="list-style-type: none"> 1. Real PE 2. Outside agencies to visit our school 3. Links with other schools to help with coordinating events 4. Half marathon 5. 'Sports' tops for all members of staff 6 Regular after school clubs 7. Bikeability 8. Swimming 	<ol style="list-style-type: none"> 1. Allowed all staff the confidence and resources to teach and assess PE 2. Developed the wider curriculum making links to areas such as mental health, racism and equality. 3. Developed pride in representing school and team working skills 4. Health, wellbeing, pride in achieving difficult task 5. Provide staff with a 'uniform' 6. Filling gaps of curriculum 7. Road safety when using bikes 8. Confidence and safety in the water 	<p>Overall, I believe this year has been a success. However, there are still a few areas I will develop/expand upon further going forward.</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?	66%	<i>I believe this is due to several factors. Firstly, we have had a lot of new children join our cohort after swimming lessons had taken place as well as many children not having access to local swimming facilities.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	55%	<i>As above.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>48%</p>	<p><i>As above.</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 far as I am aware every child should be able to do the above, so we are below national average.</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>We use the Life Centre with our year 5 class.</p>

Signed off by:

Head Teacher:	<i>Britta Nicholls</i> 
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Matthew Hulcoop-Searle Class Teacher and PE Lead</i>
Governor:	<i>Gary Blake</i> <i>Chair of Governors</i>
Date:	01/07/24