



# 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
Installation of apparatus on the KS1 playground.	Children in KS1 now have access to large apparatus on the playground during break and lunch times which encourages physical activity and the development of gross motor skills.	
Maths/Eng on the Move	Throughout the year, groups of children have been selected to take part in intervention groups of 'Maths on the Move' and 'English on the Move'. These involved children being physical whilst also learning grammar and math's skills. Data from these intervention groups have shown an increase in children's knowledge throughout their participation.	Children have made very positive comments about being involved in the interventions. They have enjoyed the physical element of the sessions.

## 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
Lunch – development of lunchtime supervisors	Lunchtime supervisors become more proficient in running outdoor lunchtime PE based activities through CPD with a specialist PE coach. Pupils take part in lunchtime activities becoming more fit and channelling their energy into PE activities	Key Indicator 2 – The engagement of all pupils in regular physical activity.	More pupils meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. A love of PE activities is developed amongst pupils.	£1440
Equipment – lunchtime (goal posts for KS1 and KS2, shed, sports barriers)	Children across school will have access to high quality equipment. Equipment will be stored efficiently enabling easy access by children. Sports barriers will Enthuse children as sports areas have a more ‘professional feel’ to them	Key Indicator 2 – The engagement of all pupils in regular physical activity.	Long term participation in physical activity is increased through the use of high quality equipment and storage facilities. Access to equipment is guaranteed with all age ranges having opportunities at lunch time over the year.	£3517.19

Equipment maintenance	Children will have access to safe equipment following up to date equipment inspection. Staff will benefit knowing all equipment has passed a safety inspection.	Key Indicator 2 – The engagement of all pupils in regular physical activity.	Equipment will pass a yearly inspection providing 1 year's usage.	£237
PE equipment (top up of things to replace)	Children will make progress in PE lessons using suitable equipment which inspires children to use it. New equipment enthuses children to apply their skills learnt in lessons.	Key Indicator 2 – The engagement of all pupils in regular physical activity.	By replacing old equipment with new, a sustainable long-term stock is maintained. All children have year long access to a wide range of equipment in PE lessons and lunchtime activities.	£2496.80
Orienteering Portal	Children will be impacted by orienteering Geography/PE lessons being more effective. Staff will be impacted by further enhancing their teaching of orienteering skills in PE/Geography through access to the orienteering portal	Key Indicator 2 – The engagement of all pupils in regular physical activity.	Orienteering is taught across school. The purchase of the orienteering portal will make this part of the curriculum more sustainable as staff are given more ways to improve their practice in this area.	£500
CPD for all teaching staff using a specialist PE company – SH sports.	All children are impacted as PE specialist coach provides CPD to all teaching staff therefore improving the quality of lessons	1 Increase confidence. knowledge and skills of all staff teaching PE and sport across school.	All children benefit as they receive improved PE teaching from their teachers and from the specialist PE coach.	£7140

			Teachers are enabled to teach better quality PE lessons which ensures a sustained, more improved, better quality of lesson delivery. Staff are impacted by improving their PE teaching skills through long term, consistent PE CPD throughout the year.	
Enrichment (PE based rewards for house winners)	Children in all houses are impacted as they strive to be the winning house. Their positive behaviours /attitudes become more motivated. The children in the winning house are impacted through receiving extra special PE based rewards e.g. laser tag	4 Broader experience of a range of sports and activities offered to all pupils.	All children impacted to various degrees. A clear reward system is embedded, becoming a sustainable idea carried forward year to year.	£1000
Purchase of shotputs – sports week	Children are impacted by being experience of a wider range of sports in athletics. They experience shot put in Olympics week as well as in athletics.	4 Broader experience of a range of sports and activities offered to all pupils.  5 Increased participation in competitive sport	All children are impacted as the use of shot put is sustainable way in the future teaching of athletics. Opportunities are made on a yearly basis for children to compete in shot put.	£288.36

## 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
Coaching	<p>All children benefit as they receive improved PE teaching from their teachers as a direct result from CPD provided by a specialist PE coach. The coaching of staff is carefully timetabled to ensure all teaching staff are in receipt of CPD.</p> <p>Teachers are enabled to teach better quality PE lessons which ensures a sustained, more improved, better quality of lesson delivery. Staff are impacted by improving their PE teaching skills through long term, consistent PE CPD throughout the year.</p>	<p>This area of the Sports Premium spend is perhaps one of the most important. It is clear that the impact seen is significant and continues to improve PE lessons across school.</p>
Lunchtime – supervisors, equipment, divided off areas	<p>By investing in lunchtime staff, equipment for use at lunchtime and extra ways to sub-divide the playground it is clear children have a higher regard for their own free time.</p> <p>It has allowed children who are keen on developing skills or just being involved in physical activities to increase their rates of participation. This has led to fewer lunchtime incidents of a negative nature and more children becoming enthused at physical activity.</p>	<p>By dividing the playground into sections children are clear which part of the playground suits their needs.</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?	77%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	66%	Before the uptake of school swimming, a large portion of the group had not received any swimming lessons or very little experience with being in the water.



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>51%</p>	<p>Children spent most of the swimming sessions learning to swim 25 metres and using different strokes efficiently. This meant that children spent less time practising the self-rescue element.</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:	Gemma Grainger <i>Grainger</i>
Subject Leader or the Individual responsible for the Primary PE and sport premium:	Hayley Hathaway, Dave Budge <i>Hathaway Budge</i>
Governor:	(Name and Role) Governor Anna Hooper <i>AHooper</i>
Date:	15 July 2024

# Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at [www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](http://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)  
Download afPE's exemplification guidance at [www.afpe.org.uk/physical-education/advice-on-sport-premium/](http://www.afpe.org.uk/physical-education/advice-on-sport-premium/)

