



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Completed on separate evaluation document		

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
<u>CPD Focus</u> CPD over the past two years has been a significant focus for all staff however this year it will mainly target ECT staff to ensure that confidence in delivering P and sport. The main reasons for this are up-skill new staff members so that the impact of the PE funding has sustainability.				
CPD to ECT staff deliver effective PE in curriculum time.	Children, staff, welfare	Increased confidence, knowledge and skills of all staff in teaching PE and sport The engagement of pupils in regular physical activity.	By training staff, this will be long lasting and sustainable.	£1500

Equipment and resources to support curriculum PE and engagement of children in 60 minutes activity

Providing adequate equipment will support staff in delivering effective curriculum PE.

The main avenues of development for our school this year is to ensure that children are engaged at play times and lunchtimes with the ranges sports and skill based activities. This is due to a high number of pupil premium children, low activity outside of school and a school target focused around behaviour. If children are engaged, there will be less behaviour issues and injuries. The children are also active for longer and are targeting fundamental movement skills in the playground as well as curriculum lessons. All of these factors our reason why we have invested in good quality resource is and train staff accordingly.

Provide quality resources for curriculum sessions		Increased confidence, knowledge and skills of all staff in teaching PE and sport	Equipment can be used until it needs replacing	
The engagement of all pupils in regular physical activity	Children, staff Allows effective teaching of the curriculum	The engagement of pupils in regular physical activity.	This will have a positive impact on the children ensuring regular sustained exercise and could lead to grass roots involvement in sports.	£3449.29

School based extracurricular opportunities and additional top up for swimming

After school clubs will run and target children who are less active. In addition to this we have specific targets for girls football as we have identified a number of pupils who wanted to engage with sport but not in a mixed environment. We have therefore developed a girls only football club.

Over the past few years swimming has been highlighted as an area which many of our pupils do not engage with outside of school. Therefore We have invested significant amounts of money to ensure that swimming is taught all the year round.

After school sports clubs	Children	The engagement of pupils in regular physical activity.	Clubs in general allow all children to thrive however targeted girls football has been a particular success.	£350
School swimming top up for classes	The children will become more proficient swimmers achieving the KS2 expectations.	Swimming targets	As the children attend year round lessons, more children learn water confidence and safety along with proficiency in strokes.	£2485

External organisations and coaching staff

One particular area which we target each year our opportunities for the children to learn in the outdoors. Significant investment has been made to give children a range of skills and opportunities which they otherwise would not experience. Many of our children do not have the opportunity to experience play in a rural setting and experience the types of activities which forest school provides.

This year in EYFS we have a significant number of children with high needs of as SEND and this is another reason why we have chosen to invest in forest school.

Forest Schools	Children will be impacted.	The engagement of all pupils in regular physical activity Broader experience of a range of sports and activities offered to all pupils in EYFS and SEND.	The impacts forest schools on the children is evident when they attend. Many of our children are from backgrounds where outdoor activity would not happen. Children enjoy the experiences and learn vital skills in an outdoor setting.	£6066
----------------	----------------------------	--	--	-------

Other external organisations / Support for inter-school Competition and opportunities

Buying in to the school sports partnership who organise inter school competitions and provide access to a range of sports which otherwise would not have access to.

Provide opportunities for inter school competition and other opportunities to access a variety of sports.	Children	The engagement of all pupils in regular physical activity	Children are able to engage in inter school competitions and will experience a variety of sports which they wouldn't otherwise have done	£2728
Travel		Broader experience of a range of sports and activities.		£160

Key achievements 2024-2025

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
CPD ECTs have been trained internally and externally which has provided them with an in depth knowledge of the PE curriculum. Forest School Forest school continues to run all year round and this has been a success. Resourcing One of our main areas this year was to improve behaviour an engagement in unstructured time such as play time and lunch times. We wanted children to be more engaged in activities which contributes to their 60 minutes. Engaging with sports in inter school competitions and experiencing sports which would not usually be accessible.	This is provided the children with effective curriculum PE. All children in EYFS have attended half termly forest school. This includes children with complex needs who have significantly benefited from the outdoor experience. Children now have an engaging and active playground where they are able to access 45 minutes of the 60 minutes of activity. Children have accessed BMX, skateboarding and scooting. They have also competed in an interschool capacity.	ECT staff Have commented that they are confidence and able to teach effective PE and the training they have received has supported them in this. Teachers have commented On the progress children have made in the outdoors. Without this provision many of our children would not have an opportunity to experience this. Children and staff have made positive comments to the new resource is provided. Staff have seen significant improvement in behaviour and engagement due to these resources. Children enjoy there unstructured time whilst being physically active. Children have made comments of how they have enjoyed experience in different sports.

School based extracurricular activities and swimming	The number of children able to swim has significantly improved. Although only 58% of the children in year 6 could swim 25 metres proficiently 92% could swim at least 10 metres.	Children enjoy their swimming sessions and without these sessions would not be able to swim. Parents have noted the financial impact of taking their children swimming This is why we have added funding for top up swimming.
--	--	---

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?	58%	<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]?	58%	<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?	76%	<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	

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	
Governor:	
Date:	