



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
<ul style="list-style-type: none">- Local participation tournaments for Reception – Year 2 children competing at local schools.	All children provided with the opportunity to participate in sporting events and experience competition, allowing children to build on their own resilience and sportsmanship	Lovely opportunity and great for our school to be offering children the chance to compete in tournaments from Reception – Year 2 before they start in the Junior school.
<ul style="list-style-type: none">- Use of GetSet4PE scheme to enrich, guide our curriculum.	Teachers feel confident in teaching with plans offering differentiated activities as well as showing clear progression between year groups. Children able to grasp the key fundamental movements and develop gross motor skills.	Pupils demonstrated a love for sport and expressed enjoyment of lessons in pupil voice.

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>Provide year 1 and 2 with the opportunity to receive specialist coaching as part of their PE learning. Each year group will receive a weekly session with a specialist coach that links directly to their topic.</p> <p>Reception – Dance Year 1/Year 2 – Skateboarding</p>	<p>Children will be able to experience a new sport that may typically be deemed as a niche sport. For something like skateboarding, many of the children may have seen this during the summer Olympics. The specialist sports may also appeal more to those children who prefer a sport that is not as popular or common as typical team sports. It promotes diversity by exposing sports that may not be seen every day. Specialist coaching will ensure the delivery of the subject is thorough and accurate. This will also provide additional CPD for teachers.</p>	<p><i>Key Indicator 4</i></p>	<p>CPD will ensure the teachers will feel confident to teach this subject in the future. If all goes well, we can invite the coach back and keep the sport as a topic for the following academic year. Children who enjoy the sport may venture to take part in the sport outside of school.</p>	<p>£2000</p>
<p>EYFS – outdoor/PE resources to encourage development of the key fundamental movements as well as allowing children to develop their GMS.</p>	<p>All children will be able to meet their ELG through a variety of different teaching strategies as well as experience cross curricular learning with counting, story-telling and imaginative thinking. CPD opportunities available to teachers if they would like to request it. Children will be engaged in their learning. It is not a scheme of work so can be picked up at any point throughout the day and used.</p>	<p><i>1 and 3</i></p>	<p>Resource is a one off purchase so can be reused throughout the years and can be updated as and when needed.</p>	<p>£1500</p>

<p>To ensure all children have the opportunity to participate in at least 30minutes of physical activity through organised activities at lunchtime. Provide 2 specialist sports coaches to lead sporting activities for children to take part in.</p>	<p>All children each week are accessing the lunchtime sport programme that include:</p> <ul style="list-style-type: none"> • Football • Netball • Handball • Dodgeball • Basketball • Cricket • Unihoc 	<p>1, 3, 4, 5</p>	<p>As different groups of children become integrated in taking part in physical activity at lunchtime, coaches focus on specific needs of the children to increase activity levels. After suffering lockdowns, part of the PE values at the school are to encourage teamwork and team games. Lunchtime clubs may also trigger interest in sports that children may not have played before which may lead to more uptake of after school clubs.</p>	<p>£10.950</p>
<p>To ensure a consistent approach to teaching PE across the trust provide scheme of work from Get Set 4 PE</p>	<p>PE teaching will be simpler for class teachers and the scheme will develop a consistent approach to teaching PE across all year groups and through to the Junior school.</p>	<p>1, 2, 3</p>	<p>Resources can be re-used yearly and investment in large pieces like yoga mat set for a class and tennis nets means that lunchtime provision can use these items also.</p>	<p>£350</p>
<p>Team games that work towards community competitions, allowing all children the opportunity to take part and experience playing against other schools/teams.</p>	<p>Children aware of different sports and how to use their skills taught in lessons in real competitions against other teams. This will also benefit the children mentally and emotionally through teaching them vital skills needed to demonstrate sportsmanship.</p>	<p>4, 5</p>	<p>Continued love for sport that keeps growing and exposing children to a variety of sporting contexts will increase the uptake of clubs in and out of school</p>	<p>£500</p>
<p>Broaden experiences of a range of activities offered to children through providing good quality and adapted equipment suited</p>	<p>Purchase of new equipment to continue to implement new schemes of learning. Replace damaged equipment ready for safe use.</p>	<p>1, 4, 5</p>	<p>Set aside specific equipment for use at lunchtimes and breaktimes in order to ensure</p>	<p>£500</p>

<p>to the needs of all children.</p> <p>Ensure SEND children have the opportunity to participate in physical activity that is suited to their needs</p>	<p>Children across the school that are SEN or struggle to access the PE curriculum will be given the opportunity to at least 2 additional hours with a sports coach to revisit skills taught in previous lessons as well as take part in cross-curricular learning that may focus on number problems, orienteering and forest schools. Children will feel more confident in their abilities and should begin to develop a pleasure for PE.</p>	<p>1, 2, 3</p>	<p>curriculum PE equipment lasts longer.</p> <p>PE lead to shadow the specialist coach in order to continue delivery of activities within the curriculum and deliver advice and guidance to other class teachers so that the teaching of PE to SEND children is consistent.</p>	<p>£500</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"> - Use of scheme has allowed for continued confidence in teaching PE across both schools, continue to use this next year - Opportunities for each year group to participate Rec-Yr 2 in both participation and competitive events. - Positive attitude from most children about sport/PE, enjoyable lessons that encompass values 	<ul style="list-style-type: none"> - Increased confidence in teachers - Enjoyment of PE and skills being retained as the children move through school - Positive pupil voice - Uptake of clubs both in and out of school - Most children active out of school - More able children have an understanding of what it means to lead a healthy, active lifestyle and can explain the importance of healthy choices - Increased use of key vocabulary 	

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?	% N/A	<i>N/A – Infant school</i> <i>Refer to Junior School stats</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	<i>N/A – Infant school</i> <i>Refer to Junior School stats</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>% N/A</p>	<p><i>N/A – Infant school</i> <i>Refer to Junior School stats</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 N/A</p>	<p><i>N/A – Infant school</i> <i>Refer to Junior School stats</i></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 N/A</p>	<p><i>N/A – Infant school</i> <i>Refer to Junior School stats</i></p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Hannah McKenzie Class Teacher, Subject Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	