



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
Outdoor learning opportunities	Improved physical and mental health, more variety in activity. Increased staff knowledge and opportunities for children. Increased active imaginative/loose parts play opportunities.	Considerations have had to be made for timetabling. School to review provision to 'block' outdoor learning opportunities to be more purposeful and effective. Consider additional Year 6 activity opportunities.
Playtime sports equipment for active play	Improved access to equipment, improved motor skills and social development. Increased physical activity at playtimes and cooperation opportunities.	Continue to invest in developing areas of the playground in zones and supplying targeted equipment to encourage physical and active play.
Playground friends, training and management	More inclusive and cooperative playground environment. Sports leadership opportunities for upper KS2 including positive social interactions. Overall more	Review the games played and continue training opportunities. Include further staff training to distribute leadership of PF and support consistency of active play

	active play through active/physical games led by playground friends and overseen by staff. Development opportunities for upper KS2 pupils and more activity at playtimes.	opportunities. Consider using PF and SAs to support whole school sports events as next steps.
Extracurricular sports clubs (lunch and after school)	Increased opportunity to participate in a wide variety of sports opportunities. Improved physical fitness and social development. Increased inter-age cooperation. Improved staff implementation skills. Increased access to sports opportunities for vulnerable pupils. Pupil voice is positive but more opportunities wanted. Parents also want more opportunities.	Increase the range of sports clubs offered. Consider specialist sports coaches.
Sports ambassadors to promote sportsmanship and active living	Positive school culture about sports, sportsmanship and physical health. Opportunities for leadership for Year 6 and to support younger pupils in sports.	Increase the role and opportunities for more pupils in Year 6. Link to the WFSSN programme for sports mentoring opportunities.
Redesign of the PE curriculum and CPD	PE curriculum planned and trialed at the end of 22/23. Initial observations show more pupil engagement. More sequential units and progression. Planning to support non-specialist teachers.	Further CPD opportunities. Specialist team teaching opportunities to consider to improve internal PE teaching. Resources needed to fulfil the curriculum plan more effectively.
WFSSN opportunities/competitions/inter school events	Increased opportunities to access a range of sports and events. Increased participation in competitive sports and sportsmanship.	Consider future staffing/administration funding to secure these opportunities long term for children.

<p>Whole school sports themed events</p>	<p>Every child accessed external sports opportunities. Some SEND children also accessed horse riding sessions for the first time. Pupil and parent voice very positive and keen to continue these opportunities and events.</p> <p>Increased community engagement in sports and activity. Opportunity for in school competition and events provided. Themed links to national and international sports events raising awareness and engagement with wider sports. Additional active opportunities above and beyond the usual school offer. Pupil voice very positive and keen to have more events.</p>	<p>Opportunities for PF and SA to be more involved in mentoring and promoting healthy active lifestyles and sports opportunities. Continue to run more themed events.</p>
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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
Implement daily physical activity breaks - Daily Mile	Staff – leading this daily Pupils – most/all engaged in structured daily physical activity.	Key Indicator 1: Engagement of all pupils in regular physical activity	Increased engagement in structured daily physical activity Increased cardiovascular fitness levels and overall health. Establish a routine that can be integrated into the school day	£500 – staff time to organise, set up and lead daily.
Organise structured playtime activities during breaks – playground friends programme	Staff – organising structure, training pupils, monitoring and overall leadership Pupils – increased opportunity to engage in structured, active play.	Key Indicator 1: Engagement of all pupils in regular physical activity	Increased engagement in structured daily physical activity Increased cooperation and social engagement in activity. Establish rotas and games.	£1000 – staff training, time to organise, set up, train and monitor PFs and lead daily. £500 – equipment/games
Provide equipment for self-directed play during lunch	Staff – setting up play areas/zones and equipment, modelling play, equipment and games.	Key Indicator 1: Engagement of all pupils in regular physical activity	Increased engagement in physical activity at playtime. Increased social cooperation and	£3000 - equipment (split between phases/

<p>Enhance the visibility and importance of PE/sports – themed sports events whole school e.g. mini marathon, world cup, colour run, in school competitions etc.</p>	<p>Pupils – increased access to resources to encourage active playtimes</p> <p>Staff – planning, organisation, resourcing and implementing events</p> <p>Pupils – wider opportunities to access a range of sports opportunities, experiences and competition.</p>	<p>Key Indicator 2: The profile of PE and sport raised across the school as a tool for whole-school improvement</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 5: Increased participation in competitive sport</p>	<p>engagement.</p> <p>Increased access to equipment to encourage active play, motor skills and coordination.</p> <p>Increased profile of sports and physical activity across the school. Increased celebration of sports and achievement.</p> <p>Increased engagement with additional active opportunities.</p> <p>Consider involving pupil voice in deciding the event themes/focus and staff time to plan, communicate and organise.</p>	<p>playgrounds)</p> <p>£600 – staff time, certificates and awards/medals and any additional equipment needed.</p>
<p>Continue to implement improved PE curriculum offer including resources to fulfil the</p>	<p>Staff – improved confidence, knowledge, skills and resources of non-specialist staff</p> <p>Pupils – improved</p>	<p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p> <p>Key Indicator 4: Broader experience of a range of sports</p>	<p>Improving the PE offer and opportunities for all pupils inclusively.</p> <p>Improved progress and outcomes for pupils</p>	<p>£1300 Get set 4 PE subscription</p> <p>£800 Equipment to fulfil the curriculum plan</p>

<p>curriculum offer – Get Set 4 PE, CPD, peer mentoring, curriculum resources</p>	<p>implementation and impact of the PE curriculum, improved access to resources to engage with the curriculum teaching units.</p>	<p>and activities offered to all pupils Key Indicator 2: The profile of PE and sport raised across the school as a tool for whole-school improvement</p>	<p>from improved teaching and curriculum. Mentorship programme pairing experienced staff with newer teachers</p>	<p>£1000 staff CPD and specialist team teaching opportunities from sports coaches. £200 mentorship</p>
<p>Expand the variety of sports and activities available to pupils – WFSSN and inter school competition (including whole school circus skills event)</p>	<p>Staff – planning, organisation and attending events Pupils – wider opportunities to access a range of sports opportunities, experiences and competition.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 5: Increased participation in competitive sport</p>	<p>Increased opportunity to engage in a wider range of sports events and opportunities. 100% of children access and attend sports events across the year. Consideration to staff time for weekly events including admin and preparation work.</p>	<p>£800 WFSSN subscription £4000 staffing for attending events, including SEND support and admin/prep work.</p>
<p>Increase opportunity for sports leadership and mentoring for upper KS2 pupils – sports ambassadors programme</p>	<p>Staff – setting up sports ambassadors training and attendance at events Pupils – opportunity to mentor younger pupils, engage with sports and promote activity and sportsmanship</p>	<p>Key Indicator 2: The profile of PE and sport raised across the school as a tool for whole-school improvement Key Indicator 5: Increased participation in competitive sport</p>	<p>Increased activity for upper KS2 pupils and modelling sportsmanship, mentoring pupils and sports leadership qualities.</p>	<p>£600 – staff time for training and organisation £100 awards and certificates</p>

<p>Increase extra-curricular sports opportunities, including focus on vulnerable pupil engagement – offer more sports clubs and specialist sports clubs with funding to support access to all.</p> <p>Improve and develop sports day to raise the profile and link closely to skills taught in the curriculum.</p>	<p>Staff – administration and delivery of additional sports clubs Pupils – increased opportunities to engage in extra-curricular sports without facing barriers</p> <p>Staff – planning, organisation and running event Pupils – improved experience of sports day and to showcase skills learned in competition</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 5: Increased participation in competitive sport</p> <p>Key Indicator 2: The profile of PE and sport raised across the school as a tool for whole-school improvement Key Indicator 5: Increased participation in competitive sport</p>	<p>Increased availability and options for sports clubs Reduced barriers to accessing sports Increased specialist opportunities and coaching for pupils Sustainability of staffing to ensure inclusion of some vulnerable pupils in opportunities.</p> <p>Improved sports day offer more focused and linked to learning Plan for integrated opportunity for vulnerable pupils to engage fully 100% of pupils participate Further opportunities for sports</p>	<p>£500 administration £1500 contribution to opportunities for vulnerable pupils including support to access.</p> <p>£500</p>
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			ambassadors and staff to mentor and promote sportsmanship. Opportunity for collaboration with secondary school sports ambassadors	
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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
Implement daily physical activity breaks - Daily Mile	90%+ of pupils participated in daily mile Increase in cardiovascular fitness and stamina over the year. Improved pupil behaviour as supported active movement breaks.	Good integration and structure. Timetable pressures to be considered.
Organise structured playtime activities during breaks – playground friends programme	Most children engaged well with playground friends activities and enhanced the quality of active play during breaks. Reduction in play/lunch behaviour concerns. Increased social collaboration and positive impact on friendships and conflict resolution.	Further training and structure needs to be put in place to ensure future sustainability.
Provide equipment for self-directed play during lunch	Pupil voice more positive about playtimes and equipment/areas accessible. Feedback from staff of reduction in behaviour concerns and conflict at play due to increased access to resources. Increase in sustained active play observed on the playground.	Next steps should focus more on specific sports being included at play to enhance the provision. Consideration for increase in staff time to plan, set up and lead sports at lunch on a rota e.g. athletics set, football.
Enhance the visibility and importance of PE/sports – themed sports events whole school	All pupils engaged with events across the year – accessibility was considered and	Continue to run the programme.

<p>e.g. mini marathon, world cup, colour run, in school competitions etc.</p>	<p>mitigated. Raised the profile of sports and events in school. Pupil enjoyment.</p>	
<p>Continue to implement improved PE curriculum offer including resources to fulfil the curriculum offer – Get Set 4 PE, CPD, peer mentoring, curriculum resources</p>	<p>Assessment and attainment in PE is more accurate and progress will increase over time. Monitoring of PE showed improvements in delivery and impact on pupils over time. Pupil voice reports increased enjoyment in PE.</p>	<p>Continue to develop and invest in CPD opportunities. Consider timetables to increase PE hours weekly.</p>
<p>Expand the variety of sports and activities available to pupils – WFSSN and inter school competition (including whole school circus skills event)</p>	<p>All pupils attended at least one event across the school. All pupils engaged with the circus skills day. Pupil and parent voice is strong about these events and enjoyment of opportunities.</p>	<p>Consider staff workload/time impact/cost</p>
<p>Increase opportunity for sports leadership and mentoring for upper KS2 pupils – sports ambassadors programme</p>	<p>40% of Year 6 engaged in the sports ambassador opportunity showcasing increased confidence and responsibility. Positive feedback from younger pupils on involvement of SAs in their events to mentor and support.</p>	<p>Continue</p>
<p>Increase extra-curricular sports opportunities, including focus on vulnerable pupil engagement – offer more sports clubs and specialist sports</p>	<p>Increased numbers of pupils attended sports based extra-curricular opportunities. Increased access for vulnerable pupils with</p>	<p>Offer was oversubscribed – consider running more clubs.</p>

<p>clubs with funding to support access to all.</p> <p>Improve and develop sports day to raise the profile and link closely to skills taught in the curriculum.</p>	<p>support to access. Positive feedback and increased opportunities for physical activity/sports across the week.</p> <p>Sports day was attended and accessible to all pupils. Well attended by parents and very positive feedback. Included events directly linked to the skills pupils have learned in the curriculum. Event was much bigger and enjoyable for all pupils. SAs had opportunity to work alongside sports leaders from local secondary school further supporting their development in role.</p>	<p>Run this event again.</p>
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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?	%	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>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></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>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></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</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>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>	

Signed off by:

Acing Head Teacher:	<i>Emma-Jane Kelly</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>N/A</i>
Governor:	<i>Colin Whitehead</i>
Date:	<i>July 2023</i>