



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
Continued to increase the amount of children participating in competitive sports through School Games and Premier Education. More children being active for 60 minutes a day. To provide a wider range of sporting opportunities for our children through using Premier Education Enrichment sessions. Increase the confidence of our school staff in delivering high quality PE sessions, through working alongside Premier Education coaches	100% of children in KS1 and KS2 have had the opportunity to participate in both inter and intra school sporting competitions. Opportunities provided throughout the school day through active interventions, sporting clubs, Y5/6 play leaders. Children have had access to a wider range of sports such as fencing, archery, curling and lacrosse. School staff have been provided with CPD through working alongside the coaches. This has enabled staff to be confident when leading their own PE to ensure that PE lessons are well structured and are progressive.	New Competition format for this academic year included inter sports and remote sports competitions held in school and across local venues. Working towards new School Games mark. More monitoring of this to continue in the next academic year. Staff questionnaire to gain quantitative data on staff confidence. This academic year, staff will be using Premier Education planning portal so plans and delivery will become more streamlined in both PE 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
Continue to use Premier Education as the main provider for PE provision within school	<p>Staff - they will continue to work with a familiar coach building knowledge and expertise</p> <p>Pupils - Will take part in the sessions; be accessing a range of different sporting activities with expertise knowledge; have access to lunchtime and after school sporting clubs; continue to build upon a respectful and trusted relationship with a male role model.</p>	<p>Key Indicator 1 – Regular PE sessions being delivered in school so all children have access to a high quality PE lesson.</p> <p>Key Indicator 2 – High quality PE sessions being delivered, raising the standards of PE</p> <p>Key Indicator 3 – Teachers working alongside the PE coaches to help develop their knowledge and confidence in delivering PE sessions.</p> <p>Key Indicator 4 – Premier Education to deliver a wide range of sporting sessions for the children</p>	Children having access to high quality PE provision. Accessing a range of sports. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	<p>£250 x 38</p> <p>£9500 for Premier Education services</p>

<p>Sporting competitions continue to be provided by Premier Education and school to access School Games events also</p>	<p>Pupils – They will have access to a wider range of sporting activities and the opportunity to participate in sporting competitions.</p>	<p>Key Indicator 1- Competitions will provide opportunities for children to be physically active which helps reach the 30 minutes a day of in school activity. Key Indicator 4 – Children will have a wider exposure to a range of sports and activities. A participation tracker will enable subject leaders to ensure that all pupils have the opportunity to participate in competitions throughout the year. Key Indicator 5 – A wide range of sporting competitions will be provided which in turn will help increase the participation of children in competitive sports.</p>	<p>Greater proportion of children accessing sporting competitions. More pupils enthusiastic about sporting competitions.</p>	<p>6x Team Entries into Inter School Competitions @ £90 per team = £540 6x Remote Competitions @ £50 per competition = £300 3 x Enrichment Days @ £230 per day = £690 £1530</p>
<p>To improve the PE and playtime resources and equipment available in school throughout the day</p>	<p>Pupils – they will have access to a wider range of resources and equipment and opportunities to play games/with equipment that they haven't used before</p>	<p>Key indicator 2 - All pupils will engage in regular physical activity with equipment provided to teach them new skills Key indicator 3 – Pupils gaining a wider interest in being active and taking part in sports/games Key indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils</p>	<p>Play times will be improved as pupils engage actively with equipment. We will continue to update and improve what resources we have in school and the bank of school resources will expand to ensure the curriculum can be taught fully.</p>	<p>£500+</p>

Subject Leader reporting to Governors	<p>Subject Leader – accountability for the subject leaders</p> <p>Governors – have a better understanding of PE and Sport provision within the school</p>	<p>Key Indicator 2 – The profile of PE and Sports is raised through the inclusion of Governors and senior leaders. Subject leaders are held accountable to Governors.</p>	<p>The profile of PE can be raised, and all involved with the school can have a good understanding of what PE and Sport is like. This helps us to work toward a level for the School Games Mark.</p>	<p>Subject leader time = £1080</p>
To continue to attend Sports PE forums; meetings with Premier Education and conferences so that leaders remain up-to-date with key knowledge	<p>Subject Leaders – keep up-to-date on knowledge and changes in terms of PE and Sport provision in schools.</p>	<p>Key Indicator 2 – By the Subject leader attending PE forums and conferences, their knowledge can be kept up-to-date and ensuring the profile of PE continues to be a priority within the school.</p>	<p>Subject leaders will be kept up-to-date ensuring the school can provide the best quality PE and provision for our children. New initiatives to be included making sure our children are physically active and literate. Time will need to be given out for the PE lead to attend</p>	<p>Included within the Subject Leader time</p>
To make use of Premier Education Planning and Assessment portal to deliver good quality PE lessons for all children.	<p>Teachers – Have access to high quality PE planning which will help up-skill their knowledge.</p> <p>Pupils – will have access to high quality PE lessons, in which all children can access and can make progress in line with their ability level.</p>	<p>Key Indicator 3 – By using the planning and assessment tools from Premier Education, teachers can be assured that the sessions they lead will be of a high standard. They will have an increase understanding of how to support and challenge as necessary.</p>	<p>All teachers have access to high quality PE planning which ensures our children are receiving a good PE session in which they can all achieve. Use of the assessment tool should over the year show an increase of more children reaching the expected standard for their year group.</p>	<p>Planning and assessment portal is included in the cost of Premier Education (see above)</p>

<p>Develop more opportunities for Pupil Voice.</p>	<p>Pupils – have the opportunity to try a range of sporting activities. This also encourages children to be physically active reaching the ultimate goal of 60 active minutes a day.</p>	<p>Key Indicator 4 – Through the Enrichment sessions, children will have the opportunity to experience a wider range of sporting activities which are not ordinarily covered within their timetabled PE sessions.</p>	<p>A greater range of sports and activities will be provided for the children to access. This in turn might encourage children to take up a sport outside of school which helps lead to the overall goal of more children physically active each day.</p>	
<p>Utilise the small school's network (NEST) to create more competitive opportunities for our children.</p>	<p>Pupils – They will have access to a wider range of sporting activities and the opportunity to participate in sporting competitions.</p>	<p>Key Indicator 5 – As a network of small schools, we will look to provide opportunities for more competitive sports to be offered to our children.</p>	<p>Greater proportion of children accessing sporting competitions. More pupils enthusiastic about sporting competitions. Providing these extra opportunities will also help the children's social development. These sessions will be timetabled in, and will be scheduled in a time manageable way so as not to overburden and become too unmanageable.</p>	<p>Facility = free (we will use a school field/playground) Transport = cost to be dependent on whether a coach is needed.</p>
<p>PE monitoring of lessons to be carried out at regular intervals and timetabled in.</p>	<p>Subject Leaders – have a good understanding of how PE is being delivered and to ensure high quality PE is being provided for the children. Teachers – accountability. CPD opportunities can be provided based on monitoring to continue to improve their knowledge and delivery.</p>	<p>Key Indicator 3 – By closely monitoring PE sessions, Subject leaders can quickly identify any gaps for CPD needed to ensure we have a team who are confident and skilled in delivering high-quality PE.</p>	<p>CPD opportunities for staff can be quickly identified and put in place to ensure we have a skilled and confident workforce who can deliver high quality PE sessions. Our children will receive good quality PE sessions in which they can all thrive. Time will need to be given out for the PE</p>	<p>Time for staff to carry out these monitoring sessions is included in the Subject Leader time</p>

	<p>Senior Leaders – quality assurance that the funding being used to provide expert provision is good value</p>		<p>lead to monitor the provision.</p>	
<p>Staff questionnaires to be sent out within year and used to evidence staff confidence and needs</p>	<p>Subject leaders – Have a good understanding of the staff’s confidence and knowledge of delivering certain PE sessions and can use this data to plan and deliver appropriate CPD opportunities.</p> <p>Staff – will feel like their voice has been heard and will be provided with opportunities to be upskilled and gain greater confidence.</p> <p>Pupils – will have staff teaching them that are confident and skilled.</p>	<p>Key Indicator 3 – By gaining staff views, Subject leaders can quickly identify any gaps for CPD needed to ensure we have a workforce who are confident and skilled in delivering high-quality PE.</p>	<p>CPD opportunities for staff can be quickly identified and put in place to ensure we have a skilled and confident workforce who can deliver high quality PE sessions. Our children will receive good quality PE sessions in which they can all thrive. Time will need to be given out for the PE lead to monitor the provision.</p>	

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

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?	86%	<p><i>Our family surveys indicated that most pupils have private swimming lessons outside of school. Whilst we do not provide swimming sessions every year due to the cost and travel implications all pupils have swimming lessons during their time in KS2.</i></p> <p><i>We were able to identify any pupils who may have needed additional swimming opportunities, but this was declined when offered to the family.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	See above

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>86%</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>This was offered in the past year (see above) and will be offered again. This is not due to being below National expectation but in trying to give all children the same start.</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>Swimming instructors are employed at the pool we use.</p>

Signed off by:

Head Teacher:	<i>Katie Durant Good</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Katie Durant Good</i>
Governor:	<i>James Money</i>
Date:	17 th July 2024