



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
<p>This should be completed as a review. It could include reflections on the impact of spending across a range of the 5 KPIs.</p> <ol style="list-style-type: none"> Funding used to allow SSP Sports Coaches to support lunchtime activities for 1 day per week with the aim of engaging more and different children in regular lunch activities. 	<p>This section should include both measurable (data) and anecdotal impact. For example, as a result, the actions are more children are now active / how many / what % increase? It could also include notes from staff about changes in attitudes / engagement etc.</p> <ol style="list-style-type: none"> As a result of this project, between 5-15 children were active each day at lunch who were not previously taking part in lunch clubs. This means an increase in 10% - 30% of children achieving an increase in physical activity per day. 	<p>This section is open to interpretation but includes comments on what helped to make this successful or barriers to success. Partnerships/ organisations you worked with.</p> <ol style="list-style-type: none"> Staff commented that there were less behaviour incidents on these days. More pupils across the school joined in as they had a new opportunity.

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>SSP Basic Membership Model (see attached) To impact on KS 1 and 2 students and staff / including working with targeted cohorts and the least active within the school population.</p> <p>1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of physical activity.</p>	<p>1. Staff as a CPD opportunity and students who engage with the assembly content.</p>	<p>1. Key Indicator 1 – Engagement of all pupils in regular physical activity.</p>	<p>1. Assembly took place on 20th November. Actions were followed up in PSHE lessons.</p>	<p>SSP Basic Membership £2000 which allows access to all listed (see attached).</p>

<p>2.SSP Active Kids/ Character / Active Maths and Multi Skills Festivals.</p> <p>3. SSP Conference attendance including sessions from Teach Active and an Introduction to Physical Literacy.</p> <p>4. SSP staff inset sessions in school. Schools select the topic needed.</p> <p>5.SSP Bespoke training session for Mid-day Assistants.</p> <p>6.Distribution of SSP</p>	<p>2. Identified students to benefit from attending intervention festivals all designed to inspire through a positive experience of physical activity.</p> <p>3. PE Subject Leads, Maths and English Leads, teaching and support staff.</p> <p>4. All staff in school.</p> <p>5.Mid-day Assistants and lunch support staff.</p> <p>6. The whole school community</p>	<p>2. Key Indicator 1 – Engagement of all pupils in regular physical activity.</p> <p>3. Key Indicator 1 – Engagement of all pupils in regular physical activity.</p> <p>4. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence, knowledge and skills of all staff.</p> <p>5. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence, knowledge and skills of all staff.</p>	<p>2.Identified pupils in KS1 and KS2 were given the opportunity to attend a sporting event. School staff were able to access new ideas and share with staff.</p> <p>3. Planning and opportunities for pupils to participate in Teach Active Maths shared within staff meeting. An introduction about Physical Literacy shared with staff.</p> <p>4.Audit of cross-curricular activity pre and post training. Staff records of attendance. CPD in Net and Wall games took place in the Spring Term. The training followed GetSet4PE.</p> <p>5.MDA staff attended the training which improved their confidence and knowledge of how to engage with play on the playground.</p> <p>6.Parents and</p>	
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<p>termly newsletter to raise awareness and profile across the wider school community.</p> <p>7. Access to the SSP full calendar of events, festivals, leagues and competitions.</p>	<p>including families and parents</p> <p>7. Students across the school selected to attend the most appropriate events / staff gaining knowledge and ideas</p>	<p>6. Key Indicator 2 – the profile of PESSPA being raised across the school.</p> <p>7. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils and Key Indicator 5 – Increased participation in competitive sport.</p>	<p>stakeholders aware of SSP latest news and events that are taking place.</p> <p>7. All pupils have had an opportunity to attend an event/ festival. Pupils have experienced new sports.</p>	
<p>8. Engage with Pupil Sport Council.</p>	<p>8. Pupils attending and sharing ideas and views.</p>	<p>8. Key Indicator 1 – Engagement of all pupils in regular physical activity.</p>	<p>8. Sports captains have attended meetings and shared their experiences. They have shared the topics discussed at the meetings with pupils. The school is now established as a member of the Sport Council and will continue to be involved going forward.</p>	<p>£200</p>

<p>9. Prepare pupils for competitive events. Allow identified pupils access to a lunchtime club.</p>	<p>9. Pupils who wish to trial/ train for competitive events.</p>	<p>9. Key Indicator 5 – Increased participation in competitive sport. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>9. Pupils are well prepared for competitive events. Identified pupils have had the opportunity to attend a club led by a qualified coach.</p>	<p>£1080</p>
<p>10. Prepare pupils to participate in District Sports.</p>	<p>10. Pupils who are selected to represent the school at District Sports</p>	<p>10. Key Indicator 5 – Increased participation in competitive sport</p>	<p>10. Pupils are well prepared for competitive events and have had regular (every other week autumn and spring, once a week summer) training session with a qualified coach.</p>	<p>£2340</p>
<p>11. Attend competitions/ events, including staffing and travel</p>	<p>11. Pupils attending events – competitive and to increase engagement- are given new opportunities or experiences.</p>	<p>11. Key Indicator 5 – Increased participation in competitive sport.</p>	<p>11. Pupils have the opportunity to compete against other schools in competitive events (badminton, tennis, pentathlon etc) or participate in fun engagement events (tag rugby, summer games etc).</p>	<p>£1500</p>

<p>12. Specialist coach to lead PE sessions with pupils to develop their fitness and widen their opportunities and aspirations.</p>	<p>12. All pupils in the school.</p>	<p>12. Key Indicator 5 – Increased participation in competitive sport. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>12. Pupils have experienced a wide range of sports to improve and develop their fitness. Pupils have developed their use of fundamental movement skills.</p>	<p>£6600</p>
<p>13. Pupils attend trials, training and swimming gala.</p>	<p>13. All pupils have the opportunity to attend trials for the swimming gala squad.</p>	<p>13. Key Indicator 5 – Increased participation in competitive sport.</p>	<p>13. Pupils have had the opportunity to compete for the school against other local schools. Pupils have increased confidence in swimming. Pupils who are not part of a swimming squad outside of school have had the opportunities to compete as part of a team and/or individually.</p>	<p>£ 620</p>
<p>14. Pupils get the opportunity to trial for the school football team and pupils selected are able to compete in matches.</p>	<p>14. All pupils have the opportunity to attend trials for the school football teams.</p>	<p>14. Key Indicator 5 – Increased participation in competitive sport.</p>	<p>14. Pupils have had the opportunity to compete, for the school, against other local schools. Pupils have increased competing in football matches. Pupils who are not part of a football team outside of school have had the opportunities to compete as part of a team.</p>	<p>£500</p>

<p>15. Purchase and continue to use GetSet4PE as a scheme of work.</p>	<p>15. All teaching staff.</p>	<p>15. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>15. Teachers have a structure and resources for lessons that allow pupils to develop their skills, knowledge and technique. Teachers continue to use a familiar scheme of work and demonstrate growing confidence when using it.</p>	<p>£550</p>
<p>16. Purchase new equipment to allow for new experiences and to replace broken pieces.</p>	<p>16. All teaching staff and pupils.</p>	<p>16. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>16. Teachers are able to provide new experiences for pupils and damaged equipment has been replaced. Equipment has also allowed for a wide variety of sports to be accessed by pupils and provided greater structure at breaktime and lunchtime. Equipment has also been purchased to improve the quality of teaching in PE lessons.</p>	<p>£1050</p>

17. Opportunity for pupils to attend the Dance Festival.	17. Pupils who attended the festival.	Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	17. Pupils have had the opportunity to learn a dance routine from a specialised coach and perform it on a stage. Pupils have increased confidence to perform in front of an audience.	£680
18. Teach Active Maths	18. All pupils in the school.	Key Indicator 1 – Engagement of all pupils in regular physical activity.	18. Pupils have participated in a range of active maths lessons. Staff are now familiar with the scheme.	£200
19. Scooter Pods	19. All pupils in the school.	Key Indicator 1 – Engagement of all pupils in regular physical activity.	19. Pupils have been encouraged to scoot to school. This links with the WOW Walk to School scheme which encourages pupils to walk/wheel/scoot to school. The number of pupils scooting to school has increased.	£700
20. Cross Country	20. Pupils who are selected to represent the school at Cross Country.	20. Key Indicator 5 – Increased participation in competitive sport.	20. Pupils are well prepared for competitive events. All pupils were selected following trials and received four weeks of training with a qualified coach.	£580

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
<p>Possible examples:</p> <ol style="list-style-type: none">1. Through the SSP calendar of events we were able to provide an opportunity for every student to have the opportunity to attend an event.2. Extra training sessions for competitive events.	<ol style="list-style-type: none">1. An opportunity for the school to celebrate all pupils. Increased sense of belonging and raised profile of being active.2. The school has been more competitive in a wider range of events. Pupils have felt a sense of achievement when competing.	<ol style="list-style-type: none">1. It will remain a key commitment for the school to allow all pupils to have the opportunity to attend an event to develop skills.2. The pupils have competed in badminton and mini tennis for the first time. On both occasions, the school was placed in the top 10.

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?	88%	Pupils attended lessons with the school when they were in Year 3 or Year 4. Most pupils in the school attended lessons outside of school. Pupils have the opportunity to attend trials for and attend a local Swimming Gala. The school won the Swimming Gala this year for the session they attended.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	During swimming lessons, the pupils were observed using a variety of different strokes. The more confident pupils were given the opportunity to try a wider variety.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>84%</p>	<p>Part of the swimming lessons includes an element of self-rescue. This also coincided with Drowning Prevention Week.</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</p>	<p>SSP Top-Up Swimming was available to parents.</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>	<p>Due to the lack of a swimming pool on the school site and the local pool not offering CPD, it is not possible to offer this to staff. Swimming lessons are undertaken by qualified Swimming Instructors from the local pool.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	