



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
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Junior Active Leaders – all Year 6 children were trained as Junior Active Leaders. Throughout the year 2023-24 children have led games at lunchtimes for both Key Stage 1 and 2. Sports TA employed with Sports Premium funding. GetSet4PE planning scheme School purchased netball posts and early years sports equipment.	More active playtimes; greater participation in activity for less active children. Good development of leadership skills for the Junior Active Leaders. Teaching children games that they can then play independently. Sports TA supports teachers in lessons and and is able to target pupils who need extra support. Sports TA runs after school clubs at no charge – these clubs are well-subscribed and more children are accessing activity after school. Sports TA also supports active playtimes. All teachers use GetSet for planning. This ensures that planning is consistent and teachers are supported with their subject knowledge. Videos have supported teachers in delivering lessons. Netball Club took place and the team got to the final in a local competition. Netball posts are also used at breaktimes.	
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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
Continue with training Year 5 pupils in Junior Active Leaders – a week long sports leadership course.	Impacts on Year 5 pupils and their ability to lead games for younger pupils. It impacts on all children as they are able to access the games at lunchtime and makes lunchtimes more active. It supports lunchtime supervisors as children are engaged in a structured activity.	Key Indicator 2 – engagement of all pupils in regular physical activity. Key indicator 4 – broader experience of a range of sports and activities	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Impacts positively on behaviour at lunchtimes.	£1950
Purchase Get Set 4 PE for all staff to support planning and delivery of PE lessons.	Teachers – better confidence in teaching PE. Pupils experience structured PE lessons. Planning shows a clear progression of skills and clear small steps in learning. Scheme ensures coverage of all strands of PE. Other resources are available for staff to use.	Key indicator 1 – increased confidence, knowledge and skills of all staff Key indicator 3 – the profile of PE and sport is raised across the school	Teachers are now confident using the planning, have familiarity of their year group's plans. Children have 2 hours of PE every week.	£495

Employment of a Sports TA 4 days a week.	Teachers – have support in most PE lessons and to prepare for them. Enables classes to go off site for PE. Sports TA to run active sessions to allow teachers and TAs to meet. Children – Sports TA targets less confident children. Supports them in lessons. Runs clubs after school for children. Supports at sports fixtures. Lunchtime staff - Sports TA runs games at lunchtime	Key indicator 2 – engagement of all pupils in regular physical activity Key indicator 3 – profile of PE and sport is raised across the school Key indicator 4 – broader experience of a range of sports and activities offered to all pupils	Teacher confidence is higher having worked with Sports TA Children have a wide range of experience of games they can play at lunchtimes PE has a high profile in school and that is embedded throughout the school	£14,579.20
Equipment – indoor athletics equipment and hockey sticks	Teachers’ ability to prepare children for a competition and to teach Athletics in the Winter. Children - Hockey sticks – provides progression from plastic sticks to wooden sticks. Ensuring a whole class set is available.	Key indicator 1 – increased confidence, knowledge and skills of all staff Key indicator 4 – broader experience of a range of sports and activities	The school will be able to prepare for indoor athletics tournaments. Hockey lessons are well resourced.	£775.80

Increase participation in competitive sport events	Children – in both Key Stages children have participated in sports tournaments for a range of sports both within the local partnership and the OPEN partnership of schools Tournaments have links with local sports clubs Teachers – PE Coordinator organises and supports children to take part	Key indicator 5 – increased participation in competitive sports Key indicator 5 – increased participation in competitive sports	The tournaments run on a similar schedule most years. Children are able to have more than one opportunity to attend a tournament.	Funded in part by Sports TA salary
Extend the offer of free after school clubs to all children	Children – a range of clubs – multi-skills, dance, girls' football, cricket, multi-sports Teachers – parent helpers have supported teachers to run clubs	Key indicator 4 – broader experience of a range of sports and activities offered to all pupils Key indicator 5 – increased participation in competitive sports	Links with parent volunteers will continue. Children have had the experience of different sports Children have had increased activity opportunities	

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
Year 5 children completed a week's Junior Active Leaders course, including leading activities on the playground and basic first aid.	All children completed the training and were grouped ready to lead activities on the playground during lunch times. Younger children regularly participate in the activities led at lunchtimes and replicate the games to ensure they are having active break times, too. The Year 5 cohort will continue to lead activities next academic year during their time in Year 6. All lunch times now have a planned activity organised for children to participate in.	Children enjoy the range of activities on offer at breaktimes and remain active throughout the day. Junior Active Leaders has now been put in place for a number of years in Year 5 and children look forward to taking part in the training.
Purchased Get Set 4 PE for all staff to support planning and delivery of PE lessons.	Teachers' confidence leading PE lessons has increased since implementing this scheme and all teachers are now familiar with the format. All classes have had a regular two hours of PE each week. The curriculum has been progressive with children building on the skills learnt last year and in previous years.	Get Set 4 PE will continue to be purchased next year and the curriculum reviewed to ensure progression remains. Further support for gymnastics and dance sessions has been discussed such as teachers teaching other classes to ensure they are using their expertise.

Employment of a Sports TA 4 days a week.	Most teachers have had support in PE lessons and the sports TA was able to target children to give extra support to. PE lessons have been able to take place off site at the school field. Teachers have benefitted from support to resource lessons. Each class has had a half hour of 'active time' each week run by the sports TA in addition to weekly PE slots. This is usually a skills based lesson but has also been used to develop skills covered in PE lessons and to prepare for events such as sports day. Sports TA has run multi-skills clubs for both key stages after school. This has increased participation in after school clubs and introduced children to further sports and activities. He has supported in some competitive sport events this year, including running some additional short lessons to ensure children are ready to compete.	Timetable was reviewed halfway through the year to ensure coverage for all classes. Children look forward to their weekly scheduled active time in addition to their PE lessons. Multi-skills clubs have been well subscribed with children trying a range of different sports and activities. Discussion about how to increase the number of clubs on offer next year such as with external staff. Contact with parent volunteers has been beneficial.
New equipment – indoor athletics equipment and hockey sticks	Indoor athletics equipment was used to prepare children for an annual event and supported an event during sports day. New hockey sticks ensured there is now a whole class set and that children in Lower Key Stage 2 can practise their hockey skills.	Replacement of some equipment to be a priority next year such as rugby and footballs.

Increase participation in competitive sport events	We have taken part in nineteen competitive events across the year, both within our local partnership and within our group of four schools. Children from both key stage one and key stage two have taken part. Four of the tournaments were organised by the PE co-ordinator with the help of local sports clubs. Children from school have since started attending the clubs as a result of the tournaments.	Discussion about how to increase the participation of all children in competitive events and how to better prepare them for taking part, such as with extra clubs or the curriculum tailored towards the schedule of tournaments. It would be beneficial to increase the number of girls wanting to take part in events.
Extend the offer of free after school clubs to all children	There have been five different sport clubs on offer, two of which offer children the opportunity to try a range of different activities.	Having more clubs on offer would be beneficial but having a small number of staff means it can be difficult to staff them without charging for external companies.

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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?	73%	Eight children were identified for catch up swimming sessions during their time in Year 6 and completed a block of lessons in partnership with a local independent school. Most of the children developed their swimming confidence throughout the block.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	Block of catch up swimming sessions developed confidence for the children not confident upon entering Year 6.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	73%	This was taught as part of whole class swimming lessons in Year 5. Children were not able to complete swimming lessons in Year 4 due to the pandemic.
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	Provided top up swimming lessons using a partnership with a local independent school.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Swimming lessons are provided by external companies in Year 4 and 5 with catch up swimming offered by external staff in Year 6.

Signed off by:

Head Teacher:	<i>Nicky Hughes</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Megan Williams</i>
Governor:	<i>Sally Pearmain</i>
Date:	23/7/24