



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/Next steps
<ul style="list-style-type: none"> -Provide wider opportunities for active activities on the playground, at break and lunch times. -Provide additional support for all children to play football competitively, and cooperatively, at lunchtimes. -Provide team game opportunities for all children, whilst upskilling school staff to ensure greater confidence in subject knowledge and delivery. -Provide children with a range of ongoing physical and mental wellbeing activities to support the schools Wellbeing Award. 	<ul style="list-style-type: none"> -Children are active on the playground and enhancing physical development and social skills with the support of staff. -Children have the confidence to compete in teams games and build upon their skills. This has supported children's mental health and cognitive development. -They understand multiple team games and build upon their resilience and team work. -School staff are able to use knowledge gained to enhance planning, including interventions, as necessary. -Children have improved their understanding that physical activities improve mental wellbeing. 	<ul style="list-style-type: none"> -Continue to resource the equipment needed for the playground and ensure this is stored safely and accessible to the children. -To further purchase resources used by specialist coaches to ensure continued access for the whole school to use. -To review our storage of equipment in the Hall. -To continue to upskill staff to facilitate team games, and PE Lead to monitor planning & delivery, including pupil voice regularly. -Children to continue to engage with yoga activities throughout the curriculum. -To evidence pupil voice through using an online learning journey platform, throughout

<p>-Promote children's wellbeing through physical exercise and link this to the display with pupil's voice.</p> <p>-A shared understanding of the curriculum intent for PE across the school ensuring progression.</p> <p>-Promote a shared understanding across the school of inclusivity in sport for all.</p> <p>-PE Lead to upskill her own knowledge to further enhance the children's skills, and support the wider staff.</p> <p>-Continue to broaden range of physical activities, to include dance and links to whole school topics.</p> <p>-Children to have opportunities to participate in physically active workshops from different cultures.</p> <p>-Inspire pupils to consider the full range of sports, and have opportunities to explore and try.</p> <p>-Broaden opportunities for children across the school to participate in workshops for different competitive sports.</p> <p>- Ensure inclusivity for all in competitive opportunities, building the foundations for pupils to recognise their individual strengths and self-confident to partake.</p>	<p>-The curriculum progression is clear throughout school, ensuring all pupils are supported and challenged.</p> <p>-Children's physical and mental wellbeing has improved, as identified through assessment tracking. [PD, PE foundation subject tracker & wellbeing tracker].</p> <p>-Pupils across all groups have taken part in PE and sport activities.</p> <p>-Staff, and in turn pupils, able to understand the different 'cogs' on the online platform which make up the elements of PE.</p> <p>-Children are able to explore their gross motor skills and core strength in a new and fun environment.</p> <p>-PE activities contribute to the whole school equality & diversity aims and objectives. Feedback from parent survey reported strong sense of community.</p> <p>-Children have the opportunity to express themselves with direction from external specialists.</p> <p>-Children have developed the skills for, and know the rules of, many different sports and games.</p> <p>-Children have improved confidence within team sports and show sportsmanship and resilience in sports.</p> <p>-Children have been supported to encourage others and promote team work.</p>	<p>the school and continue to update the Hall display.</p> <p>-More opportunities for staff to observe and team teach PE.</p> <p>-Training for PE Lead to focus on catering for the varied needs of all pupils.</p> <p>-PE Lead to be allocated ongoing staff meeting time to upskill colleagues.</p> <p>-PE Lead to continue to focus on developing own leadership skills.</p> <p>-To provide training, as necessary, in using the PE equipment in the school.</p> <p>-Continue to explore how to incorporate diverse PE experiences from external workshops, staff & parental expertise, and transfer these opportunities throughout the school.</p> <p>-Consider closely how the progression of skills within the PE curriculum are developed through a wider range of experiences.</p> <p>-Build upon the opportunities to learn about different competitive sports and events.</p> <p>-To ensure when whole school topics are discussed competitive events and exposure to sports is discussed.</p> <p>-Following initial exposure, ensure new sports are incorporated into PE lessons and playground activities.</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
<p>Specialist coaches/teachers to expose all children to a range of sporting activities, whilst upskilling teaching staff.</p>	<p>PE Lead, teaching staff, pupils</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</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 and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>All pupils encouraged to take part in PE and Sport activities. These are inclusive and progressive across the school. At the end of the Reception year, 96.7% of pupils reached their gross motor skill early learning goal.</p> <p>Staff are upskilled to ensure greater confidence in subject knowledge and skill of all staff teaching PE and sport.</p> <p>Improved assessment of pupils by teaching staff, to enhance planning, including interventions, as necessary.</p> <p>Pupils' engagement, and assessment, uploaded to Tapestry online platform and shared with parents.</p> <p>Children understand team</p>	<p>£10,900</p> <p>£4600</p>

<p>Specialist coaches to support during lunchtimes, and enable all children opportunities to engage with ball activities, including football.</p>	<p>Pupils, midday supervisors</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>games and build upon their sportsmanship and team work.</p> <p>At the end of Year 1 96.7% of pupils were assessed as secure in 'being aware that there are rules in a team game'.</p> <p>At the end of Year 2 95% of pupils were assessed as secure in 'understanding the rules of a variety of team games and be able to work within these'.</p> <p>Children to play football competitively, and cooperatively, at lunchtimes.</p>	
<p>Children to continue to engage with yoga activities throughout the curriculum. Plan Wellness and Yoga Day to build awareness across the school.</p>	<p>PE Lead, pupils, staff, parents</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</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 and activities offered to all pupils</p>	<p>Children have broader understanding of the benefits that physical activities brings to improved mental wellbeing.</p> <p>At the end of Year 1 95% of pupils were assessed as secure in 'being aware of the changes to their mental and physical state when they exercise'.</p> <p>At the end of Year 2 95% of pupils were assessed as secure in 'saying how their body feels after exercise and</p>	<p>£400</p>

<p>Ensure inclusivity of PE and sport to all children and ensure equipment is accessible to all.</p>	<p>PE Lead, teaching staff, pupils</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>why it is important for good health’.</p> <p>Children and staff’s wellbeing improves, and parents are aware of the holistic benefits.</p> <p>Pupils across all groups have taken part in PE and used equipment that is beneficial to them.</p> <p>Improved understanding how physical activity can improve emotional regulation.</p> <p>Greater adjustments made to the curriculum, in order to cater for a wider range of needs, including through interventions.</p>	<p>£539</p>
<p>Training for PE Lead to focus on catering for the varied needs of all pupils.</p>	<p>PE Lead, staff, pupils, parents</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 and activities offered to all pupils</p>	<p>PE opportunities are viewed in a holistic way by all, including cross-curricular opportunities to build on the diversity across the school.</p> <p>Pupil show greater engagement in physical activity as linked to interests.</p>	<p>£471.40</p>

<p>Explore how to incorporate diverse PE experiences from external workshops, such as for Lunar New Year through Dragon Dance.</p>	<p>PE Lead, staff, pupils, parents</p>	<p>Key indicator 2: The profile of PESSPA being 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>Children supported to encourage other and promote team work.</p> <p>At the end of Year 1 95% of pupils were assessed as secure in 'understanding how to communicate with others when working in small groups'.</p> <p>At the end of Year 2 95% of pupils were assessed as secure in 'understanding how to cooperate in team games'.</p>	
<p>Sports Morning that is inclusive to all children, and showcases a range of skills in an encouraging and collaborative way.</p>	<p>PE Lead, staff, pupils</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</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 and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children have the opportunity to express themselves and show their strengths.</p>	
<p>Improve the storage of equipment in the Hall and playground, to ensure this is accessible to the children.</p>	<p>PE Lead, teaching staff</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>All children are able to independently access the resources they need, and build responsibility for the management of them.</p> <p>PE Lead has an improved</p>	<p>£367.22</p>

PE Lead to develop own leadership skills through NPQLT.	PE Lead	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	understanding of leadership required, in order to influence change and inspire and motivate others.	
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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?	N/A	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	N/A

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A	N/A
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?	N/A	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	N/A

Signed off by:

Head Teacher:	<i>Mrs Gemma Rehal</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs Nicole Gallagher, PE Lead</i>
Governor:	<i>Mrs Christine Plimsaul (Chair of Governors)</i>
Date:	23 rd July 2024

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