



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
Increase activity: Active lunchtimes : MSA training, Sports Leaders and Bronze Ambassadors	MSAs more interactive and proactive with engaging in games and activities. SLs created games most of the week. SLs shared their knowledge and experiences with next year's SLs prior to leaving and shadowed.	SLs and BAs could have been better managed: PE lead to be more interactive with the children, monitoring the playground and having regular meetings. Use school sporting events to focus activities (table tennis, athletics, 'Biggest ever football session' initiative).
Walk/ cycle to school	Some increase, children enjoy it. Still further room for more.	Parents' confidence with ability of the children seems to be a barrier. More training and use initiatives to encourage parents.

<p>Participation in competitive sports in KS2 Monitoring and organising events on all levels: I&E, A&D, C</p> <p>Raising awareness with staff and parents about the different levels and foci for events.</p> <p>Making event level and foci clear on parental permission letters and event reports on the website/ newsletter.</p>	<p>Participants - 983 Year 3 - 88 Year 4 - 130 Year 5 - 306 Year 6 - 238 Mixed year group - 219</p> <table border="1" data-bbox="846 376 1294 715"> <thead> <tr> <th>Events</th> <th>number</th> <th>More than</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>35 16%</td> <td>84%</td> </tr> <tr> <td>2</td> <td>43 20%</td> <td>64%</td> </tr> <tr> <td>3</td> <td>37 18%</td> <td>45%</td> </tr> <tr> <td>4</td> <td>25 12%</td> <td>32%</td> </tr> <tr> <td>5</td> <td>25 12%</td> <td>20%</td> </tr> <tr> <td>6</td> <td>15 8%</td> <td>12%</td> </tr> <tr> <td>7 plus</td> <td>27 12%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="846 759 1308 887"> <tbody> <tr> <td>C events</td> <td>28</td> </tr> <tr> <td>A&D events</td> <td>21</td> </tr> <tr> <td>I&E events</td> <td>9</td> </tr> </tbody> </table> <p>Teachers able to select children more appropriately for the events and therefore increase success felt by the children as they are able to compete on an even level.</p>	Events	number	More than	1	35 16%	84%	2	43 20%	64%	3	37 18%	45%	4	25 12%	32%	5	25 12%	20%	6	15 8%	12%	7 plus	27 12%		C events	28	A&D events	21	I&E events	9	<p>Children love attending events and most events, targeted skill level and children were well matched. Some events needed clarification of skills level/ competition level to make it clearer who should attend.</p> <p>Could have more opportunities for Year 3, as a transition to Year 3.</p> <p>Use a questionnaire to find sporting interests and talents to help with event selections - especially A&D events.</p>
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Key priorities and Planning for 2023 – 2024

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
CPD for teachers	Primary generalist teachers, especially those who have moved year groups or are new to the school.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. New teachers are skilled in activities which can improve physical literacy of the pupils. All staff have a greater understanding of differentiation within PE and sports and know how to differentiate within all the sports and activities they teach. Include competition as part of lesson plans. Planning adapted for future use. Greater physical literacy.	£8,629 (portion of) PE TA to support teachers within lessons, after sharing planning. £free ECTs to receive individualised training for coaches from Chance to Shine. £8,629 (portion of) PE TA to plan and lead staff training for all staff exploring STTEP principles. Staff to adapt planning to reflect STTEPs principles. £6,918 (portion of) School partnership staff working with teacher in lesson to offer support.

<p>Resources purchasing</p>	<p>Children as they will be using them in:</p> <p>PE lessons</p> <p>Inter-school events - especially netball (focus for the SGO area)</p> <p>Football training and inter-school matches (new primary schools league for the SGO area) - boys and girls</p> <p>Lunchtime activities created and lead by Sports Leaders and Bronze Ambassadors</p> <p>After School club</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</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>Equipment and resources to be used for many years to come.</p> <p>High quality equipment creates higher expectations of behaviour and success. More children involved leading to meeting activity goals and fostering lifelong love of sports.</p> <p>A wider range of sports available to more children</p> <p>To buy next year: £150 Football goal nets (KS2 playground)</p>	<p>£732 Football posts and balls for school field. £0 Dodgeballs so correct balls are used rather than sponge balls (donated by a parent) £406 Golfway tri-golf resources. £34 Tag rugby belts</p>
<p>Increased participation in inter-school competition on all levels: I&E, A&D, C</p> <p>Use questionnaire to find sporting interests and</p>	<p>Children as they will participate in the events</p> <p>Teachers as they will organise the participation, recognise those who are talented, or suitable for different sports and</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer</p>	<p>Impact for the children: raising their expectations of what Gifted and Talented entails</p> <p>The feeling of success</p> <p>The feeling of joy at experiencing something new</p> <p>Sowing the seeds of sports</p>	<p>£6,918 (portion of) School partnership events And School Games events</p> <p>£2,486 (portion of) Staffing costs to plan and accompany children to events</p>

<p>talents completed by children to help with event selections - especially A&D events</p>	<p>activities and at the right level. A greater understanding of the levels of competition.</p>	<p>guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>and activities which will be followed through and taken to the next level, throughout a life of activity.</p> <p>Interests outside of school are supported and valued in school.</p>	<p>£128 event entrance fees</p>
<p>Increase active hours before and after school</p>	<p>Children and their parents</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<p>Children are able to walk, scoot and cycle safely, not only to and from school but also whenever they are out and about. This should reduce anxiety of parents about the children traveling on foot, bike and scooter.</p> <p>Use of walking as a method of transport to sporting events.</p> <p>Encourage the use of bike, scooter and walking as a method of transportation for now and for life, developing a lifelong attitude to walking/ cycling.</p>	<p>£2,540 (portion of) PE lead time to track and monitor success and celebrate the achievements.</p> <p>Cycling proficiency training for year 6</p> <p>Scooter training for year 2</p> <p>Walking safety for year 4</p> <p>Distraction training for year 5</p> <p>Participation in 'walk and wheel to school' week.</p> <p>£8,629 (portion of) PE TA working at After School Club to create and generate active activities for the children, for</p>

				example: football, table, tennis, basketball.
Develop engagement and leadership of children	Sports Leaders and Bronze Ambassadors Children who the SL and BA work with	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support 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>Training for the SL and BAs ensure quality planning and implementation of a range of activities.</p> <p>SLs and BAs are interactive and independent in the activities they design.</p> <p>SLs and BAs raise the behaviours and activeness of children at lunchtime.</p> <p>SLs and BAs conduct sessions which allow selection of teams (by PE lead and PE TA) for inter school events.</p> <p>BAs help to share the successes of teams at inter school events in assemblies and in the school newsletters and website.</p>	<p>£6,918 (portion of) School partnership lead initial training session and use SLs during inter school events.</p> <p>£8,629 (portion of) PE TA to support the children with accessing equipment, leading the activities and team selections for participation in activities.</p>

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																																																		
CPD for teachers	Sessions run by Chance to Shine (cricket) and tennis coaches provided teachers with inspiration and activity ideas which could be used and adapted for other sports.	continue with professionals if possible. Conduct a CPD needs questionnaire for staff. Support training for new PE TA, and create possibilities to share with staff.																																																		
Increased participation in inter-school competition on all levels: I&E, A&D, C	1075 participants this year over 67 events																																																			
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Increase active hours before and after school	Term		Number of children attending at least one sports club (out of 240 children in KS2).		Sports TA working at afterschool club provided active session for all the children, behaviour issues decreased and children learning inter-personal skills and sportsmanship.
	Autumn	111	46%		
	spring	133	55%		
	summer	142	59%		
	clubs include football, netball, tennis, gymnastics, dance, musical theatre, cricket, rounders, athletics				
	Many children participated in 'Walk and wheel to school week'				
Develop engagement and leadership of children	Sports Leaders on a rota with focused activities increased participation for the other children. Able to gather basic information about skills not seen in PE lessons, useful for events Bronze Ambassadors organized certificates and rewards. Display board kept up to date and relevant. Children looking at the board and being inspired to 'have a go when I'm older'				Children need support and guidance, this should improve next year with the support of PE TA.

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%	most children very proficient. Not able to use data from swimming provider due to errors with the assessment process. For example a child who competes in triathlon was assessed as swimming only 10 metres. Not able to access 'top up' swimming sessions due to no space at the local pool.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	Most children very proficient
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	safe self-rescue covered in swimming lessons in years 3 and 4 and theory-based lessons in year 6
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?	No	We would have liked to, and have done in the past. Will look into it again for next year. There was no availability to do so at the pool used by school for other years groups, or the local secondary school which has a pool.

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	not to teach swimming but have used resources to teach water safety
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Signed off by:

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