



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
Equipment for lessons/breaks. Organisation of Playgrounds. Sports TAs employed to support on the playgrounds and in lessons.	Children given more opportunities to access a wider variety of sports that they have not had the opportunity to participate in before. More children being active during the school day.	Improved behaviours and calmer play and lunches due to a wider variety of playground activities.
Afterschool clubs subsidised by school.	Children who did not usually have the opportunity to access due to costs were able to access clubs.	Improved provision for all – increased uptake of clubs and children taking part were tracked using registers throughout the year. Pupil voice showed that children enjoyed the variety of clubs on offer.
Level 5 subject specialism achieved.	Subject leader more confident and able to disseminate new information to school staff.	Level 6 award to begin in new school year.

<p>Gold level School Games award achieved for 2nd year.</p>	<p>Provision in school tracked and at an appropriate level – verified by external School Games co-ordinators.</p>	<p>Work towards gold and map out for next year – 4 years in a row needed to apply for platinum.</p>
<p>School streets award achieved and active travel award .</p>	<p>More children walking, biking and scooting to school. Events held throughout the year to encourage more active travel and rewards given. Children excited about being active on their journey to school.</p>	<p>School part of school streets closure to further encourage active travel to/from school.</p>
<p>Bubble Run and Colour run introduced for all years.</p>	<p>All children excited and participated in physical activity. Raised the profile of sport in school.</p>	<p>Repeat events next year.</p>

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
Replenish store cupboard to be able to effectively deliver PE curriculum.	<p><i>Teaching staff – fully resourced lessons, able to adapt to children’s needs.</i></p> <p><i>Children – can take part fully in lessons including children with additional needs.</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Wider variety of sports offered in PE lessons. Tailored to the children’s interests from pupil voice.</i></p> <p><i>Equipment sources for staff to be able to adapt lessons for children with additional needs within lessons.</i></p> <p><i>Training and support given via PE lead and sources sent out.</i></p>	<p><i>Replenish store and new activities at break and lunch combined - £7000.</i></p>
Introduce a new variety of break and lunch activities.	<p><i>Lunch staff – ability to provide a range of activities.</i></p>	<p><i>Key indicator 4.</i></p> <p><i>Key indicator 2.</i></p>	<p><i>Organisation of breaks and lunches.</i></p> <p><i>Designated areas with activities and equipment. Sports can be changed half termly</i></p>	

<p>Lunch activities for targeted groups of children - Yoga.</p>	<p><i>Pupils – children who are less likely to access the playground activities or need a calmer environment. Still have the opportunities to access physical activities.</i></p>	<p><i>Key indicator 4.</i></p> <p><i>Key indicator 2.</i></p>	<p><i>to keep the children interested and wanting to participate</i></p> <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p>£500</p>
<p>Variety of afterschool clubs available for children – costs covered.</p>	<p><i>Pupils – learn skills to encourage active lifestyles, introduce different sports, lifelong skills e.g learning how to ride a bike, opportunity to meet new friends.</i></p> <p><i>Families – subsidised to support low-income households.</i></p>	<p><i>Key indicator 4.</i></p> <p><i>Key indicator 2.</i></p>	<p><i>More pupils able to access clubs who may not be able to otherwise. Lifeskills learned and positive experiences in physical activity.</i></p>	<p>£6500</p>
<p>Staff release for competitions.</p>	<p><i>Pupils – able to access a variety of competitions organised by trust and School Games.</i></p>	<p><i>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 5 – Increased participation in competitive sport.</i></p>	<p><i>Pupils able to access competitions within school time.</i></p>	<p>£600</p>

<p>Subject leader release – ensure high quality lessons, work alongside staff, pupil voice. Organise events for whole school.</p>	<p><i>Staff – support and CPD where requested.</i></p> <p><i>Pupils – High-quality PE lessons, adaptations for needs, variety of sports and activities offered. Opportunities inside and outside of school, pupils opinions on PE shared and acted upon.</i></p>	<p><i>Key indicator – 1 Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 3.</i></p> <p><i>Key indicator 4.</i></p> <p><i>Key indicator 5.</i></p>	<p><i>Staff deliver high quality PE lessons. Profile of PE is raised throughout school and is seen as a valued subject. Staff feel confident in lessons they deliver. Organisation of PE is to a high standard to support staff. Pupils have a voice to what they want in PE and extra curricular activities.</i></p>	<p>£500</p>
<p>Subject leader CPD – Level 6 in Primary Specialism.</p>	<p><i>Subject leader – up to date with new research. Support in structuring and running the PE curriculum using research and recommendations from sporting governing bodies and specialists. Confident in sharing and disseminating to staff.</i></p> <p><i>Staff – more confident teaching and well informed of PE, intent, implementation</i></p>	<p><i>Key indicator – 1</i></p> <p><i>Key indicator - 3</i></p>	<p><i>Planned and structured high quality PE curriculum for children throughout school. Progression clearly stated throughout. Staff confidence raised in the delivery and impact of PE.</i></p>	<p>£350</p>

	<i>and impact on children. Pupils – high quality PE lessons.</i>			
Competitions	<i>Pupils –more opportunities to take part and perform in competitive situations inside and outside of school.</i>	Key indicator 3. Key indicator 5.	<i>Links made with local clubs and organisations. Children have raised motivation to participate and practice in school before competitions.</i>	£50
Transport to competitions.	<i>Pupils- opportunities to participate in competitive situations.</i>	Key indicator 5		£1000
Sports week	<i>Pupils – opportunities for all to participate in a competitive situation.</i>	Key indicator 2. Key indicator 3. Key indicator 4.	<i>Children have the opportunity to use a specialised sporting venue (Doncaster Athletics track).</i>	£200
Colour Run	<i>Pupils – enjoyment in physical activity.</i>	Key indicator 2. Key indicator 3. Key indicator 4.	<i>Positive experiences created while being physically active.</i>	£700

OAA – Y6	<i>Pupils – all children have the opportunity to participate in an OAA specialist venue. Costs covered.</i>	Key indicator 3. Key indicator 4.	<i>Opportunity to push themselves in a specialist venue.</i>	£1300
PE Hub and Primary PE planning schemes.	<i>Staff – confidence when delivering lessons- support provided with planning. Pupils – high quality PE lessons.</i>	Key indicator 1. Key indicator 2 Key indicator 4.	<i>High quality PE provision. Staff confidence.</i>	£1000
Active fusion membership	<i>Pupils – opportunity to access competitions and support for school.</i>	Key indicator 2. Key indicator 3. Key indicator 4. Key indicator 5.	<i>Develop play leaders. Opportunities for competitions and support within school from organisation.</i>	£50

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
OAA – Y6	All children able to access an external provider for specialist provision.	Removed monetary barriers for children being able to access memorable experiences with their peers in physical activity and challenges.
Equipment PE and play	Staff have the equipment to teach lessons and adapt for the children’s needs. Play times are able to have a variety of structured play activities.	Calmer play, more children engaged in physical activity throughout the school day.
Competitions	Children able to experience a competition with other schools.	More children competing has increased the motivation towards participating in physical activity. After school club developed for target groups (girls) and this was through accessing competitions.
Sports week	All children participate in competitions in a variety of sports.	Celebration of the year in sports. Children look forward to the week and get to access a range of sports.
After school clubs	Subsidised so all children have the	All children have the same opportunities

<p>OFSTED – PE deep dive, Gold School Games award for 3rd consecutive year.</p>	<p>opportunity to access.</p> <p>Overall Good rating – PE checked by Ofsted and provisions in place fit for purpose.</p> <p>School games award – verified by external providers.</p>	<p>to access opportunities they may not have otherwise.</p> <p>Subject leader confident in the provision given.</p>
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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?	48%	<i>Due to catch up from covid swimming has been moved to Y6 which we feel has been too late. Therefore, this year Y5 and 6 have been sent to swimming lessons to allow more time for catch up sessions which have been limited when swimming has been in Y6 alone. All children who did not achieve the distance required were issued with vouchers to continue free swimming lessons outside of school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	96%	<i>Children have learned a variety of strokes and many have gone from not having been in a swimming pool to being able to use a variety of strokes although not all can use the strokes to a distance of 25m.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87%</p>	<p><i>Not all children attended all lessons due to the time of year that the lessons were held. To rectify this for future years, we have moved the time of year of swimming lessons to encourage all children to attend all sessions. As a school near a lake we find this an important skill that all of our children need to learn.</i></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>Started with a lower percentage of children in Y6 able to swim at the beginning of the year. We have moved swimming lessons to Y5 to be able to allow for more catch up sessions.</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>Specialist coaches employed to teach swimming due to the nature and location of the school.</p>

Signed off by:

Head Teacher:	<i>James Bullock</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Michelle Sutherill – Class teacher and PE subject lead</i>
Governor:	<i>Patricia Astbury</i>
Date:	19/07/24