



# 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
Year 6 Sports Leaders	Year 6 take active leads in running small groups activities for younger children at lunchtime and breaktimes.	This has really helped to raised the profile of PE and the importance of keeping fit and healthy.
Embed Complete PE	This has begun to improve the teaching and learning across all PE aspects.	This will need to continue next year to further embed and improve the teaching of PE.
Clubs	There has been a significant increase in attendance at after school clubs from all year groups.	A review of the offer will be carried out early next year to ensure that a range of clubs are available.

## 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>Increased staff confidence when teaching dance.</p> <ul style="list-style-type: none"> <li>Dance specialist to work alongside class teachers.</li> <li>Class teacher and dance specialist to plan lessons together.</li> <li>Team teach approach.</li> </ul> <p>P.E. Lead release time to work alongside teachers to improve confidence.</p> <ul style="list-style-type: none"> <li>Dedicated release days to help upskill staff.</li> <li>Observations of teaching and strategies offered to staff to further</li> </ul>	<p>Class Teacher and Children.</p> <p>Class teacher as confidence is increased in leading all aspects of the P.E. curriculum.</p> <p>Children will have a more enjoyable PE lesson as staff confidence within the subjects improve.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers have an increased confidence when teaching the dance curriculum alongside a dance specialist.</p> <p>Class teachers have access to more resources and further develop vocabulary to improve teaching.</p> <p>P.E. observations of lessons have seen an increase in child participation. Child enjoyment has improved also (Pupil voice).</p> <p>Termly observations to continue to ensure all children are enjoying P.E. and all staff are confident teaching new concepts.</p>	<p>£3300</p> <p>£2500</p> <p>£2534</p>

<p>develop.</p> <ul style="list-style-type: none"> <li>Planning and team teaching of any difficult concepts.</li> </ul> <p>Increased staff knowledge and confidence in assessing P.E.</p> <ul style="list-style-type: none"> <li>iPads for all teaching staff.</li> <li>Access to Complete PE tracker to assess.</li> </ul> <p>Increased staff confidence in leading and planning P.E.</p> <ul style="list-style-type: none"> <li>Subscription to Complete P.E.</li> <li>Staff to have access to WAGOLL and lesson plans.</li> </ul> <p>CPD for all staff.</p> <ul style="list-style-type: none"> <li>Hannah Miller training – covering aspects on how</li> </ul>			<p>Teachers to be able to access Complete PE while teaching to upload assessment data.</p> <p>Staff to have access to WAGOLL videos to show during lessons.</p> <p>Staff to be able to evidence learning through photos and videos.</p> <p>Staff to be able to plan lessons effectively using pre planned lessons. Staff can amend these to suit based on working with P.E lead.</p> <p>Staff to have an increased knowledge on how to plan and adapt lessons using the STEP principle.</p> <p>Staff to implement any changes into current teaching and feedback to P.E lead on success.</p>	<p>£150</p> <p>£950</p>
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<p>to teach an effective PE lesson.</p> <ul style="list-style-type: none"> <li>• Balance Bike training</li> </ul>			<p>Staff to be trained in using the balance bikes and they are to be implemented into current teaching (not just P.E.)</p> <p>Used well for active lessons with children in Reception and Year 1.</p> <p>Staff feedback:</p> <ul style="list-style-type: none"> <li>• A positive impact on the children's wellbeing and spatial awareness has been recognized. They have also been encouraging and supporting gone another.</li> <li>• The children's confidence has been boosted and we are noticing an improvement in their balance.</li> <li>• They are used weekly on reception class.</li> <li>• Confidence has improved greatly in</li> </ul>	
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			<p>reception children.</p> <ul style="list-style-type: none"> <li>Developed resilience as children who fell off initially, get back up and carry on.</li> </ul>	
<p>Increase children's balance and co-ordination.</p> <ul style="list-style-type: none"> <li>Purchase of Balance bikes.</li> <li>Bikeability for Year 6 students.</li> </ul> <p>Introduction to 2-minute skip challenge to replace daily mile.</p> <ul style="list-style-type: none"> <li>Skip to be fit ropes purchased for all children.</li> </ul> <p>Outdoor gym equipment</p> <ul style="list-style-type: none"> <li>Purchasing of</li> </ul>	<p>Children will increase balance and co-ordination, which will improve the child's welfare.</p> <p>Children's cardiovascular fitness to improve which will improve the overall the overall wellbeing of the child.</p> <p>Children to be active while in the classroom which will in turn increase attainment across all</p>	Key Indicator 2: Engagement of all pupils in regular physical activity.	<p>Children have used the bikes regularly in Reception and Year 1 with positive feedback around both balance and co-ordination.</p> <p>Plan to increase usage next year across a range of subjects.</p> <p>Feedback from children is already very positive: We really enjoy skipping and can't wait to be able to try and beat our score. I bought one of these ropes for home and am already trying to beat my score.</p> <p>Children have enjoyed using the equipment outside of their classroom. They are on average more</p>	<p>£4355</p> <p>£2100</p> <p>£3000</p>

outdoor gym for KS1 area.	subjects.		active and are able to articulate what they are doing and the effect of being active has on their bodies.	
<p>New playground/sports equipment.</p> <ul style="list-style-type: none"> <li>Increased participation in a range of new activities.</li> <li>Increase amount of time children can be physical</li> </ul> <p>New playground plan and training for young leaders.</p> <ul style="list-style-type: none"> <li>Playground and field to be</li> </ul>	<p>Children will experience new activities to improve the amount of time physically active.</p> <p>Children will have the opportunity to take on leadership roles and run the zones.</p> <p>Staff will be more confident in</p>	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	<p>New equipment has seen an uptake in children being active. More children are playing different activities – not just football.</p> <p>Year 5 Children thoroughly enjoy their role as young leaders and are leading sessions daily. Year 6 children work alongside these children to ensure as</p>	<p>£3300</p> <p>£900</p>



<p>zoned to maximize all the space.</p> <ul style="list-style-type: none"> <li>• Dance leaders to be trained.</li> <li>• Sports leaders to be trained.</li> <li>• CPD for staff to facilitate activities.</li> </ul> <p>Increase in mental wellbeing awareness.</p> <ul style="list-style-type: none"> <li>• CPD for staff</li> <li>• Training on how to use Dog mentoring for staff.</li> </ul>	<p>leading a variety of games.</p> <p>Staff knowledge how to help with mental health will be greatly improved.</p>		<p>many children are active as possible.</p> <p>Music at lunch time has made a positive contribution to children's happiness and wellbeing:</p> <p>I love having the dance leaders – they always make me smile and we have fun dancing every day.</p> <p>Dog mentoring back up and running and has seen another increase in children's physical activity. Children are also talking more and sharing thoughts and feelings with one another and staff due to staff awareness around mental health.</p>	£390
<p>Introduce a broader range of activities for children to try throughout the year through workshops.</p> <ul style="list-style-type: none"> <li>• Dedicated sports week</li> <li>• Festival of sport</li> <li>• Bounce – mini trampolining.</li> <li>• Kickboxing.</li> <li>• Skip2bFit.</li> </ul>	<p>Children to have the opportunity to try new sports they wouldn't normally try in an attempt to increase outside participation.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All children present took part in each workshop with all children enjoying themselves.</p> <p>Uptake in children wanting to sign up to sports outside of school – particularly tennis and kickboxing – which has helped to create strong links with these clubs.</p>	£1910

<ul style="list-style-type: none"> <li>• Tag Rugby</li> <li>• Cheerleading</li> <li>• Tennis</li> </ul>			<p>Pupil feedback: I have really enjoyed trying a new sport – I was worried about the kickboxing as it looked hard but really enjoyed it.</p> <p>The Skip2bFit man was very encouraging and I am looking forward to trying to beat my score each day</p>	
<p>Increased participation to competitive sports.</p> <ul style="list-style-type: none"> <li>• Attending termly trust sports.</li> <li>• Participate in football competitions run by the district.</li> <li>• Attend any SGO tournaments.</li> </ul>	Children get to enjoy competitive sport and the thrill of competition.	Key Indicator 5: Increased participation to competitive sports	<p>Attended trust tournaments:</p> <p>Netball – 2<sup>nd</sup> Dodgeball – 5<sup>th</sup> Football – 2<sup>nd</sup> Basketball – 5<sup>th</sup> Tag rugby – 3<sup>rd</sup> Athletics – 5<sup>th</sup> Overall – 3<sup>rd</sup></p> <p>Girls football: Semi-Final of two cup competitions.</p> <p>Boys Football: Semi-final in one competition and the final (runner up) in another.</p> <p>Boys Tag rugby – 5<sup>th</sup> place</p> <p>Girls Tag rugby – 3<sup>rd</sup> place.</p>	£250

			<p>18/29 children in Year 6 represented the school in competitive sport – 62%</p> <p>14/30 children in Year 5 represented the school in competitive sport – 47%</p> <p>8/29 children in Year 4 represented the school in competitive sport – 28%</p> <p>6/30 children in Year 3 represented the school in competitive sport – 20%</p> <p>Overall - 46/118 KS2 children participated in competitive sport – 39%</p>	
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## 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
Staff confidence in teaching dance has been greatly increased.	Subject knowledge and production of excellent pieces of work seen.	Try to increase participation next year for more children to access.
Children enjoying a range of new activities – balance bikes, skipping, dragon ball.	More children active throughout the day and not just in PE lessons.	
Excellent performances in sporting competitions.	Children have a better wellbeing as they enjoy showcasing talents and sharing experiences.	



# 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?	64%	<i>23/29 children were able to do this – plan for improved number of lessons across a number of years next year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	55%	<i>23/29 children were able to do this – plan for improved number of lessons across a number of years next year.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	43%	<i>25/29 children were able to do this – plan for improved number of lessons across a number of years next year.</i>
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	This will be considered nest year.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This will be considered nest year.

Signed off by:

Head Teacher:	Tara Hewett
Subject Leader or the individual responsible for the Primary PE and sport premium:	Aaron Farnell Year 4 Teacher and PE Lead.
Governor:	Keith Syrett Chair of Governors
Date:	24/07/24

Total : £26,339 ( Included a rollover from 22/23)