



# 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  |
|---|--|---|
| Fund Sports opportunities in school time  | Pupils learn skills associated with new sports over a prolonged period   | We had a range of different sports days for children to take part in – cricket, tag rugby???? |
| Equipment for lessons – evaluate current equipment and increase where necessary e.g. nets/ racquets and balls | Ensure there is enough equipment for KS2 classes to enable everyone to take part   | The existing equipment was evaluated and then ??? was purchased                               |
| Equipment for playtimes – purchase equipment to make playtimes more active                                    | Y5 sports leads to develop a range of clubs and activities for all children to take part in. Y5 children to have leadership experience and the rest of the children have activities to increase activity at play and lunchtimes. |   |
| Year 5 children to attend Sports Leader training and then organise events and clubs in school                 | Children to lead sports and events in school and to encourage younger children to become involved.   |   |

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|--|--|---|
| Increase outdoor learning to engage children in a range of physical activity   |  |   |
| CPD for staff  | Staff can learn to develop their own practise which will make their lessons more active and enjoyable for their pupils. Staff will learn and develop their own knowledge of how to develop children's knowledge in sports and games. | From monitoring the teaching and learning in PE we felt we needed more structure to ensure the full range of the PE curriculum was being taught effectively. In order to do this, we felt a new scheme would benefit all staff. |
| Employ dedicated swimming coaches to support staff delivering swimming sessions.   | Swimming coaches to work alongside staff to show how to teach swimming and water rescue.   |   |
| Special sport days   | Introduce new sports to children. Pupils learn new skills and try out new sports.  |   |
| Affiliation and sporting competitions and Affiliation to the 'school games' bronze level.  | Pupils can take part in a wide range of competitive sporting competitions at different levels. A range of sporting opportunities offered to children.  | The competitions have not been very popular, and we have struggled to get children to attend them.  |
| Participate in the Foxes schools' competitions organised by Alex Palmer and Charnwood competitions. These will involve a range of sports competitions across the age ranges of the school. |  |   |

## 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>Improve the teaching and learning opportunities for PE in school:–</p> <ul style="list-style-type: none"> <li>• purchase a scheme to support teachers to teach a wider range of sports and to reinvigorate lessons</li> <li>• CPD Courses</li> <li>• Ollie Riddell (Level 5 Sports Practitioner) to lead sports sessions and provide CPD for staff, particularly for HAP – (1 session per week, not PPA cover)</li> <li>• Employ dedicated swimming coaches to support staff delivering swimming sessions. Swim coaches work alongside teachers for their professional development and training so that they can offer high-quality swimming and water safety lessons for pupils. Cost for swimming met from core school budget</li> </ul> | <p>All staff that teach PE and pupils</p> | <p>Key Indicator 1 – by providing staff with a structure to use, it is hoped that staff confidence will increase as well as their knowledge and skills</p> <p>Key Indicator 2 - Engagement of all pupils in regular physical activity</p> <p>Key Indicator 3 - The profile of PE and sport is 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>Key Indicator 5 - Increased participation in competitive sport</p> | <p>By empowering the staff with the skills required to enhance their PE teaching, therefore making their future teaching sustainable</p> | <p>Scheme</p> <p>CDP courses</p> <p>OR time</p> <p>Swimming coaches</p> |

|  |                          |   |  |                        |
|--|--------------------------|---|--|------------------------|
| and voluntary contributions from parents.  |                          |   |  |                        |
| Top up Swimming lessons for those current Year 6 children who did not achieve the National Curriculum requirement last year  | Selected Year 6 children | Key Indicator 2 - Engagement of all pupils in regular physical activity   | Children in Years 4 and 5 completing swimming this year will mean that those that have not achieved the NC requirements will be able to go again next year.  | Swimming coaches       |
| <p>Make playtimes and lunchtimes more active</p> <ul style="list-style-type: none"> <li>• Work with playtime leaders to make playtimes and lunchtimes more active and encourage whole school participation</li> </ul>        | All children             | <p>Key Indicator 2 - Engagement of all pupils in regular physical activity – we will aim to ensure that children can enjoy at least 30 minutes of sports per day in school as per the guidelines</p> <p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement – by working with the children we hope to increase the uptake of lunchtime opportunities</p> | Children will be more active at play and lunchtimes. They will play together, therefore practicing their teamwork and cooperation skills.  | Playtime equipment     |
| <p>Encourage children to compete in competitive sports</p> <ul style="list-style-type: none"> <li>• Look for tournaments that children can attend as a class</li> <li>• Continue to pursue the Foxes competitions</li> </ul> | All children             | Key Indicator 5 - Increased participation in competitive sport  | More competitive sports will give children a sense of competition. By finding competitions that happen in school time we can ensure that a wider range of children have an opportunity to compete. | Transport<br>Equipment |

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| <p>Fund sports opportunities in school time Cricket, tennis, golf – depending upon availability. Try to find unusual sports for children to take part in</p> |  | <p>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p> | <p>Children taking part in a wider range of different sports will widen their ideas about the kinds of activities they can do outside of school or in the future</p> | <p>Funding the sports days</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   |
|--|---|--|
| Special sport days   | We have had a number of special sports days, which have contributed to the children being more aware of the range of sports that are available to them.<br><br>All the children took part in the 2023 Mini London Marathon.   |  |
| Employ dedicated swimming coaches to support staff delivering swimming sessions.                               | Employing swimming coaches and taking a whole year group swimming has transformed the amount of children who participate in swimming at school. This also means we can measure the children's attainment against the National Curriculum correctly, particularly the self rescue. |  |
| Year 5 children to attend Sports Leader training and then organise events and clubs in school                  | The Year 5 children led and ran clubs outside at lunchtimes for the younger children. They will continue with this next year and train the future sports leaders, therefore making this sustainable.  | As they move into year 6 they will also develop other clubs in school  |
| Increase outdoor learning to engage children in a range of physical activity                                   | With an audit of the curriculum, it could be seen that there were some gaps in the curriculum offer of sports that the children could complete. With the purchase of a new scheme, the range of sports being offered will increase, as will the physical activity outside.        | The impact of the new scheme will be measured to see if there has been an increase in the range of sports offered. |
| Equipment for lessons – evaluate current equipment and increase where necessary, e.g. Nets/ Racquets and balls | There is a lack of equipment for some sports, such as racquets and balls, these have been purchased. With the new scheme being implemented, there will also be a further need for investment in equipment.  | Monitor and refine the range of sports and equipment needed in the next academic year.                             |



## 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><br><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?   | 69%           | All Year 5 children went to swimming lessons last year. The children that did not achieve the National standard will attend lessons this year.                            |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?  | 69%           |   |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 69%           |   |
| 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           | Yes, those children who attended swimming lessons in Year 5 last year, and did not meet the national Curriculum requirement will be taken for swimming lessons this year. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes           | We employ swimming coaches to work alongside teachers, so that they can see good practice.  |

Signed off by:

|  |                               |
|--|-------------------------------|
| Head Teacher:  | <i>Jan Scallon</i>            |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Andrea Wagg – AHT</i>      |
| Governor:  | <i>Richard Bailey – Chair</i> |
| Date:  | <i>January 2024</i>           |