



# 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
<ul style="list-style-type: none"> <li>- Lunchtime sport coaches for KS2</li>   <li>- Staff CPD for gymnastics</li>   <li>- Memberships/ coach travel</li> </ul>	<ul style="list-style-type: none"> <li>- More children were engaged in KS2 at lunchtimes as the coach ran sport sessions for all 4 classes. More girls and children with SEND were encouraged to participate in a range of sports and not only football.</li>   <li>- Staff felt more confident when teaching gymnastics and PE in general (supported by data from staff questionnaires) PE lead observed staff teaching following the CPD and was able to witness key skills being adapted from the training into other sports.</li>   <li>- More children were able to access competitive sport and represent the school. There were positive results for the girls' teams in both football and netball.</li> </ul>	<ul style="list-style-type: none"> <li>- More children playing sport had a positive impact on behaviour due to higher levels of engagement.</li>   <li>- Positive use of the Premium to target an area of staff development- we now have a new staff with 3 ECTs- PE lead to target this group for further support.</li>   <li>- Higher levels of inter competition for the whole school.</li> </ul>

## 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
<ul style="list-style-type: none"> <li>- Increased opportunities for sport at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- KS2 children</li> </ul>	<ul style="list-style-type: none"> <li>- Key indicator 2- This allowed for more KS2 children to take part in sport at lunchtime. PE lead purchased new resources to allow a wider range of sport and to target girls and children with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>- There was an increased level of girls playing sport at lunchtime and moving away from traditional sports such as football.</li> </ul>	<ul style="list-style-type: none"> <li>- £4725</li> </ul>
<ul style="list-style-type: none"> <li>- Higher % of children being involved in after-school sport.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school</li> </ul>	<ul style="list-style-type: none"> <li>- Key Indicator 2- more children were involved in after-school sport.</li> <li>- Key indicator 4- a wide range of sport was on offer after using some of the premium to fund after-school coaches.</li> <li>- Key indicator 5- specific coaching for the girls' football team.</li> </ul>	<ul style="list-style-type: none"> <li>- After school data rose from 42% attending a club in 2022-2023 to 57% in 2023-2024.</li> <li>- Girls' football team had the best season the school has ever achieved with 1 cup win, 2<sup>nd</sup> in the league and semi finals of another cup.</li> </ul>	<ul style="list-style-type: none"> <li>- £450</li> </ul>

<ul style="list-style-type: none"> <li>- Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school</li> </ul>	<ul style="list-style-type: none"> <li>- Key indicator 4- new equipment allowed for a greater range of PE lessons away from the traditional sports, e.g. purchase of golf clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Children were enabled to participate in different sports.</li> <li>- Increased confidence for children who compete in these sports outside of school and links to local clubs planned for 2024-2025 with Walmley Golf Club.</li> </ul>	<ul style="list-style-type: none"> <li>- £4244.89</li> </ul>
<ul style="list-style-type: none"> <li>- Moki armbands</li> </ul>	<ul style="list-style-type: none"> <li>- KS2</li> </ul>	<ul style="list-style-type: none"> <li>- Key indicator 3- Data celebrated in Friday assembly/ competitions between classes.</li> <li>- Celebrated the most achieved across the week.</li> </ul>	<ul style="list-style-type: none"> <li>- Children became more active, especially at playtimes.</li> <li>- Allowed the PE lead to analyze the data to target specific groups- ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>- Bands were purchased in the previous years sport premium.</li> </ul>
<ul style="list-style-type: none"> <li>- Competitions/ memberships</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school</li> </ul>	<ul style="list-style-type: none"> <li>- Key indicator 5- more children were offered the opportunity to participate in competitive sport.</li> <li>- Key indicator 3- increased profile of sport due to permanent item in the weekly celebration assembly, tweets using X and school newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>- % of children with SEND attending a club rose from 14% in 2022-2023 to 32% in 2023-2024.</li> <li>- Girls' sporting teams had the best performances in the history of the school.</li> <li>- The boys' football team won a cup and</li> </ul>	<ul style="list-style-type: none"> <li>- £2137.50</li> </ul>

<ul style="list-style-type: none"> <li>- CPD for PE lead</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school</li> </ul>	<ul style="list-style-type: none"> <li>- Key indicator 1: Increased confidence in teaching PE</li> </ul>	<p>finished 2<sup>nd</sup> in the league.</p> <ul style="list-style-type: none"> <li>- PE lead became more upskilled and led staff inset to transfer this knowledge onto staff.</li> <li>- PE lead had team teaching sessions with ECTs to model PE lessons and provide support.</li> </ul>	<ul style="list-style-type: none"> <li>- £60</li> </ul>
<ul style="list-style-type: none"> <li>- Brownlee foundation medals</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school</li> </ul>	<ul style="list-style-type: none"> <li>- Key indicator 3- We celebrated the children's achievements in sport from outside of school and promoted the children being active. They received a medal which they received in the weekly celebration assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- Children were able to highlight the range of sports they do outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>- £211</li> </ul>

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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
<ul style="list-style-type: none"> <li>- After-school provision</li>   <li>- Competitions</li> </ul>	<ul style="list-style-type: none"> <li>- PE lead negotiated with external sports providers to use the premium money to fund more spaces at clubs, especially for the most vulnerable and pupil premium children. As a result, the clubs became more affordable, and we saw increased % of children attending clubs.</li>   <li>- Higher % of children with SEND and PP representing the school (this was a target for this year)</li> <li>- Girls' sporting teams in both football and netball had the best results in the school's history.</li> <li>- More opportunities for girls' sport which led to children joining clubs outside of school -," Thank you for your encouragement and support in providing the opportunity for me to try and get involved in different sports. It has ignited a true passion for sport and something that I will continue into secondary school," (quote from a Year 6 leaver)</li> </ul>	<ul style="list-style-type: none"> <li>- Continue into 2024-2025.</li>   <li>- Continue the passion to get as many children as possible into sport.</li> </ul>

## 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?	90%	<i>The children received swimming lessons in Years 2-3. Plans for further swimming were affected as our provider cancelled at the 11<sup>th</sup> hour and we were unable to secure another pool at short notice.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>73%</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>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>	

Signed off by:

Head Teacher:	<i>Mrs C. Gorman (Head of school)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr. A. Hunt</i>
Governor:	<i>Mr. C. Davies (Link governor for PE)</i>
Date:	26/07.24