



# 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.

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
Embedding active lunchtimes	A greater proportion of pupils engaged in physically active lunchtimes. There was an improved attitude towards physical activity and increased levels of pupil motivation to be physically active at lunchtime.	Pupil activity at lunchtime increased.
Use of sports coaches to teach alongside teachers to improve our Quality of Education in PE	Staff were able to observe and learn from qualified coaches	All staff received high-quality CPD from coaches and the quality of education in PE improved. However, school's ambition moving forwards was to broaden pupils' exposure to other sports and clubs.
Refresh the resourcing of PE	Pupils had access to high-quality apparatus for the sports intended in the curriculum.	By increasing the quality and quantity of resources, monitoring and evaluation reflects that participation and levels of activity within PE lessons increased.
Access and involvement in competitive sport.	Some pupils had the opportunity to engage in sports beyond the school context.	Pupils made a positive start to this and there is a desire to further expand the engagement of our school in sport beyond internal events.

## Key priorities and Planning

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
Broaden our range of coaching provision and opportunity by engaging a wider range of coaching providers with school and increase the quality of education in PE through high-quality CPD and team-teaching.	<p>Pupils – a broader range of sports will be experienced. Pupils will have a wider range of experiences of coaches and clubs with whom they engage.</p> <p>Staff – staff will observe and be engaged in teamteaching models across different disciplines.</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 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>A higher-quality of education in PE, ensuring that PE is at least effective or highly-effective.</p> <p>Pupil voice indicative of positive attitudes towards PE.</p> <p>Pupils familiar with a broad range of sports.</p> <p>School to develop relationships with local clubs with routes to club identified.</p>	£11475
Introduce video-modelling resources so that teacher confidence of physical activity provision increases.	<p>Staff – improves their understanding of expectations of PE curriculum.</p> <p>Pupils – ensures high-quality modelling is facilitated and pupils have access to expected examples.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Pupil performance in PE is improved as pupils are clear about expectations and what ‘success’ looks like.</p> <p>Teachers have improved subject knowledge of PE so are able to ensure at least effective provision.</p>	£1327

<p>Increase pupil participation in active lunchtimes by introducing Sports Coach provision and dedicated spaces and sports to play.</p>	<p>Pupils – directed opportunities to engage in sport and positive feedback and increase in teamwork skills.</p> <p>Middays – modelling of effective lunchtime provision.</p> <p>Teachers – more purposeful use of lunchtime sessions reduces dysregulation and maximises afternoon session time.</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>Pupils will experience a positive and active lunchtime. Pupil voice will reflect positively on their lunchtime experience.</p>	<p>£3902</p>
<p>Introduce after school and extra-curricular enrichment provision for sport so that pupils can engage in sport beyond the PE curriculum.</p>	<p>Pupils – opportunity to develop talents and interests. Opportunity for pupils to represent school.</p> <p>Community – opportunity for school to be represented locally and regionally as well as across Trust.</p>	<p>Key indicator 3 – The profile of PE and sport is raised across school as a tool for whole-school improvement.</p>	<p>Pupils take pride in their engagement in sport. Pupils are proud of the opportunity to represent school. Uptake of extra-curricular provision is positive.</p>	<p>£1624</p>
<p>Total Spend</p>				<p>£18,328</p>

## Ky 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
Engaging a greater range of clubs and providers with school.	Pupils have experienced a broader range of sports. Staff have had CPD to support improved quality of education.	Paceball and MTFC involvement have been particularly successful with the MTFC penalty shootout being a huge success.
Accessing a wider range of extra-curricular and enrichment sports.	A greater range of pupils have accessed enrichment, represented school or participated in events and activities off-site.	Pupil and staff voice on this has reflected it as a 'highlight' of the year.
Increasing physical activity at lunch time.	Decreased dysregulation and improved lunchtime provision.	This element will not be sustained due to planned changes to lunchtime structure.

## 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?	37%	Pupils swam for a period of three half-terms. Due to pupils' starting points, pupils made positive progress from these.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</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>School has refined the swimming package it purchases to provided a more concentrated spell of swimming to support progress. The cohort attending in 24/25 are returning for additional lessons from their initial starting points earlier in KS2.</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>The ratio of instructors available is sufficient to ensure that pupil's academic needs, in PE, can be met.</p>



Signed off by:

Head Teacher:	<b>Adam Jevons-Newman</b>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<b>Adam Jevons-Newman</b>
Governor:	<b>Karl Simpson, Chair of Governors</b>
Date:	<b>22/7/2024</b>