



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 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.

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
To refine the PE curriculum across the school, including implementing a new PE curriculum in the EYFS.	PE Leader, staff, pupils.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	<p>All year groups (Y1 upwards) have had one member of staff released to devise medium term plans for each area of the PE curriculum.</p> <p>Plans show sequence and progression of knowledge and skills within each unit and across the school.</p> <p>EYFS staff have received training linked to the implementation of the EYFS PE curriculum to ensure that they are confident with its implementation.</p> <p>Sustainability - Teachers have increased confidence and ownership of the planning, new EYFS PE curriculum is implemented.</p>	<p>Sports partnership membership - £4756</p> <p>PE leader release and staff release -£8200</p> <p>Equipment costs - £452.59</p>

To support ECTs in PE teaching.	PE leader, ECTs, staff, sports partnership, pupils.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	ECTs have increased confidence with teaching PE. Sustainability - ECTs are able to apply their training and have access to support from the PE lead and sports partnership.	£225 courses £657 supply
To provide more opportunities for children to participate in different sport related competitions.	Pupils	Key indicator 5: Increased participation in competitive sport.	More opportunities were provided for children to participate in different competitions. Sustainability - Maintain links made and continue to look for further opportunities to compete.	£768.75 - costs associated with staffing to facilitate this action £126.55 - association fees and equipment
To provide additional opportunities, and therefore broaden experiences, for children to participate in a range of physical activities, over and above their curriculum learning.	Pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	All children engaged with and experienced new physical activities (over and above their PE curriculum). They developed new skills and their confidence. These activities complimented our personal development provision. There is an increased confidence with engaging in physical activity at lunchtime. Sustainability - continue to look for physical activity opportunities, over and above the curriculum.	Fitness week costs £3055 Costs of other activities - £1560 to release teachers to accompany activities OPAL equipment costs - £1275.29 Jump Start Johnny subscription - £349
To extend the range of playground games that children know, are confident with and participate in.	SLT, PE leader, playworkers pupils, sports leaders	Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children learnt a range of playground games that can be implemented at playtimes and outside of school. Sustainability - raise the profile of the sports leaders in 2024/25.	Costs - £400 (sports partnership), £450 (training for playworkers)
				Total spending - £22,275.18

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
Purchasing support from the sports partnership	Support for our PE leader , with our PE curriculum and CPD opportunities provided to staff	Sports partnership has been used strategically to support implementation of key areas of focus in PE.
Refining the PE curriculum across the school (Key Indicator 1)	All year groups have had one member of staff released to devise medium term plans for each area of the PE curriculum. Plans show sequence and progression of knowledge and skills within each unit and across the school. Teachers have increased confidence and ownership of the planning.	Sustainability - Teachers have increased confidence and ownership of the planning, new EYFS PE curriculum is implemented.
Implementing a new PE curriculum in the EYFS Providing training to support its implementation (Key Indicator 1)	EYFS staff feel confident with the new curriculum - CPD, which included EYFS teachers team teaching with PE specialists from the sports partnership, was provided	
Providing additional PE teaching training for ECTs (Key Indicator 1)	Additional training attended and ECTs have increased confidence in the teaching of PE.	Sustainability - ECTs are able to apply their training and have access to support from the PE lead and sports partnership.

<p>Providing opportunities for children to engage with physical activity over and above their PE curriculum (Key Indicator 4)</p> <p>All children participated in a physical activity during Fitness week (July 2024)</p> <p>Throughout the year - increased range of opportunities provided to children, these have included: Skateboarding sessions for Y5 - links made with local high school Tennis festival for Y5 through links with local tennis club Participation in a girl football tournament for Y5 Participation in the Play on The Pitch Festival through links with Crystal Palace Extending bikeability into Y4</p> <p>Purchasing equipment to enhance our OPAL provision - table tennis table and equipment, scooters and scooter boards</p> <p>Travel plan activities - promoting active travel to and from school and ensuring that where possible active travel for school trips/activities is used</p> <p>Providing opportunities for children to enter different competitions - netball league, girls football competition, tennis festival, district sports, the Devonshire Cup and the swimming gala (Key Indicator 5)</p>	<p>As a result of the activities that the children engaged with they experienced new physical activities, developed new skills and their confidence. These activities complimented our personal development provision.</p> <p>Increased number of children who can ride a bike.</p> <p>Increased confidence with engaging in physical activity at lunchtime.</p> <p>All year groups have had a trip where walking has been the means of transport to and from the trip.</p>	<p>Sustainability - Maintain links made and continue to look for further opportunities to compete.</p> <p>Sustainability - continue to look for physical activity opportunities, over and above the curriculum.</p>
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<p>Providing opportunities for children to learn and participate in an increased variety of playground games (Key Indicator 2) - sports leaders and specific playground games workshops from the sports partnership. CPD for playworkers (Jan 24)</p>	<p>Sports leaders (Y6) support engagement with playground games at lunchtime.</p> <p>Playworkers are more confident with initiating playground games.</p> <p>Sports partnership sessions were led by the partnership staff and observed by our staff so were a CPD opportunity.</p>	<p>Sustainability - further raise the profile of the sports leaders in 2024/25.</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?	34.4%	<p>As a school, we have a number of non-swimmers. To give our children the best possible opportunity to meet the national curriculum standard and be safe in water, we have altered our implementation of swimming lessons. All children when they are in Years 3, 4 and 5 have 1 week of intensive swimming lessons, which take place every afternoon during that week. If additional weeks are available, they are allocated according to the needs of a year group.</p> <p>Year 6 (2023-24) data throughout their time in KS2 When they were in Year 3 - no data as children did not swim due to covid By the end of Year 4 (21/22) - 9% could swim at least 25m - 2 weeks of intense swimming lessons were provided during Year 4 By the end of Year 5 (22/23) - 34.4% could swim at least 25m - 2 weeks of intense swimming lessons were provided during Year 5.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	34.4%	See above.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	34.4%	see above
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Our swimming lessons are provided by specialist teachers, not employed by the school.

Signed off by:

Head Teacher:	Fiona Oastler
Subject Leader or the individual responsible for the Primary PE and sport premium:	Michelle Newton (PE Subject Leader)
Governor:	Anne Arnold (Vice Chair)
Date:	29.7.24

