



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.

Details with regard to funding	
Total amount carried over from 2022/223	£0
Total amount allocated for 2023/24	£16,720
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16,720
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£16,720

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>Key Indicator 1 -</p> <ul style="list-style-type: none"> Invest in a specialist PE coach to deliver at least one PE lesson to each class, to ensure that new and current staff feel confident and have the knowledge to deliver high quality PE lessons. Promote CPD opportunities that are available (including online training) to all staff including support staff that support individual children in PE sessions. Engage in PE “Deep Dives” with academy schools - subject leads to advocate and champion PE (linked to whole school objectives on SIP) and share feedback with staff. <p>Key Indicator 2 –</p> <ul style="list-style-type: none"> Timetable daily adult-initiated physical activity session, for the whole school to participate in. e.g Go Noodle or similar. Year 5 & 6 children to be trained to become playground leaders. They will confidently lead physical activities to other 	<ul style="list-style-type: none"> All teaching staff and PE subject coordinators – they need to engage with specialists and utilise the specialist’s knowledge to ensure that high quality PE lessons are being delivered across the school. Pupils – they will experience expertise and high quality lessons. All teaching staff, support staff and PE subject coordinators – they will engage in CPD opportunities to enhance their own knowledge and skills. PE subject coordinators and staff – PE coordinators to attend and participate in “Deep Dive” experience. They will feedback to staff successes and next steps. Pupils – Children’s daily activity levels will increase. Children will participate in staff-led activities. Staff – physical activity session to be timetabled and led by staff. Pupils and staff – pupils and staff to attend playground leader training, A dedicated member of staff to attend training, in order to successfully support and help organise 	<p>Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport</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</p> <p>Key Indicator 2 – The engagement of all pupils in regular physical activity</p>	<p>All staff are confident in planning and delivering P.E. sessions. However, due to turnover in staff for 2024-2025 academic year, this will continue. All children have a progressive curriculum, they are able to access external sporting events with confidence.</p> <p>Support staff are able to support individual children who need adapted P.E. sessions to ensure inclusivity – this has allowed SEN children to have a tailored approach to P.E.</p> <p>Strong evidence demonstrating the impact of P.E. in our school. Clear next steps such as appropriate equipment. This will help us to order the correct equipment in the future, and will continue to work across the trust for ‘deep dives’.</p> <p>All children across the school were physically active through GoNoodle sessions. All staff timetabled these, and was a whole school event. Next step to embed movement breaks and physical activity within lessons.</p> <p>All Year 5/6 children received training. Lunchtimes are active for all and children are leading sessions. To sustain this,</p>	<p>£10,000</p> <p>£2,000</p>

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>children in school, in order to increase play and physical activity for children across the school.</p> <ul style="list-style-type: none"> • All children to participate in a weekly Forest School session by a specialist. • Offer a variety of extra-curricular clubs and opportunities to improve the engagement of physical activity and sport from across the school. <p>Key Indicator 3 –</p> <ul style="list-style-type: none"> • Engage in PE “Deep Dives” with academy schools - subject leads to advocate and champion PE (linked to whole school objectives on SIP) and share feedback with staff. • Celebrate and highlight experiences and opportunities during Celebration Worship, in school newsletters and on the school’s Facebook page. • Organise whole-school, intra-school physical activity and sports events/competitions throughout the year. 	<p>impactful playground games and physical activities. Pupils who are trained will lead games/physical activities during lunch breaks to other members of the school. Pupils from across the school will engage in organised physical activities during lunch breaks.</p> <ul style="list-style-type: none"> • Forest School Specialist – will plan a variety of activities that will engage and promote physical activity and skill development. • Pupils – children will engage in various activities. • Pupils – will have the opportunity to take up various clubs. • PE subject coordinators and staff – PE coordinators to attend and participate in “deep dive” experience. They will give feedback to staff successes and next steps. • Pupils – Individuals are taking pride in their achievements, striving to be the best version of themselves and celebrating the steps to develop their skills. • Pupils – Individuals are developing their team work skills. Team captains are developing their leadership skills. 	<p>Key Indicator 2 – The engagement of all pupils in regular physical activity</p> <p>Key Indicator 2 – The 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 3 – The profile of PE and sport is raised across the school as a tool for whole-school improvement</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>training will continue next year, as well as looking to develop our playground layout to support more games.</p> <p>All children have taken part in forest schools and it is a highlight of the week. Sessions are active and engaging and encourage children to play and take risks. To continue into 24/25.</p> <p>Multiple weekly sporting clubs were on offer throughout the year. Take up was high in most classes. Next year to continue and widen the offer of sporting activity.</p> <p>Children were able to talk confidently throughout the deep dive process. Clear next steps to improve our curriculum and wider curriculum were developed. To review how to use the Sports Funding in 24/25 to address these findings.</p> <p>Weekly worship celebrated successes and some evidence of celebration on social media. In 24/25 parents will attend these workshops to increase the profile of sporting achievement as well as all sporting events to be shared on social media.</p> <p>All children participated in competitive events within school, enthusiasm was high for children earning house points and were</p>	<p>£9,500</p> <p>£1,000</p>

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"> ● Hold and promote high-profile sporting events and invite parents/careers to attend. ● Empower pupils through the appointment of Play Leaders to drive improvements and participation of physical activity and sport for children across the school. <p>Key Indicator 4 –</p> <ul style="list-style-type: none"> ● Ensuring Y6 children have access to cycling training in order to successfully pass cycling proficiency. ● All children in school participate in sports workshops in school and the wider school community. <p>Key Indicator 5 –</p> <ul style="list-style-type: none"> ● Children can experience and participate in a wide range of intra-school sporting competitions. 	<ul style="list-style-type: none"> ● Pupils – individuals are sharing their skills with others and achievements are celebrated to the whole school community. ● Pupils – Individuals are developing their team work skills. Team captains are developing their leadership skills. Children across the whole school are engaged in learning new games which ensure everyone is included. Pupils are also aware of the importance of physical exercise and making this choice to be active. ● Pupils – Individuals to feel confident and safe when riding their bikes on the road and surrounding areas. Pupils will understand the dangers and how to keep themselves safe. ● Pupils – Individuals will experience playing sports in other settings and against pupils from other schools. They will learn to compete and show great sportsmanship. Pupils will also experience a variety of enrichment sports that they may not otherwise try. ● Pupils - Individuals will experience playing sports in other settings and against pupils from other schools. They will learn to compete and show great sportsmanship. 	<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 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 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>supported by older members of the team. More events to be planned in 24/25 as well as wider trust events. Parents were invited and attended sports day.</p> <p>Pupils were highly motivated to be a playground leader, this helped to encourage more physical activity across the school day. Playground leaders grew in confidence, and children now aspire to be a playground leader. These roles will continue into 24/25.</p> <p>Most children participated in cycling proficiency. However, due to lack of cycle racks, children have not taken up the opportunity to cycle to school. Event to take place in 24/25 as well as reviewing the need for cycle racks.</p> <p>Children took part in trust events and also a Diwali dance session. In 24/25 we will look into other experiences for the children.</p> <p>Year 5/6 children took part in trust events, increasing competition against other schools. In 24/25 we will be looking for more sporting events to attend.</p>	<p>£300</p> <p>£1,000</p>

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"> Children participate in competitions with local schools. 		Key Indicator 5 – Increased participation in competitive sport		

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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	

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	

Signed off by:

Head Teacher:	<i>Tim Miller</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Roseanne Apps</i>
Governor:	<i>Emma Stevens – PE link governor</i>
Date:	13.12.24