



# 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
Staff and pupils are clear on the importance of daily activity and resources available.	Clear through QA activities, Deep Dive and questioning of pupils. Pupils access a range of clubs at lunchtime and understand the importance of physical activity.	Next Steps: CPD to enhance the sustainability of the quality of PE lessons.
Active Day supports pupil engagement and sporting event.	Pupils accessed high quality, professional athletes and sports facilities to explore different activities and sport disciplines.	Next Steps: Ensure that pupils continue to have exposure to a range of sports and competitive opportunities. Pupil voice is included in the planning of this.
Additional swimming opportunities provided for young people.	More young people above the national curriculum requirements accessed swimming sessions to promote water safety and confidence.	Next year this to just be for the National Curriculum offer.
Further develop and implement the PE curriculum.	Sequenced curriculum in place which covers all areas and aspects of PE.	Next Steps: Ensure that there are the relevant resources for all of the curriculum.

## 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 increase equipment available for PE lessons, including athletic specific items.	Pupils	Key indicator 2 – increase engagement of all pupils in regular physical activity.	Invest in further sports equipment for outdoor use to support pupils physical and mental health.	£2,500
To provide CPD for teachers	Primary teaching team	Key indicator 4 – offer a broad and more equal experience of a range of sports and physical activities to all pupils.  Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teaching team more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.	£1,000 (Specialist PE teacher team teaching with Primary teachers)
To provide pupils with a breath of activities, competitions and opportunities throughout the year	Pupils	Key indicator 2: increase engagement of all pupils in regular physical activity.  Key indicator 4 – offer a broad and more equal experience of	Pupils experience a range of activities and competitions both in and out of school applying knowledge and skills they have learnt in a range of	£5,800

<p>for a range sports including outdoor adventurous activities.</p> <p>To improve facilities (sports hall) and storage so pupils are able to access the sports hall and access all aspects of PE.</p>	<p>Pupils and staff</p>	<p>a range of sports and physical activities to all pupils.</p> <p>Key indicator 5 – increase participation in competitive sport.</p> <p>Key indicator 3 – raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>situations and environments.</p> <p>Sports hall is fit able to be used for all aspects of PE and pupils are able to access the sports hall for all lessons.</p>	<p>£10,000</p>
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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
Increased resources and equipment to ensure resources are fit for purpose across the curriculum.	Pupils are able to access a broad and balanced curriculum offer which is adequately resourced in all areas.	Next Steps: To consider further developing the outdoor area with equipment to support physical engagement.
To provide CPD for teachers across primary phase.	Specialist PE and team teaching delivered within school to upskill teaching team in the delivery of PE. Network meetings and CPD opportunities also provided for PE specialist which support the implementation of the curriculum.	To continue to monitor the impact of this.
To provide a range of competitive activities for young people as well as a range of sports both indoor and outdoor. This includes in school and beyond. Pupils have the opportunity to access outdoor adventurous activity.	Pupils are tolerant of competition and respect that you cannot always win. All have accessed at least one activity both in school and outside of school. Pupils are more confident in trying new activities and accessing activity beyond the school.	Next Steps: To continue to develop what is available and make further links with companies / providers.
Develop the facilities and access to the sports hall for improved lessons and activities securing the ceiling with netting and improving storage for equipment.	Pupils are able to access all lessons in the sports hall safely and with improved facilities, access and storage.	Complete.

## 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?	20%	<i>All young people have ASD and can find accessing the pool overwhelming for their sensory needs. 70% are able to swim 10 metres but don't have the confidence to swim further without support yet.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60%	<i>All young people have ASD and can find accessing the pool overwhelming for their sensory needs. For some pupils access to the pool and getting in the pool is an achievement and their confidence needs to continue to develop.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	20%	<i>All young people have ASD and can find accessing the pool overwhelming for their sensory needs. Some pupils are more confident in the water than others.</i>
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?	No	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	
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Signed off by:

Head Teacher:	<i>Viki Drew</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Charlotte Martin</i>
Governor:	<i>Claire Garbutt</i>
Date:	<i>30.07.2024</i>