



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">• To ensure there is a consistent approach to the teaching and assessment using Complete P.E.• To improve confidence of staff and pupils in applying P.E skills• To increase the number of children engaging in competitions	<ul style="list-style-type: none">• Complete PE scheme introduced and followed to provide a consistent approach to PE as well as CPD given which has improved confidence for staff.• This has positively impacted lessons provided and the teachers are now showing quality first teaching which has improved outcomes for children.• Staff are confident with assessing children in PE using the success criteria and final game/performance.• More children engaging in competitions and representing the school meaning more children are attending after school clubs and other sports clubs outside of school.	<ul style="list-style-type: none">• Good impact for staff and pupils• To further develop this, we will continue to focus on engaging and encouraging more reluctant children into sport

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"> Use Ashton Park Sports Partnership (APSP) to give a wide range of opportunities both competitively and socially. CPD for teachers also included. Introduce lunchtime sport sessions/activities for pupils. 	<ul style="list-style-type: none"> Teachers that run clubs, teachers/TAs taking children on outings and PE lead Pupils- opportunities in a variety of sporting events/tournaments, participation events and specific SEN sporting activities Lunchtime supervisors/ teaching staff, coaches – as they need to lead the activity Pupils – as they will take part. 	<ul style="list-style-type: none"> Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole-school improvement Key indicator 5- Increased participation in competitive sport 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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 	<p>Children will represent the school, work as a team and develop their sporting skills.</p> <p>Teachers have a wide range of CPD opportunities they can attend to ensure they are confident in their own knowledge and ability to teach PE.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£2,100 to join the Sports Partnership</p> <p>£4,983 costs for additional sports coaches to support lunchtime sessions.</p>

<ul style="list-style-type: none"> • Top up swimming and water safety sessions in Year 4, 5 and 6 	<ul style="list-style-type: none"> • Teaching staff, support staff • Pupils 	<ul style="list-style-type: none"> • Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport • Key indicator 2 -The engagement of all pupils in regular physical activity. 	<p>Improved numbers of pupils who can swim and know, understand and are aware of water safety by the end of KS2</p>	<p>£3000 for coaches to local pool, pool hire and extra swimming instructor</p>
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<ul style="list-style-type: none"> • Offer a wide range of activities both within and outside the curriculum in order to achieve increased levels of participation • Focus on pupils who do not take up additional PE and sporting opportunities. using events such as 'Try it' days with the APSP. • To increase the amount of competition in a range of sports using leagues from APSP and FA, local schools competitions and Trust events • Increase confidence, knowledge and skills of staff by using modelling from 	<ul style="list-style-type: none"> • Pupils • Lunchtime supervisors/coaches – as they need to lead the activity • Teachers • Pupils • PE lead identifying children who are not participating • Staff identifying areas of strength in those children during PE to encourage them towards sports they may enjoy • Pupils • Teaching staff, support staff 	<ul style="list-style-type: none"> • Key indicator 2 -The engagement of all pupils in regular physical activity. • Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. • Key indicator 2 -The engagement of all pupils in regular physical activity. • Key indicator 5- Increased participation in competitive sport • Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole-school improvement • Key indicator 5- Increased participation in competitive sport 	<p>More children meeting their daily physical activity goal, as well as, encouraging children to join extra-curricular clubs both provided by the school and in the local area.</p> <p>More children engaging and enjoying sport and physical activity. They will experience a wide variety of sports. Children understanding the benefits of exercise.</p> <p>Children will represent the school, work as a team and develop their sporting skills. They will develop resilience when playing and an understanding of tactics, as well as, good sportsmanship.</p> <p>Teachers will be confident in teaching a wide and varied and will have good knowledge and</p>	<p>£150 for Complete PE scheme Lunchtime sports clubs (previously costing) £0 After school clubs (teachers)</p> <p>Ashton Park Sports Partnership (previously costing).</p> <p>£50 FA subscription. Ashton Park Sports Partnership (previously costing).</p>
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<p>coaches, team teaching and then leading with the support of a coach.</p>	<ul style="list-style-type: none"> • Pupils • Teaching staff, support staff 	<ul style="list-style-type: none"> • Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport • Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole-school improvement. 	<p>understanding of the PE curriculum. Therefore, pupils will experience high quality lessons.</p>	<p>£3690 Signature Sports coaches Complete PE (previously costed).</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

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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>Mr Jeffrey</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss McGaffin, Year 6 Teacher</i>
Governor:	<i>Karen Dursley</i>
Date:	