



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.

There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. The engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole-school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

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
Deliver staff training through work with SL and Staff Inset.	Most staff are more confident where to find PE planning and growing in confidence of delivery.	Need to secure this knowledge and support staff to develop confidence with different teaching areas and our non negotiables.
Embedding new curriculum by providing cover time for SL and schemes to support.	Clear curriculum mapping and access to planning for everyone. Children are engaged in a new curriculum and holistic principles behind PE.	
Continued development and training of a sports Apprentice	More opportunities delivered to children outside of curriculum hours and more effective teaching within. WORK with focus groups and leadership groups.	
SL to engage in Lvl 6 subject specialism	Continued high number of children engaged in extracurricular and clubs and competitions	
Continue to widen breadth of activities alongside membership of BPSS		

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>Use PE specialist's time to work with teachers and support them in PE delivery. This includes the use of a sports apprentice</p>	<p>Teachers/ sports apprentice Subject leaders, Teaching assistants. Anyone involved in the teaching of PE</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>Staff will develop a better understanding of our subject and how to deliver effective PE lessons.</p> <p>Staff are made aware of how they can effectively contribute to the children's development and expectations of good lesson.</p>	<p>£5000 SL Release Time</p> <p>Sport Apprentice hired to support teachers</p> <p>£2000</p>

<p>additional activity focused staff and Lunctie training for MTS</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>pupils – as they will take par</p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£1000 costs for additional staff to support lunchtime sessions.</p> <p>£500 for half a days training</p>
<p>Develop an easily accessible holistic curriculum that focuses on the needs of the children of our school. This will be a combination of SL release time and Schemes purchased to support the building of the curriculum around our school visions</p>	<p>Teachers/ sports apprentice Subject leaders, Teaching assistants. Anyone involved in the teaching of PE</p>	<p>key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>		<p>Schemes £1000</p> <p>Release time of 5 day sessions</p> <p>£1000</p>

<p>Sport leader to Complete level 3 TA course with PE focus with Sporting futures.</p>	<p><i>Sports apprentice, Classes or teachers sport apprentice works with to support.</i></p>	<p>key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p><i>Sport apprentice upskilled in a wider variety of PE elements and more confident to lead classes and take groups on his own.</i></p> <p><i>Sports apprentices will then be able to work with other junior members of staff to support them in initiating focus groups and interventions in their year group.</i></p>	<p><i>£2000 For course \$400 release time (1 per team to work with coaches in focus groups)</i></p>
<p>Purchasing a range of resources to engage children in a breadth of new sports, games and themes linked to our curriculum</p> <p>Resources also purchased to support hosting competition events with other schools</p>	<p><i>Children attending the new activity clubs or lunchtime activities.</i></p> <p><i>Children engaging in lessons with new equipment ensuring enough equipment for each child</i></p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p><i>Children can have more interactions with different equipment</i></p> <p><i>Explore new activities and games broadening their experience.</i></p> <p><i>More children engaged in competitions and activities</i></p>	<p><i>New equipment cost £1000</i></p> <p><i>Equipment to host events £400</i></p>

<p>Buy ito to the school sport partnership</p>	<p><i>Children attended and participated in a wide variety of sports and competitions.</i></p> <p><i>This includes a number of SEN events and festivals</i></p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>		
<p>Membership of AFPE and potential of Quality mark application</p> <p>TBC</p>	<p><i>Whole school involvement</i></p> <p><i>Subject leader</i></p>	<p>key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p><i>Teachers are upskilled and confidence is developed.</i></p> <p><i>Supports whole school improvement in PE.</i></p> <p><i>Supports steps for furniture progression in PE</i></p>	<p><i>£400</i></p> <p><i>for membership and quality mark application</i></p>

<p>Subject leader to develop energiser resource to support teachers with daily activity.</p>	<p><i>Class teachers</i></p> <p><i>Children</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>		
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Key achievements 2023-2024

ill 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
<p>Development of PE staff and Teaching staff in PE delivery.</p> <p>More children able to access a broad range of games and sports</p> <p>Continued development of school sport offering</p>	<p>More confident and impactful delivery from staff. They are more aware how to utilize planning and build effective lessons</p> <p>PE staff confident to lead sessions alongside staff and build strategies on adapted teaching in PE and ensuring we are progressing learning over the curriculum</p> <p>Children enjoy PE in lessons and can all engage and have success in lessons</p> <p>An integrated approach through school, festivals and competitions means we are offering opportunities to gain rich and different experiences</p>	<p>PE specialist as level 3 TA a has developed confidence to support different year groups and wants to continue expertise</p> <p>More sport apprentices will be taken on next year</p> <p>Staff suggest they have become more confident delivering PE and know where to look to find planning or answers</p> <p>We will look to continue to grow sports festivals and competition internally within our federation. We will use Brunswick as a host school for these events.</p>

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?	62%	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.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	42%	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

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What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	53%	<i>Use this text box to give further context behind the percentage.</i>
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<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>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>No</p>	

Signed off by:

Head Teacher:	<i>Andy Griffiths</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jamie Reisman</i>
Governor:	<i>(Name and Role)</i>
Date:	