



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. **£18,387 (22/23)**

Activity/Action	Impact	Comments
Improve and update PE resources and equipment. Purchase of sports equipment to enable a wide range of physical activity and develop engagement.	Children taking part in more physical activities during playtimes and lunchtimes with new equipment ordered.	Money from Sports4Schools charity events and funding from school PTA used for extra equipment.
Maintenance of sports equipment.	Access to a wider range of safe and varied equipment, meaning children can take part in a wider range of activities.	
To provide opportunities for children to engage in a variety of sporting activities throughout the school day as well as after school and to provide children with a wide variety of sporting opportunities through the provision of after school and lunchtime clubs.	Children taking part in more active games and sporting activities during lunch times. Development of key skills to support development of fundamentals in PE.	23-24 – more specialist coaches for clubs and PE sessions to improve outcomes.
Increase the number of children actively travelling to school. Walk to school week.	Raising the profile of walking, scooting, biking to school to encourage physical activity.	
Profile of PE to be increased and children to be ambitious of what they will be able to achieve in PE.	Children enjoying PE lessons, actively taking part and making progress from their individual starting points.	

<p>Celebrate the involvement in PE and Sport to make all pupils aware of its importance and to encourage others to want to be involved.</p> <p>Increase teacher confidence in teaching dance across the school.</p> <p>To provide opportunities for all pupils and to offer a wide range of activities outside of the curriculum to all the year groups.</p> <p>Children to participate in competitive sports showing high levels of respect for one another as well as our values of confidence, curiosity and kindness. Children to gain a better understanding of School Sports and competitive game play. More children to take part inter school sports competitions and additional friendly matches. Include B and C teams and more inclusive teams where possible.</p> <p>Opportunity to access inter-house competitions for all.</p>	<p>Better access to community sports, competitions and taster sessions so that children can learn more about what is on offer and have a greater purpose for taking part.</p> <p>Children accessing dance units twice throughout the school year. Specialist dance teacher models teaching of dance so teachers can apply in their own teaching – use of better vocabulary, lesson organisation and overall outcomes.</p> <p>Clubs in the school day and teaching of high-quality PE lessons twice a week means that all children (including PP and SEND) are able to access regular sporting/physical activities. Also, offering community experiences to all children raises the profile for of PE in these groups.</p> <p>Competitions entered in a range of sports and organised "friendly" matches with other local schools develops teamwork and collaborative skills. Now linked to new values of courage, respect and grace. More opportunities of these "friendly" type games means a greater access to competitions for all (including PP and SEND children).</p> <p>Greater teamwork and relationships developed across the school, from Y3 to Y6.</p>	
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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
Continue to improve and update PE resources and equipment. Purchase of sports equipment to enable a wide range of physical activity and develop engagement. Also including maintenance of sports equipment in need of replacement.	Sports Leaders to meet to share ideas from the children of what children feel they need ordering. Pupils will be using the equipment. Teaching staff, coaches and lunch time supervisors better access to equipment when leading sessions.	Key indicator 4	Children will be able to take part in a range of activities with correct equipment that will allow them to better develop skills and also will be able to provide better intervention support for children working below the expected standard and allow more opportunities to stretch and challenge.	Equipment costs: £500
Wider sports coverage in PE lessons with clearly planned progression of skills and knowledge which progresses from Y3-Y6. Working with specialist coaches/teachers, county PE specialists and as a staff team during staff training to support the development of this in planning and teaching.	Teachers and sports coaches who are delivering the sessions. Children who are taking part in the sessions.	Key indicator 1, 2,3 and 4	Children will take part in a variety of different sports and activities during PE sessions with clearly planned opportunities to build on previous skills and knowledge from KS1 and throughout their time in KS2. This will mean teachers have a better understanding of how to model/encourage key skills and knowledge, support and challenge pupils in their sessions.	HIAS cost for the autumn session with me to work on the curriculum. £462.00 Any costs for CPD with ActiveMe360 - £3600 Gymnastics £6708 and Becky - £4000
Wider access to competitions for all children, in different sports and improving links in the community with local sports clubs and feeder secondary	Children taking part in events and competitions. Teachers and coaches attending the events and competitions.	Key indicator 4 and 5	Children will have more regular opportunities to take part in competitive sports, leading to greater teamwork skills and improved knowledge and skills in these sports. Better links with the local	Any travel to local competitions or sports visits (including gymnastics club and to Cranbourne). Cost of Nigel to attend the

<p>school through visits and visitors to school.</p>	<p>PE-lead organising the events and competitions. Wider-community and other local schools.</p>		<p>community, increasing the profile of sports opportunities in the local area and improved access to these for all children (including PP and SEND).</p>	<p>competitions - £166 £540 £360</p>
<p>Continue to widen the offer of extra-curricular clubs offered to children during school hours and after school. Use of ActiveMe360 coaches and other specialist sports coaches to run different clubs. Also, encouraging all staff with confidence in particular sports to run extra-curricular clubs.</p>	<p>Staff and coaches running the clubs. Children who can attend the clubs.</p>	<p>Key indicator 2 and 4</p>	<p>Children will have greater access to sports related clubs in order to encourage more regular engagement in physical activity.</p>	<p>ActiveMe360 Monday lunch club, Nigel's lunch club and after school club, Lara's running club, Amy P netball club from autumn, Sarah G hockey club from autumn, Becky's dance club, GOL and Gymastics club costs. £1800 + £600</p>
<p>Developing staff confidence with delivering PE lessons through regular CPD lead by PE specialists.</p>	<p>Teacher's leading PE sessions. Specialists and coaches supporting teaching staff. LSA's who support SEND children during PE sessions. All children taking part in PE sessions.</p>	<p>Key indicator 1 and 3</p>	<p>Teachers will be more confident leading PE sessions which are well organised, linked to clear outcomes, with activities that target development of skills and knowledge. Improved modelling of technique and vocabulary. Teachers will also therefore be more confident supporting pupils working below the expected standard and stretching children who show they are working at a greater depth level.</p>	<p>CPD for ActiveMe360, Katie and the gymnastics club, Becky for dance, Nigel for PE lessons taught. Any work with the HIAS PE team.</p>

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
Developing staff confidence with delivering PE lessons through regular CPD lead by PE specialists.	Teachers more confident teaching PE lessons. They have a greater understanding of activities that can support the development of skills at knowledge at the level they are teaching leading to higher-quality PE teaching and outcomes for children.	Teachers and children are reporting more positive experiences in PE and both clearly enjoy PE sessions more. Next steps: fundamentals training for all teaching staff in order to provide better support for children who need further support in PE.
Continue to widen the offer of extra-curricular clubs offered to children during school hours and after school. Use of ActiveMe360 coaches and other specialist sports coaches to run different clubs. Also, encouraging all staff with confidence in particular sports to run extra-curricular clubs.	Greater numbers of children are accessing sport-related clubs, leading to more physical activity. Physical activity levels increasing at play time due to clubs run and sports leader activities.	Next steps: continue to widen the offer of sports linked with wrap around care introduction led by ActiveMe360 coaches. Work with sports leaders to find out more about what sports children would like access too.
Wider access to competitions for all children, in different sports and improving links in the community with local sports clubs and feeder secondary school through visits and visitors to school. Visits to Basingstoke Gymnastics Clubs and our link secondary school.	Children, including PP and SEND, taking part in a wide range of competitive sports. Leading to greater confidence of the children in PE lessons. Improved links with the wider-community and raised awareness of sports clubs in local area that children can access.	Next steps: more elements of competition introduced into PE lessons to provide those children who are not accessing clubs these opportunities.
Wider sports coverage in PE lessons with clearly planned progression of skills and knowledge which progresses from Y3-Y6. Working with specialist coaches/teachers, county PE specialists and as a staff team during staff training to support the development of this in planning and teaching.	Raising profile of PE across the school and increased enjoyment from pupils.	Next steps: offer Boccia and handball as new areas of the curriculum.

Continue to improve and update PE resources and equipment. Purchase of sports equipment to enable a wide range of physical activity and develop engagement. Also including maintenance of sports equipment in need of replacement.	Greater numbers of children are accessing sport-related clubs, leading to more physical activity. Physical activity levels increasing at play time due to clubs run and sports leader activities.	
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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?	71.6%	Children attended a local swimming school for lessons. Due to catch up with swimming post-Covid, two year groups attended swimming sessions this year meaning children attended sessions every other week (still the same amount of hours in the pool completed). 10% of children were just shy of the 25M, swimming 20M proficiently and confidently. 15% of children could swim under 20M.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	81.6%	6.6% of children were unable to safely swim independently. Including a child who did not attend swimming sessions because of parental permission due to medical needs. 12.8% of children could swim at least one stroke.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	81.6%	Children's final swimming session focused on safety in the water. Children were taught a variety of strategies of how to perform safe-rescue. This was also re-visited in school with follow up sessions.
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?	Yes	Teachers in upper school attending swimming sessions were able to improve knowledge of swimming teaching through observing specialists teach. Lower school staff have attended a session in school with the local Leisure Centre staff based around safety in the water to be able to share this message school-wide. Different teachers will attend swimming sessions with children next year to increase the confidence across a greater number of teaching staff.

Signed off by:

Head Teacher:	<i>Sarah Hill</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Claire King, Class teacher and PE lead
Governor:	<i>David Sims - Chair of Governors</i>
Date:	<i>July 2024</i>