



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
Please complete the table below.

Total amount allocated for 2022/23	17,160.82
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	

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><i>e.g. Introduce lunchtime sport sessions/activities for pupils.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i></p> <p><i>pupils – as they will take part.</i></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><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£1000 costs for additional coaches to support lunchtime sessions.</i></p>
<p>Budget to ensure that faulty equipment can be repaired or replaced.</p>	<p>Ensure a safe environment for all sporting activities taking place in school.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Allocating a budget for repairing or replacing faulty equipment ensured that students always had access to safe, high-quality sports gear. This maintained the consistency and safety of PE lessons and extracurricular activities, preventing disruptions and promoting continuous participation. Reliable equipment also supported the effective teaching of a variety of sports, contributing to overall student fitness and skill development.</p>	<p>£500</p>

Fund a 'Sports Captain: leader who will lead the school's sports.	Sports captain leader to meet with a group of children termly to increase the profile of sport around school. They will organize out of school sporting events for pupils less engaged in sport.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Funding a Sports Captain led to enhanced leadership and organization of school sports activities. The Sports Captain motivated and inspired peers, increased student participation, and helped organize events, fostering a sense of responsibility and teamwork. This role also provided a student role model, promoting a culture of active engagement and enthusiasm for sports throughout the school.	£1295.82
Improve opportunities for constructive, progressive and meaningful regular indoor and outdoor physical activity.	Pupils: Purchase a range of resources and storage solutions to facilitate improvements in outdoor offer. Teachers: the ability to deliver new approach to curriculum PE.	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.	Improving opportunities for constructive, progressive, and meaningful regular indoor and outdoor physical activity enhanced students' overall physical health and well-being. This initiative promoted structured exercise routines that catered to diverse interests and abilities, fostering habits of lifelong fitness. It also provided students with outlets for energy and stress relief, enhancing their concentration and readiness to learn.	£2000
Year 4, 5 and 6 will take part in weekly swimming lessons	Pupils: Increase physical activity and expose these year groups to a sport / activity that may not be usual	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.	Weekly swimming lessons for Years 4, 5, and 6 improved students' swimming skills and water safety awareness. These lessons enhanced physical fitness, built confidence in the water, and ensured all students met national swimming proficiency standards. The regular activity also contributed to overall health and well-being, fostering a lifelong appreciation for swimming and physical activity.	£3080
Raise the profile of PE through entry into intra and inter sport competitions.	Pupils: Develop a programme for intra sports competitions including the recording and rewarding of competitions during PE lessons and beyond by developing the house points system.	Key Indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.	Entering intra and inter-school sport competitions raised the profile of PE by fostering a competitive spirit and school pride. These competitions increased student motivation and participation in sports,	£749

			developed their skills and teamwork, and provided opportunities for students to excel and gain recognition. The competitive environment also encouraged a culture of physical fitness and dedication, contributing to improved overall student health and well-being.	
To hold a series of Sporting events across the year to raise the profile of sport across the school (e.g. Euro 2024, Sports Days, Daily Mile Summer Challenge)	Pupils: Pupils will be involved in further events that will increase their exposure to a wide variety of sports in different settings.	Key Indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement	Holding a series of sporting events raised the profile of sport across the school, fostering enthusiasm and excitement for physical activity. These events increased student participation, promoted a sense of community and school spirit, and provided opportunities for students to showcase their talents and develop teamwork and leadership skills. Additionally, the visibility of these events encouraged more students to take up regular physical activities, contributing to improved overall fitness and well-being.	£1500
Hire Sports Coach to deepen and widen the range of sporting activities offered to children both within curriculum time alongside class teachers and at lunch times/extra-curricular clubs. Sports coach employed 2 afternoons per week.	Pupils: Sports coach to work alongside Sports Champion to develop active play at lunchtimes with a focus on the least active children. Pupils: Sports Coach to enhance the competitive element of our sports offer. Pupils: Sports coach to target extra-curricular provision at least active children. Teaching staff: Sports coach to offer CPD to enhance teaching of disciplines.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Hiring a sports coach enhanced the quality and variety of PE lessons, increasing student engagement and participation in physical activities. Teachers developed their skills alongside the coach, improving long-term PE delivery. Students benefited from additional extracurricular opportunities, fostering teamwork, leadership, and an active lifestyle, while inclusive programs ensured all children could participate and gain confidence.	£7000

<p>To develop the provision of on-site orienteering and outdoor adventure to ensure a safe and sustainable addition to curriculum and extra-curricular PE.</p>	<p>Year 4 pupils: Winter Warmer experience</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>By integrating these activities, students gained practical outdoor skills, improved teamwork, and developed problem-solving abilities in a controlled and secure environment. This initiative also promoted a deeper connection with nature and encouraged a healthy, active lifestyle among students, contributing to their physical and mental well-being.</p>	<p>£486</p>
<p>Raise the profile of sport in school through the provision of alternative sporting opportunities.</p>	<p>Pupils: Scoot fit experience day YR to Y6.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Raising the profile of sport in school through the provision of alternative sporting opportunities diversified students' athletic experiences and interests. This initiative encouraged participation in lesser-known sports or activities, fostering inclusivity and broadening students' skills and interests beyond traditional options. It also promoted a supportive and inclusive sports culture, where all students could find a sport or activity that suited their preferences and abilities, thereby promoting overall physical fitness and well-being.</p>	<p>£550</p>

<p>e.g. CPD for teachers.</p>	<p>Primary generalist teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	<p>£5000 for 5 teachers to undertake CPD.</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
Hire Sports Coach to deepen and widen the range of sporting activities offered to children both within curriculum time alongside class teachers and at lunch times/extra- curricular clubs.	Hiring a sports coach enhanced the quality and variety of PE lessons, increasing student engagement and participation in physical activities. Teachers developed their skills alongside the coach, improving long-term PE delivery. Students benefited from additional extracurricular opportunities, fostering teamwork, leadership, and an active lifestyle, while inclusive programs ensured all children could participate and gain confidence.	Sports coaches embedded within the culture of the school and have organized lunchtime activities and competitions, diversifying the children's activity times.
Raise the profile of sport in school through the provision of alternative sporting opportunities.	Raising the profile of sport in school through the provision of alternative sporting opportunities diversified students' athletic experiences and interests. This initiative encouraged participation in lesser-known sports or activities, fostering inclusivity and broadening students' skills and interests beyond traditional options. It also promoted a supportive and inclusive sports culture, where all students could find a sport or activity that suited their preferences and abilities, thereby promoting overall physical fitness and well-being.	School Games competitions allow for children to experience competition. Clear intent for each of the events which have allowed us to target specific pupil groups including SEND, Girls and less-active pupils.
Raise the profile of PE through entry into intra and inter sport competitions.	Entering intra and inter-school sport competitions raised the profile of PE by fostering a competitive spirit and school pride. These competitions increased student motivation and participation in sports, developed their skills and teamwork, and provided opportunities for students to excel and gain recognition. The competitive environment also encouraged a culture of physical fitness and dedication, contributing to improved overall student health and well-being.	In our partnership with the LFC foundation, our children were exposed to quality teaching of tennis and football.

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?	35%	<i>Our swimming data is below the national average due to several contributing factors. The lingering effects of the pool closures have significantly limited access to swimming facilities, while the COVID-19 pandemic further disrupted swimming lessons and consistent practice. Additionally, engagement in swimming activities outside of school time remains below average.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	47%	<i>Our swimming data is below the national average due to several contributing factors. The lingering effects of the pool closures have significantly limited access to swimming facilities, while the COVID-19 pandemic further disrupted swimming lessons and consistent practice. Additionally, engagement in swimming activities outside of school time remains below average.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>35%</p>	<p><i>Our swimming data is below the national average due to several contributing factors. The lingering effects of the pool closures have significantly limited access to swimming facilities, while the COVID-19 pandemic further disrupted swimming lessons and consistent practice. Additionally, engagement in swimming activities outside of school time remains below average.</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>Our swimming data is below the national average due to several contributing factors. The lingering effects of the pool closures have significantly limited access to swimming facilities, while the COVID-19 pandemic further disrupted swimming lessons and consistent practice. Additionally, engagement in swimming activities outside of school time remains below average.</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>	<p>Staff have undertaken and completed training as qualified swimming teachers.</p>

Signed off by:

Head Teacher:	<i>Mrs J Young</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Joseph Moon – Class Teacher</i>
Governor:	<i>William Wiswell</i>
Date:	