



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 PE uniforms	Boosted the profile of PE in school and helped to set high expectations in PE alongside all areas of school life.	Effective in boosting profile.
		Expectations of uniform generally have risen and this includes children wearing appropriate PE kit
Sports leader training	Leadership training has allowed children to lead playground sport challenges – this has been effective in ensuring more children are active during break times.	Children are now running this system with minimal adult input and have trained up the next year of children when Y6 leave.
Continued investment in PE scheme	Consistent high quality planning and teaching across PE topics.	Effective scheme and is well received by staff members. High quality PE teaching and learning is evident in floorbooks.
Bikeability	Supported children with transition to allow	Majority of children took part in this

<p>Specialist football coach</p> <p>Transport to events</p>	<p>them to be active and to travel to and from school safely and independently on bikes.</p> <p>Improved football skills in selected year groups.</p> <p>Improved children's love of sport and exercise – allowing them opportunities to take part and compete in events. Improved confidence and enjoyment, therefore boosting participation in sport in and out of school.</p>	<p>opportunity and passed. Effective in fostering a positive attitude to physical activity as all enjoyed.</p> <p>Effective in developing football skills in select year groups. Consider this again in the next academic year to continue to embed this and upskill teachers.</p> <p>Every year group has had an opportunity to take part in a sports event this year – both recreational and competitive.</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
Participate in the Blessed Edwards' sports partnership scheme	All children participating in inter-competition/sport	Key indicator 4 – offering a range of experiences and opportunities to all pupils to participate in a range of sports Key indicator 5 – children are engaged in competitive sports	Children are engaged in and enjoy participating in sport, developing positive attitudes to sport and physical activity. Children have been exposed to a competitive sport environment.	£3000
Implement additional catch up swimming sessions for Y6 pupils not meeting expected standard for end of KS2	Y6 children reaching age-related skill level in swimming	Key indicator 1 – children develop confidence in swimming	Children are more confident and therefore able to participate in swimming even after they leave KS2	£1000

<p>Playtime and PE equipment replenishment</p>	<p>Allowing all children to engage in high quality PE lessons and participate in physical activity through the school day</p>	<p>Key indicator 1 – engage in physical activity and promote positive attitudes towards PE and sport</p> <p>Key indicator 2 – Raising the profile of PE through playtime provision</p>	<p>Positive attitudes and enjoyment of PE and sports</p> <p>Teachers have a range of equipment at their disposal to plan different lessons to meet the needs of all learners.</p> <p>Playtime equipment is of good quality and therefore respected and safe to use.</p>	<p>£2000</p>
<p>Continue to invest in GS4PE planning scheme</p>	<p>Ensures teachers have the confidence to plan and deliver high quality lessons</p>	<p>Key indicators 1, 2, 3 and 4</p>	<p>High quality teaching and learning is facilitated through the scheme.</p> <p>Therefore both teachers and children have a more positive attitude towards PE as a subject and therefore skills develop and children become increasingly active both in and out of school</p>	<p>£495</p>

Invest in WCC bikeability program	Year 5 and 6 children	Key indicators 1 and 4	Y5/6 children will be increasingly confident to safely and competently use their bikes on the road, encouraging regular physical activity	£1200
Staff CPD	All teaching staff	Key indicator 3	Staff have increased confidence to plan and deliver dance lessons which meet the needs of all learners and develop skills.	£1000

Transport to sport events	All children	Key indicators 1, 2, 4 and 5	Children have greater opportunities to participate in both competitive and recreational sports festivals and competitions with local schools and at specialized providers	£4000
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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
<p>Dance CPD for all staff from Alex Repton</p> <p>Playleader training and observation</p> <p>PE equipment replenishment</p> <ul style="list-style-type: none"> -stopwatches -balls and bibs -skipping ropes -football pack -sports leader badges -foam balls -squeeze whistle -dodgeballs -netball posts <p>Bikeability for Y5 and Y6</p> <p>Coach transport to FLICs gymnastics club</p>	<p>The spend of the PE premium this year has further enabled all children to participate in regular physical activity and exercise. It has facilitated teachers in growing in confidence to deliver high quality PE lessons which will in turn provide children with skills they develop over their time in primary school. With greater skill level and confidence, children are able to participate in sports in and outside of school and foster a life-long positive attitude towards sport and exercise.</p>	<p>Improved teachers' confidence in teaching dance sequences and integrating books into this.</p> <p>Training playleaders enabled them to set up playground challenges which they now run independently – encouraging more children to be active through the day and to develop their skills and confidence in many areas of PE.</p> <p>Replenished equipment has allowed teachers to facilitate PE learning across a range of different topics.</p> <p>Bikeability was successfully ran for both Y5 and Y6 this year, allowing them to develop positive attitudes towards physical exercise and also offer opportunities for safe independent travel to and from school, supporting with transition to secondary school.</p> <p>Trip to FLICs gymnastics club for Y2 allowed children the opportunity to use sport-specific facilities and experience</p>

<p>Pupil branded high vis jackets</p> <p>Line markings on the field</p> <p>Specialist sports coaches (staff CPD) – AJB</p> <p>GS4PE planning scheme</p>		<p>coaching by experts. Teachers were also able to observe coaches to support their confidence in gymnastics teaching.</p> <p>Effective in supporting and improving safeguarding on trips to various events through the year.</p> <p>Sports day for KS1 and KS2 allowed all children opportunity to engage in competitive sports.</p> <p>Staff CPD improved.</p> <p>GS4PE will continue to be used as a school-wide scheme as it is an effective planning tool and has supported teachers' confidence in teaching PE</p>
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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?	88%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>88%</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>	<p>Head teacher accompanies staff and children to swimming where she teaches a group, modelling good practice in swimming teaching. GS4PE planning tool also supports staff in delivering swimming lessons and accurately assessing pupils.</p>

Signed off by:

Head Teacher:	<i>Jolanda Simmonds</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Essi Hallam – Teacher & PE Lead</i>
Governor:	<i>Kevin Ruff Chair of Governors</i>
Date:	15.07.24