



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
<p>To develop the children's physical and well-being at break and lunchtime.</p> <p>To further develop the young leaders' playground leader programme so that active, focused games are played at lunchtime</p>	<p>The impact has been that Year 2 children have led and managed different types of games and activities. They are more able to manage a small group of children (with the support of an adult if required).</p> <p>Children continue to be able to access a range of activities at break and lunchtime to ensure we are enabling them to reach their target movement goal of 60 mins a day.</p>	<p>2023-24 will continue to ensure new playground leaders have a team building morning to develop key skills to lead a group of children and some of the suggested changes from this year's young leaders have been included in this morning.</p> <p>Younger children continue to have good role models to look up to and aspire to be like.</p>
<p>To ensure the PE equipment is in good, safe working order.</p>	<p>The impact following the visit from Universal was that all equipment has been signed off.</p>	<p>Continue annual check of all equipment</p>

<p>To develop the PE teaching of teachers new to the school. To provide a framework and teaching resource for teacher across the school</p>	<p>The impact has particularly been seen with an Early Career Teacher teacher. The subject lead completed learning walks of PE lessons and then team taught lessons and gave feedback on what they could do next. By the end of the year the new teachers now have a good understanding of the structure of PE lessons, know a range of ways to deliver PE lessons and engage pupils so that they enjoy PE and make progress in their learning. The new teachers are more confident in teaching PE and this can be seen through the attainment of the pupils in the lessons.</p> <p>Pupils are developing their fundamental skills There is a clear sequence and progression to learning across the school meaning that children make good progress and achieve expected standards by enjoying being physical.</p> <p>Planning provided contributes to lightening teacher workload and developing good subject knowledge</p>	<p>Continuation of use of the Real PE learning platform and associated online training provided.</p>
<p>To develop children's knowledge and experience of different sports.</p> <p>To continue to embed the love of movement and enjoyment of physical activity amongst our pupils</p>	<p>The children all loved learning new skills. They engaged in the session and have shown new skills in subsequent PE lessons.</p> <p>The 2022/23 mini marathon was once again met with enthusiasm from the children. Every child in the school ran the 2,4 miles over 2 afternoons (KS1) or 4 days (Reception). They managed to raise over £200 for the local food bank.</p> <p>Later in the year we completed another mini marathon and helped to try and break the world record for the number of pledges for a sporting challenge. What was nice about this is that you saw a lot of the pledges the children made during the running. Helping others, keeping people going, smiling, making others laugh etc... Sadly despite our involvement the world record was not broken.</p> <p>Attendance at all clubs has a good range of girls and boys. Enjoyment of clubs is indicated by the numbers attending. Enjoyment from these activities can be seen in the school pupil survey.</p>	<p>Continuation of increased access and enjoyment to physical activity for all pupils. Continuation of fundraising for local and national charities.</p> <p>Continuation of Mini Marathon and raising money for local and national charities</p>

<p>To introduce Reception children to competitive sport</p> <p>To encourage all children to feel confident when participating in competitive sport appropriate for their age</p> <p>To teach the children what being a good sportsperson means (relationship between winning, supporting each other and winning and losing graciously)</p>	<p>The children (and adults) enjoyed our first 'proper' Sports day since before covid. Last year our sports day was cancelled by rain.</p> <p>All the children took part and participated enthusiastically. The running races were fun and with all children winning and losing gracefully for their stage and age. I think the biggest cheer from the school and the parents was for one pupil with Down Syndrome who we have seen grow and develop physically and academically over the past 3 years.</p> <p>Children and adults supported and encouraged all members of their team in the round robin activities.</p>	<p>Continue the participation of all pupils in sports day. Olympic themed in 2024.</p> <p>2023-24 consideration of increasing pupils' physical activity in the wider curriculum. Investigate the ways to do this and the spaces and equipment in school that this can happen in.</p> <p>2023-24 investigate working with local schools to create more competitive events for infant school age children to take part in.</p>
--	--	--

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>Introduce more physical and active lessons in the wider curriculum 'outdoor learning'</p> <p>Forest school/outdoor learning equipment to enhance lessons.</p>	<p>Children</p> <p>Children Teachers</p>	<p>Key indicator 2 Key indicator 3</p> <p>Key indicator 2 Key indicator 4</p>	<p>Enhanced physical activity across the whole school curriculum. By introducing this into the planned curriculum (not an add-on) it ensures that more physical/active lessons are embedded for the future.</p> <p>Equipment bought enhances the teaching of these lessons allowing a range of lessons to be taught with an 'outdoor' and active focus.</p>	<p>£13720</p> <p>£173.00</p>
<p>Annual scootability to take place to encourage safe sustainable transport to and from school.</p>	<p>Children Local community</p>	<p>Key indicator 4</p>	<p>Reinforcing road safety when on a scooter for all pupils. Encouraging sustainable travel to and from school.</p>	<p>£360</p>
<p>Subscription to Wild Travel Tracker to encourage active journeys to school.</p>	<p>Children Eco School Lead Local community</p>	<p>Key indicator 2</p>	<p>Wild Travel Tracker allows the Eco lead to encourage and track how often children walk/scoot/bike/park and stride to school and children receive badges when they achieve a certain number of these in a half term. These incentives have led to a higher number of active journeys to school with the added impact of contributing to creating a better environment for our local community and the children's future.</p>	<p>£387</p>

Purchase helmets for the use of Bikes and trikes in school	Children	Key indication 2	Encouraging the use of school bikes and trikes in a safe environment. Development of core muscles and coordination. Ensuring children are reaching their goal of 60 mins each day.	£986.00
Audit, organise and update/replace PE equipment	Teachers Children	Key indicator 1 Key indicator 2 Key indicator 3	Increased use of PE equipment at lunchtime and within PE lessons. Ensuring children achieve their physical goal of 60 mins a day	£528.53
Mini Marathon Medals and sports day awards	Children Local community Wider Community (WWF fundraising)	Key Indicator 3 Key Indicator 4	The impact of these events and awards has increased the enjoyment and involvement of children. All children enjoy running the mini marathon (evidence from children's conversations with governors when they visit). Children understand the difference they can make in the world through their actions. At sports day children developed their skills of being good sports people and a supportive team mate. One child who lost a race was seen and heard congratulating another pupil on a good race.	£231.84
PE planning and delivery of lesson platform.	Teachers	Key indicator 1	The impact of renewing this subscription is that the children enjoy the lessons and the way they are structured, data (achievement and progress) remain high and teachers are now very familiar with the platform to teach from. Next steps are to revisit CPD and tighten up on aspects of subject knowledge and lesson	£695.00

			delivery.	
Equipment safety check (Universal)	Children local community who use our school	Key indicator 2	Ensuring the gym and playground equipment remains safe to use. Ensuring that all pupils meet their physically active goal of 60 mins a day.	£120

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
PE/Gym and Dance Lesson platform.	Continued and sustained enjoyment of children's physical education. Data continues to show all pupils attaining and making progress in the PE curriculum. All children are able to access PE lessons, regardless of their difficulties.	Next steps CPD for teachers for 2024/25. Jason Elwell to support teachers with team teach lessons and a staff meeting. This will further develop subject knowledge, delivery of lessons and enjoyment and engagement by all children in PE lessons. Key indicator 1 and 3
Continued increased physical activity in the wider curriculum	The impact of this so far has been that children are physical in their wider curriculum learning and this is impacting their ability and want to be more physical in school and at home. Parent comments indicate that this learning is having a positive effect on the children.	Next steps continue this work with learning outdoors and in a more physical way to ensure children's core strength is developing while they are not realising. Key indicator 2
Scootability	The children are able to talk about why we need to learn how to scoot safely and what the dangers are when scooting	Next steps are to re-book scootability team for the autumn term Key indicator 2

<p>PE will have a more visible presence in the school and wider community</p>	<p>The children have once again enjoyed the mini Marathon and raising money for a national charity linked to the London Marathon. The impact has been that children are improving their ability to be active in a range of situations and are encouraging their families to be more active.</p>	<p>Next steps to retain the Mini schools London Marathon event and raise money. Investigate taking a group of children to the 'Mini London Marathon' on Marathon day. Collaborate with local schools to try to create friendly competitive events that infant school aged children can take part in. Key indicator 2, 3, 4 and 5</p>
<p>Universal safety</p>	<p>The impact of this annual check is to ensure children have access to safe and up to date equipment. Allowing them to achieve the movement goal of 60 mins a day.</p>	<p>Next steps continue this annual check. Replace and repair damaged equipment</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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>N/A</p>	<p><i>Use this text box to give further context behind the percentage.</i> <i>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></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>N/A</p>	<p><i>Use this text box to give further context behind the percentage.</i> <i>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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>N/A</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>N/A</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>N/A</p>	

Signed off by:

Head Teacher:	<i>SR Reynolds</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>S Downing, Assistant Headteacher</i>
Governor:	<i>JC Cousins, PE Governor</i>
Date:	<i>16th July 2024</i>