

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>Improve activity levels of all children during breaktimes by increasing playground supervision.</p> <p>Improve the quality of the resources available for teachers to teach high quality PE sessions</p> <p>Develop staff CPD through use of internal and external sports coaches based on staff need</p> <p>Provide opportunities to attend off site sporting and physical activities such as sporting competitions, friendly matches, swimming sessions and girl focused events such as 'Here Girls Can'.</p> <p>Provide swimming improvement opportunities for children across the school beyond the scope of the national curriculum requirements</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. After school and lunchtime sports clubs e.g. Just Dance.</p> <p>PE lessons are taught to a higher standard thanks to the availability of high-quality learning resources.</p> <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Children experience a broader range of opportunities to engage in physical activity.</p> <p>Training of staff to provide key services such as swimming coaching and lifeguard training ensures long term sustainability</p>	<p>Continue to develop swimming by training staff to provide top up swimming for those not meeting the national curriculum.</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>Train/employ staff to provide top-up swimming sessions to increase the attainment of children meeting the national curriculum (NC) requirements.</p> <p>Offer top-up swimming sessions free of charge to children who are not meeting NC requirements.</p>	Children not meeting NC swimming requirements	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: The engagement of all pupils in regular physical activity.</p>	Increase attainment in swimming by training staff to deliver sessions sustainably year after year.	<p><i>Lifeguard (£300) plus extra pay (£1,500)</i></p> <p><i>Swimming Assistant Training (£400)</i></p> <p><i>Extra member of staff- 22 sessions (£800)</i></p> <p><i>Extra swimming lesson top ups (£30 a block= 10 extra spaces= £300)</i></p>
Offer external CPD in Gymnastic training as whole school.	All teaching staff	Key indicator 1	Improved confidence of staff teaching PE having greater impact on children's physical development, so a sustained improvement in gymnastics.	<i>Gymnastic Training with Stride Active (£165)</i>

Support ECT and new teachers with external CPD courses.	Early Career Teacher (ECT) and newly qualified teacher.	Key indicator 1	The CPD course will enhance the teaching skills and confidence of ECT and new teachers in delivering high-quality PE lessons. This will ensure that new teachers are better equipped to support students' physical development, leading to sustained improvements in PE teaching quality.	<i>PE for first year teachers (£240 x2= 480) plus cover costs (£400) Total= £880</i>
Develop staff CPD through use of external African Dance teacher with co-teaching.	All teaching staff and pupils	Key indicator 1 Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Teachers will develop confidence and skills in teaching dance, particularly African Dance, enhancing their PE delivery. Pupils will experience a new and diverse dance style, enriching the curriculum. The co-teaching model allows teachers to learn directly from the specialist, ensuring skills are embedded and retained within the school. This knowledge will be shared through in-school training sessions, ensuring long-term sustainability.	<i>African Dance CPD (£250 x6= £1500) For afternoon of teaching and a club after school.</i>
Attend festivals and competitions for minority groups, for example girls, less confident.	Minority groups such as girls, less confident children, less active.	Key Indicator 2 Key Indicator 5: Increased participation in competitive sports	Participation in the "Here Girls Can" festival will empower girls, particularly those who are less confident, to engage in sports activities in a supportive and inclusive environment. This exposure will help build their confidence, encourage ongoing participation in physical activities, and foster a positive attitude towards sport. Sustained impact is ensured through follow-up activities, inclusive PE lessons, and ongoing support to keep these groups engaged.	<i>Here Girls Can Festival= Free Transport Costs (£...)</i>
To fund club spaces for children who are less active.	Children who are identified as less active or reluctant to engage in physical activities	Key Indicator 2 & 4	By funding spaces in after-school clubs for less active children, the school will encourage regular participation in physical activities, improve physical fitness, and enhance social skills. This will help create a positive association with	<i>Funding Club Places (£...)</i>

			physical activity and encourage continued engagement. Sustainability will be achieved by monitoring participation and encouraging transition from funded places to regular club attendance.	
Improve playground equipment to encourage active play.	All pupils, particularly those who are less active or not engaged in structured sports	Key Indicator 2 Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.	Upgrading playground equipment will provide a range of opportunities for active play, increasing physical activity levels during break times and lunchtimes. It will encourage more children, including those who are less active, to participate in physical activities. The new equipment will be durable and suitable for various age groups, ensuring long-term use.	<i>Playground Equipment (£...)</i>
Purchase extra sports equipment to supply and support teaching a broad PE curriculum and high-quality lessons.	All pupils and teaching staff	Key Indicator 1 and 4	The purchase of new sports equipment will enable teachers to deliver a wider range of activities, ensuring high-quality PE lessons that cater to all pupils. It will improve engagement and participation levels, allowing pupils to experience diverse sports and develop new skills. Equipment will be maintained regularly to ensure longevity, and its use will be integrated into lesson planning to maximize its impact.	<i>Sports Equipment (£...)</i>
Arranged for an Olympic athlete to come into school	All staff and pupils	Key indicator 3 and 2	The visit from an Olympic athlete will inspire pupils by providing them with a positive role model and encouraging a greater interest in sports and physical activity. It will raise the profile of PE across the school and motivate pupils to participate more regularly in physical activities. Sustainability will be achieved by incorporating messages from the athlete into PE lessons and	Athlete coming into school (£300)

			assemblies and establishing follow-up activities based on the athlete's sport.	
Externally run after-school Cheerleading Club	All pupils, with a focus on those less engaged in traditional sports	Key indicator 4 and 2	The cheerleading club will offer pupils an opportunity to participate in a new and exciting physical activity, appealing to those who may not engage in traditional sports. This will help increase overall participation in physical activity and provide pupils with a broader range of experiences and skills. Sustainability will be achieved by fostering interest and confidence in the sport, with potential for the club to continue long-term if sufficient interest is maintained.	<i>Cheerleading Club- (£60 x 6 sessions= 360)</i>
Minibus costs	All pupils	Key Indicator 5	Provide opportunities to attend off site sporting and physical activities such as sporting competitions, swimming sessions, events 'Here Girls Can'.	<i>Minibus cost (£3,500)</i>
Offering external CPD- Visit Leader Training	Two teachers	Key Indicator 5		<i>Visit Leader Training (£45 x 2) plus cover costs (£400) Total= £490</i>
Competition – cost to enter		Key Indicator 5		<i>Competition Cost to Enter £</i>

				<i>Total cost so far: Around £10,000</i>
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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

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

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

Signed off by:

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