



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
<ol style="list-style-type: none">1. Team teaching for all staff in areas of PE where they had the least confidence2. Through the SSP calendar of events we were able to provide an opportunity for every student to attend an event and represent the school	<ol style="list-style-type: none">1. Staff received personalized support and the quality of lessons improved <p>An opportunity for the school to celebrate all students. Increased sense of belonging and raised profile of being active</p>	<ol style="list-style-type: none">1. This approach worked well in areas such as Gym and Dance. These are the areas identified by the majority of staff. <p>This will remain a key aim for our school in future years</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>1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. (</p> <p>2. Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active</p> <p>3. SSP coached ECT staff.</p> <p>4. Daily mile has been implemented and is completed daily by all children to ensure they achieve their 30 active minutes per day.</p>	<p>All children</p> <p>Lowest 20% of children according to school data</p> <p>ECT staff</p> <p>All children</p>	<p>Key Indicator 1</p>	<p>1. Whole school assembly was delivered 23.6.24. Follow up Q and A by class teachers on content allowed children to develop ideas and understanding. They were able to discuss how they can maintain a more active and healthy lifestyle. Sustainability = yearly through SSP membership</p> <p>2. Children in the lowest 20% according to school PE data attended the active kids festival and enjoyed taking part in the activities. Sustainability = yearly through SSP membership</p> <p>3. ECT staff are now confident with delivering the primary PE curriculum using skills and strategies taught by the coaches. Sustainability = yearly</p>	<p>£2000 (SSP Basic Membership)</p> <p>Swimming = £1600</p> <p>PE Equipment = £1300</p> <p>Sporting Event Transportation = £5000</p> <p>Residential Trip = £9000</p>

<p>5. Play leaders facilitating games and sports during break and lunch times.</p> <p>6. Break and lunch time equipment purchased to ensure children have plenty of activities on offer.</p> <p>7. Sensory circuit has been set up for SEN children who struggle with gross and fine motor skills and may not take part in the full PE curriculum offering.</p> <p>8. 8 week swimming programme delivered to all children in year 5.</p>	<p>All children</p> <p>All children</p> <p>SEND Children</p> <p>Year 5 children</p>	<p>Key Indicator 2</p>	<p>through SSP membership</p> <p>4. Children have regular, monitored exercise every day.</p> <p>5. Children are encouraged to take part in a variety of sports at break and lunch time, led predominantly by children.</p> <p>7. All children are able to access a form of physical activity every day at their level. Increased physical activity participation for children with SEND. Sustainability = High quality equipment has been purchased to will not need to be replaced yearly</p> <p>8. 60% of children were able to confidently swim 25m. All children's confidence in the water was increased and all children understood and took part in life-saving skills in the water. Sustainability = To be funded yearly through sport premium.</p>	
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<p>1. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.(Adapted delivery – a full offer of staff inset sessions made available remotely through zoom as well)</p>	All staff		<p>1. Staff have attended in-person gymnastics training delivered by SSP through the basic membership. GetSet4PE scheme also has a range of staff videos available. Sustainability = yearly through SSP and GetSet4PE membership.</p>	
<p>2. Attendance at PE Lead meetings and share outcomes across whole school.(meetings for PE Leads)</p>	PE leader & all staff		<p>2. JC attended PE lead meeting virtually and fed back to staff.</p>	
<p>5. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life</p>	All staff		<p>5. Various staff members have been involved in organising and attending sporting events throughout the year.</p>	
<p>7. Distribution of termly SSP newsletter to raise awareness and raise profile across the school community.</p>	All children		<p>7. SSP newsletters shared via Google Classroom</p> <p>8. All children took part in the Santa run and worked together to run as many miles as possible.</p> <p>9. Parents feedback was</p>	

<p>8. Whole school Santa run event at christmas.</p> <p>9. Sports day event for all children from nursery - year 6.</p> <p>10. In-house school football tournament - KS1 and KS2</p> <p>11. Sporting equipment purchased to meet all requirements of the GetSet4PE scheme and additional resources purchased for physical play at break and lunch time.</p> <p>12. GetSet4PE scheme renewed due to 100% positive feedback from staff and pupils.</p> <p>2. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact.(Adapted delivery – virtual delivery through zoom)</p>	<p>All children</p> <p>All children</p> <p>KS1 & KS2 Children</p> <p>All children</p> <p>All children and all staff</p> <p>All staff</p>	<p>Key Indicator 3</p>	<p>100% positive. Children competed in house teams and received medals and special recognition certificates for their participation</p> <p>10. Children worked as a team to compete against other teams. Children learned the basic rules of football and understood how a sporting tournament works.</p> <p>11. All staff can deliver PE lessons outlined on GetSet4PE as they have all equipment required.</p> <p>12. Teaching, including ECTs and trainees, are able to confidently deliver PE lessons using the scheme.</p> <p>2. Regular staff insets have been delivered throughout the year by JC.</p>	
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<p>4. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely)</p> <p>5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.(All videos , resurces and fortnightly home learning tasks made available through the web page)</p> <p>6. Wider use of SSP infrastructure to network and share ideas.</p> <p>7. Sports day event for all children from nursery - year 6.</p> <p>8. In-house school football tournament - KS1 and KS2</p> <p>1. Access to broad range of Festivals, competitions and leagues. Preparing children.(Adapted delivery – a full calendar of virtual events ,</p>	<p>PE lead and all staff</p> <p>All children and staff</p> <p>PE Lead</p> <p>All children</p> <p>KS1 & KS2 Children</p> <p>All children</p>		<p>5. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>6. Attend and utilize SSP networking opportunities and sharing of ideas between schools.</p> <p>7. Parents feedback was 100% positive. Children competed in house teams and received medals and special recognition certificates for their participation</p> <p>8. Children worked as a team to compete against other teams. Children learned the basic rules of football and understood how a sporting tournament works.</p> <p>1. Events attended include: performance festival, dance festival, Paralympic sports, cross-country, small schools football tournament, hi-5 netb</p>	
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<p>competitions and challenges)</p> <p>2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games.(Adapted delivery – creation of virtual festivals with videos and resources)</p> <p>3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.(Adapted delivery – remote learning provided and videos for all leadership schemes and inset for support staff)</p> <p>4. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in</p>	<p>Lowest 20% of children according to school data</p> <p>All children</p> <p>All children</p>	<p>Key Indicator 4</p>	<p>2. Records of events and students selected – track pre and post levels of activity</p> <p>3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime.</p> <p>4. Entry details in these events. Profile and details of students attending.</p> <p>5. As above</p> <p>6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs.</p>	
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<p>school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer)</p> <p>5. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals , videos and resources)</p> <p>6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p> <p>7. Select students to attend the SSP Annual Leadership Conference for Year 2 and 5 to help young people in our school be at the forefront of developing a broader offer.</p> <p>8. Ensure students from our school access the range of Gifted and</p>	<p>All children</p> <p>All children</p> <p>Year 2 & 5 Students</p> <p>Highest 20% of students according to data</p>		<p>7. Dates and student records of conference. Links to whole school priorities</p> <p>8. Keep a record of letters, invited students and those who attended</p> <p>10. Children took part in a range of sports and physical activities including climbing, rafting and abseiling for which they would have not experienced within the school setting.</p> <p>11. Children know how to ride a bike safely on the road and are aware of road safety.</p>	
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<p>Talented holiday camps – different students access different sports and activities.</p> <p>9. Student engagement in SSP ‘Get Into Sport’ Days – aimed at supporting young people to find their activity.</p> <p>10. Year 5 & 6 residential focusing on physical outdoor pursuits.</p> <p>11. Bikeability course delivered to EYFS and year 5 children.</p> <p>1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges)</p> <p>2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities.</p> <p>3. Entry into Dance Festival</p>	<p>All children</p> <p>UKS2 Children</p> <p>EYFS & Year 5</p> <p>All children</p> <p>All children</p> <p>All children</p>		<p>1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website.</p> <p>2. Records of fixtures, training and participants.</p> <p>3. List of students and programme from the event.</p> <p>4. Annual plan of intra</p>	
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<p>4. Development of intra (in school) competitive opportunities.</p> <p>5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond</p>	<p>All children</p> <p>Highest 20% of children according to school data</p>	<p>Key Indicator 5</p>	<p>competition to act as trials for inter competition.</p> <p>5. Records of students who attend, SSP links to local clubs.</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
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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?	65%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75%</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</p>	<p>SSP Top up being used</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>No</p>	<p>Swimming lessons are taught by swimming instructors at local swimming pool</p>

Signed off by:

Head Teacher:	<i>Sam Murrell</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jordan Carlton</i>
Governor:	<i>Michael Thomas</i>
Date:	26.7.24