



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
Please see evaluation on 22/23 plan on website.		

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
<ul style="list-style-type: none"> - Pupils plan, deliver and participate in at least 15 mins active playtimes to support 30 active minutes - All pupils have access to more organised activities at lunchtime and an opportunity to voice what activities are on offer. The take up is good and pupil voice indicates enjoyment - Pupils are targeted with activities to involve and encourage the least active. - Pupils show leadership in organising and officiating these opportunities (25% of Y3 – 6) - Zoned areas of the playground support both formal games and more creative games 	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>pupils – as they will take part.</p>	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£1000 costs for additional coaches to support lunchtime sessions.</p> <p>Proportion of £4500 (Lacon Childe Partnership) - Jumping Jaxx leadership training</p> <p>Proportion of staff lead/champion (£1600 overtime and higher grade)</p>
<ul style="list-style-type: none"> - Upgrade playground markings to support 15 minutes daily mile and zoned activities. 	<p>Pupils</p> <p>Teaching staff, coaches</p> <p>Lunchtime staff</p>	<p>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport</p>	<p>More pupils meeting their daily physical activity goal, more pupils participating in pupil led games and activities</p>	<p>£2000</p>
<ul style="list-style-type: none"> - Change school uniform to include footwear that would be appropriate to run the mile run without having to change 	<p>Pupils</p> <p>Parents</p> <p>Teaching staff</p>	<p>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport</p>	<p>More pupils meeting their daily physical activity goal. Curriculum time is optimized (changing reduced) which supports staff in maintaining initiative.</p>	<p>£200 admin time.</p>
<ul style="list-style-type: none"> - All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition. This supports enjoyment and develops skill. - Celebrate and value participation and enjoyment on the sports board 	<p>Pupils</p> <p>Teaching staff</p>	<p>Key Indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport</p> <p>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport</p> <p>Key Indicator 3: raising the profile of PE and sport across the school to support whole school improvement</p>	<p>More pupils enjoying and participating in competitive opportunities</p> <p>Providing equal access to sport</p>	<p>Proportion of £4500 (Lacon Childe Partnership) -</p> <p>Transportation costs £3300</p> <p>KS2 c. 2 x per half term £2400</p> <p>KS1 c 1 per half term £600</p> <p>Reception c 1 per term £300</p>

		Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils Key Indicator 5: Increase participation in competitive sport		Proportion of staff lead/champion (£1600 overtime and higher grade)
- To build Nursery/EYFS staff confidence in providing fundamental movement skills	Nursery staff Nursery pupils	Key Indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils	Core movement skills are supported and developed in our youngest pupils	Staff meeting time (overtime £200) Staff CPD (£200) EYFS teacher in Nursery sessions
<ul style="list-style-type: none"> - Curriculum provision is strengthened and complimented by outside provider visits e.g. Bridgnorth Tennis, Kiddy Harriers Football, Rugby, Dance and Gymnastics - Offer a programme of activity after school daily which is popular with the children – use questionnaire and pupil voice to gauge this. Pupils are targeted with activities to involve and encourage the least active (gender; FSM; SEN) - At least 75% participate in extra-curricular every week (Y3 – 6 but also aim for the whole school) - Celebrate and value what children do outside school - use questionnaire - 85% of pupils participate in extra-curricular sport every week (in or outside of school) 	Pupils and Teaching staff	Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils Key Indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport	More pupils enthused to take part in PE and Sport Activities. Links to outside clubs encourage participation outside of school. Staff expertise supported by seeing coaches deliver in specialist areas.	CE£200 for a half term programme – consider 1 each term = £600 Upper KS2 1 half term set of lessons == £600 Proportion of £4500 (Lacon Childe Partnership) - £200 top up for after school clubs e.g. to boost when initial uptake is lower. Proportion of staff lead/champion (£1600 overtime and higher grade)
- To move administration of booking of clubs to Arbor so data can be more easily and strategically managed and evaluated.	Administration staff Parents	Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils	Data can be more easily analysed to strategically target opportunities and uptake.	Communication of system to parents Training of staff to use and analyse system. (£200)
- To confirm our OAA offer including the skills and knowledge that will be secured.	Pupils Teaching staff	Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils Key Indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport	Tracking sheets show knowledge and skills gained.	Support costs of OAA experience (£600) CPD for staff to complement with on site activities (£200) Proportion of staff lead/champion (£1600 overtime and higher grade)
<ul style="list-style-type: none"> - To check our parity of provision e.g. for girls and boys; for SEN; for FSM - Engage in SGO questionnaire and resultant work in this area e.g. extra curricular review 	All pupils	Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils Key Indicator 1: Increasing all staff's	School games mark criteria of equal opportunities are met and understood.	CPD £200 Proportion of staff lead/champion (£1600 overtime and higher grade)

- Use Arbor to review uptake on a termly basis		confidence, knowledge and skills in teaching PE and sport		
<ul style="list-style-type: none"> - To target pupils to meet national curriculum swimming targets (specifically Y5/6 pupils who may need additional provision and support) - To consider how to meet the increasing gap in swimming skills (last year showed more children with a lower base of skills) 	Y5/6 pupils who need targeting of swimming skills	<p>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport</p> <p>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	Swimming skills are boosted which results in future provision being more manageable and back on track	<p>Additional minibuss and swimming teacher for 8 sessions (£800)</p> <p>Possible additional swimming slot (£400)</p> <p>Proportion of staff lead/champion (£1600 overtime and higher grade)</p>
- To review and amend the coherence of the curriculum (progression, knowledge and skills) and ensure pupils have enough time to develop knowledge and fluency	Pupils Teaching staff	Key Indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport	If our curriculum is tightened this will support the quality of delivery into the future	<p>Staff CPD £200 Scheme £200</p> <p>Proportion of staff lead/champion (£1600 overtime and higher grade)</p>
-				<p>Total of costs/actions: £17,200</p> <p>Total funding: £16,800</p>

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:	