



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 (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
To develop Early Years physical exercise opportunities by developing a more active outdoor area Continue to develop opportunities for children to play organised games in their lunch break.	A truly accessible and frequently used outdoor area is available for all EYFS pupils. Opportunities for bikes/trikes, building and development of gross and fine motor skills are available.	
Specialist Sports Coaching/PE delivery purchased for curriculum lessons.	High quality provision is provided and accessed by all pupils. Free training sessions are delivered by sports coach and he is training staff to deliver free, high quality sessions	
To ensure the safety and wellbeing of all pupils during PE and physical education.	Pupils can access a range of sports, through the use of new safe equipment, within the parameters of same and exciting activities.	
Purchase a whole school planning, assessment and tracking tool to support subject leader deliver and assess PE.	Trialed in the latter stages of academic year 22/23. This has provided staff with a high quality, sequential set of lesson plans that build	

<p>Provide wider opportunities for different sports and build links with local sports teams, through the funding and/or partial funding of afterschool clubs for children which they wouldn't usually participate in.</p> <p>Provide transport to and from sporting events where needed in order to participate in multiple school sports partnership events.</p> <p>Be a part of, and participate in, School Sports partnership events including enabling children to compete against other children in a range of events.</p>	<p>throughout a pupil's journey through the school. This is used to support less confident staff and as a base line for staff who are more confident with the delivery of exciting and high-quality PE.</p> <p>Different sports have been considered for the 24/25 curriculum. Some of these sports have been trialed with small groups and the purchase of limited amount of equipment, so that the school can gauge children's' interest in a particular sport. One sport has been Flag Football which is now included in the curriculum and as a club.</p> <p>Sporting fixtures/SSP fixtures are open to all pupils, no matter of ability for parent/carer to attend/transport.</p> <p>Children are exposed to high quality, competitive sport. The SSP ensures a range of activities including golf, athletics etc.</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
Be a part of, and participate in, School Sports partnership events including enabling children to compete against other children in a range of events.	<ul style="list-style-type: none"> - Continue to liaise with SSP - AH/JF to attend all training events and conferences help by SSP - KD/JF to liaise with teachers confirming events the school is taking part in. - Letter out to parents/teams chosen etc Dates added to calendar 	<p>Maintain the relationship with SSP</p> <p>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Promote school sport among teachers explaining the wider value of school sport to children</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>	<p>A range of events and competitions are attended. Children have access to different sporting and games experiences. Children's competitive split is developed</p> <p>Children understand and develop a wider sense of fair play.</p> <p>Opportunities for children to meet a diverse range of people in different parts of the borough</p>	£1488
Provide transport to and from sporting events where needed in order to participate in multiple school sports partnership events.	Coaches organised where parents unable to drop or transport difficult to arrange.	<p>Key indicator 5: Increased participation in competitive sport</p> <p>A wide range of pupils are able to access the school's sporting provision and this is not dependent of parents who can provide transport.</p>	Children attend different events regardless of background or financial capability.	£1500

		<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>		
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<p>Provide wider opportunities for different sports and build links with local sports teams, through the funding and/or partial funding of afterschool clubs for children which they wouldn't usually participate in.</p>	<p>Liaise with local clubs and organise events and opportunities to take part e.g rugby, hockey, cricket, lacrosse, cheerleading etc.</p>	<p>Pupil questionnaire to determine pupil's engagement and wishes for new clubs. Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers' guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>Children participate in a wide range of different sports. Uptake in alternative sports is increased</p>	<p>£2000</p>
<p>Purchase a whole school planning, assessment and tracking tool to support subject leader deliver and assess PE.</p>	<p>PE Lead to trialled Primary PE passport and liaise with company. Integrate the passport through development of a clear sequence of lessons. Develop accurate assessment model for PE enabling lead to develop next steps and accurately assess pupils ability</p>	<p>PE is assessed accurately and tracked effectively. PE lead has support in place with planning and delivering quality lessons. Planning made easier and more effective. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Review after one year and reflect upon the product.</p>	<p>£389</p>
<p>To ensure the safety and wellbeing of all pupils during PE and physical education.</p>	<p>Purchase the updated 2024 version of <i>Safe practice in Physical Education, School Sport and Physical Activity</i></p>	<p>Maintain and support safe practice in PE and School Sport A well planned and progressive curriculum is evident which provides a broad range of contexts for skills</p>	<p>Ensure that Subject and staff clear on safe practice.</p>	<p>£50</p>

<p>Specialist Sports Coaching/PE delivery purchased for curriculum lessons. -</p>	<p>Sports coach delivering half of PE sessions in curriculum time. Agreed staff support during delivery to become upskilled.</p>	<p>and knowledge to be applied.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>Regular curriculum reviews/Monitoring and Evaluation. Pupil questionnaires.</p>	<p>£10,390</p>
<p>Continue to develop opportunities for children to play organised games in their lunch break.</p>	<p>Where needed, provide new equipment for the playground. TAs/Sports Coach and Play Leaders to develop playground games including traditional games.</p> <p>Playground leaders role developed including dance leaders.</p>	<p>Staff to attend training on developing playground games.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Children achieve significantly more than the 30 minute daily physical activity.</p> <p>Behaviour incidents reduced.</p> <p>Children working together modelling teamwork and fair play reducing number of children falling out.</p>	<p>Equipment is looked after and replaced if needed. Equipment rotated – organised into boxes and put out by the ambassadors.</p>	<p>£1250</p>

Key achievements 2024-2025

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>Specialist Sports Coaching.</p> <p>Fixtures</p> <p>EYFS Area</p> <p>Sports Coaching at Lunchtime and after school Provide wider opportunities for different sports and build links with local sports teams, through the funding and/or partial funding of afterschool clubs for children which they wouldn't usually participate in.</p>	<p>This provision has been reviewed and a new company has been employed, who offer a better overall service. This includes a wider range of sports including flag football, ultimate frisbee</p> <p>Children across the Primary age range have the opportunity to experience high quality, varied competitive sport. The uptake of girls' sport has been noticeable.</p> <p>Previous equipment was not safe for use by EYFS/KS1 pupils, therefore it was replaced. Now children have daily access to a safe and age appropriate piece of equipment.</p> <p>Children are exposed to new and varied sports. Children who do not play team games have begun working with the Sports Coach and have become involved in lunchtime games and this has translated into pupils wishing to enter into competitive sport.</p>	<p>The school take part in a wide range of fixtures and sporting events including:</p> <p>Football Netball Golf Multi Skills Cross Country Flag Football (Organised by St. Giles')</p> <p>A specialist Sports Coach delivers two lunchtime sessions per week and a free football club on Friday for all ages and genders. All sports are fully inclusive, irrespective of gender, ability or age. Open to all Netball training (free for pupils)</p>

<p>Continued with whole school planning, assessment and tracking tool to support subject leader deliver and assess PE.</p>	<p>Effective, engaging planning that is sequenced correctly, is available for staff to use to ensure high quality sports sessions occur for each pupil.</p> <p>PE is assessed accurately and tracked effectively.</p> <p>PE lead has support in place with planning and delivering quality lessons.</p>	<p>PE Lead to trial Primary PE passport and liaise with company.</p> <p>Integrate the passport through development of a clear sequence of lessons.</p> <p>Develop accurate assessment model for PE enabling lead to develop next steps and accurately assess pupil's ability</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?	73.3% 11/15 pupils	The 4 children who cannot swim 25m have poor attendance. 1 has not been at our school since y3 when our children begin swimming for 1.5 terms a year. Some of the children did not enjoy it and would be fearful to enter the water.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	53.3% 8/15 pupils	For the majority of the 7 who cannot use the range of strokes, it is the breaststroke that they struggle with and it is not effective or efficient. This is because it is the stroke that is not focussed on as much by the swim school, possibly due to the complexity of it. Backstroke is an issue an 5/7 due to confidence laying on their back in the water.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>All children can climb out of the deep of the pool. All children can tread water for a minute; some can do longer. All know to shout for help if they are in difficulty in the water.</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>Not applicable Staff member who supports in the pool with swimming staff</p>

Signed off by:

Head Teacher:	<i>Mark Pipe</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mark Pipe/Jodie Franklin/Kirsty Dingomal</i>
Governor:	<i>Kelly Carty</i>
Date:	<i>July 25</i>