



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 (2023/24)

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

Activity/Action	Impact	Comments
OPAL (Outdoor Play And Learning)	<ul style="list-style-type: none">Children now have opportunities to a range of different play types, such as object play, exploratory, imaginative and creative play.Children are given the chance to negotiate decisions on the outdoor play, which has allowed children to take ownership for their own playtimes.Since our baseline OPAL play survey we have had an increase of 20% of children that now enjoy lunchtime/playtime45% of children now say they have access to use equipment for building e.g. dens and obstacle coursesAll children now engage and participate in an activity during their playtime	Children and staff have approached this initiative positively and feel it has had a huge impact on behaviour issues that used to arise at playtimes
PE specialist lessons	<ul style="list-style-type: none">The PE specialist has helped to design a rich curriculum, which offers a range of PE areas (this includes pupil voice for some areas of the curriculum)Indoor and outdoor provision for sports has been offered to a range of year groups as well as targeted clubs for SEN pupils77% of our pupils have attended at least one after school club this academic year	Our PE specialist provides teachers with valuable CPD opportunities, as well as delivering high engaging lessons that offer excellent skills and knowledge to our children

Sports & Wellbeing Week	<ul style="list-style-type: none"> • 61% of SEN pupils have attended at least one inclusive after school club e.g. boccia • Staff were able to observe and develop their sporting knowledge through outside providers e.g. taekwondo, rugby • All children participated in a range of sporting & well being activities, taught by teachers, specialist TA's, sports coaches, outside providers • Inspirational assemblies were delivered by PE team and sporting star across the week • Pupil voice was used to support planning the week and children were given choices of a range of active sessions • Feedback from the week has shown that 40% of Y5/6 said they 'loved the week' 	The week was a success and children & staff said how happy the children were during their sessions. They were provided with opportunities that not all children have access to out of school.
PE monitoring	<ul style="list-style-type: none"> • Staff meeting gave teachers confidence to teach and deliver the new get set scheme and staff felt they had support from the PE team • Staff were given support and guidance for the delivery of Sports & Well being week • PE team observed each others' sessions across the year and communicate any development points 	Staff feel more confident delivering PE sessions and they feel they can approach PE team when needed.
Kitemark Award	<ul style="list-style-type: none"> • Awarded Platinum Kitemark Award for continued commitment and enthusiasm for school sports. 	

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
OPAL – Outdoor Play and Learning lead within school	<p>All pupils - (F2 to Y6) will be participating</p> <p>Whole school staff - training and CPD (including lunchtime supervisors)</p> <p>PE lead – continue visit outside providers to support with implementing OPAL play</p>	Key indicator 2 – Engagement of all pupils in regular physical activity	<p>Self-regulation - children in OPAL schools learn to self regulate through practice, trust and freedom.</p> <p>Physical activity - all children, including girls, SEN and non-sporty children are significantly more active.</p> <p>Mental well-being - Research shows OPAL children are happier and self-reporting improved mental health.</p> <p>More pupils meeting their daily physical activity goal</p>	£4,929 for OPAL lead

<p><i>PE specialist to provide high quality PE lessons across school, as well as extra-curricular activities</i></p>	<p><i>All pupils (F2 to Y6) will receive at least one lesson a week with PE specialist</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 2 – Engagement of all pupils in regular physical activity</i></p>	<p><i>Pupils have access to high quality PE provision that is consistent and progressive across all year groups</i></p> <p><i>Indoor and outdoor PE provision accessible to all year groups (including SEND children)</i></p> <p><i>Children have opportunity to participate in an extra curricular activity to support developing the whole child (including self-esteem & confidence)</i></p>	<p><i>£14,301 for PE specialist</i></p>
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<p><i>Sports Week (summer term) including, healthy eating, sporting activities and outside specialist providers</i></p> <p><i>PE Monitoring across the year (including observations, planning checks, staff audits & CPD)</i></p>	<p><i>All children F2-Y6 will participate in a range of sporting activities delivered by high quality specialists</i></p> <p><i>Staff will observe and support teaching different sporting areas as part of CPD opportunities</i></p>	<p><i>Key indicator 2 - Engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 5 – Increased participation in competitive sport</i></p> <p><i>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> <p><i>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<p><i>Children feel a sense of achievement and continue to participate within sporting events/activities</i></p> <p><i>Chn feel inspired and motivated to join a club outside of school as well as at school</i></p> <p><i>Staff will be given feedback and support to ensure delivery of PE is at the highest quality</i></p>	<p><i>£300 for staff release for planning and organizing event</i></p>
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Key achievements 2024-25

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 23-24

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?	85%	<i>Children swim in Y3 and may not continue with swimming sessions out of school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	<i>Children swim in Y3 and may not continue with swimming sessions out of school.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>Recently, we have been informed that Schools Swimming can come into school and give a lesson to remind children how to perform safe self-rescue. This currently happens yearly in Y5 so the Y6 children should be aware of water safety.</i>

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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Staff who attend swimming sessions are able to support and observe pool side and build their knowledge of steps towards learning to swim.

Signed off by:

Head Teacher:	Linda Barbuti
Subject Leader or the individual responsible for the Primary PE and sport premium:	Alexandra Wharmby (PE coordinator)
Governor:	
Date:	19.07.24