



# 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
For children to be more active on the playground. Introduction of brain breaks.	Children are more active. Behaviour has improved. Children come back into lessons ready to learn.	Playground leaders, OPAL, after school clubs (NUFC, NEATAT, Hattrick), 1 hour of P.E a week, forest school, sports day, walk to school tracker. EYFS/ KS1/ KS2- Go Noodle and Zumba, active lessons.
The profile of P.E is raised through celebrated events.	More children want to celebrate their success in assemblies. More children are interested in physical activity through the use of role models.	Celebration assemblies, Twitter, Newsletters, student voice, OPAL role models, Sports for Champions.
P.E is valued as a subject.	Changes are being made to the P.E curriculum and staff are buying into and supporting.	New P.E lead in place. Introduction of new scheme of work and OPAL on the playground, as well as introduction of many new clubs and opportunities outside of school.

Children are given the opportunity to have their say about the playground.	Children bring in local supporting achievements to school, highlighting different sporting opportunities in the community.	Children are keen to take part in practical and sporting activities. Survey took place.
Increased staff confidence within school P.E lessons.	P.E lesson quality has improved.	Teachers, including ECT attended a range of CPD provided by P.E service.

## 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
<i>Increase after school clubs.</i>	<i>Coaches, learning support staff and lunchtime supervisors- as they will lead the activities. Pupils- as they will take part.</i>	<i>2- Engagement of all pupils. 4- Broader range of experience offered.</i>	<i>More children meeting their daily physical activity goal and pupils being encouraged to take part in sports activities. Beginning to think about donations/ contributions to after school clubs to ensure sustainability.</i>	<i>£2492 per Hattrick</i>
<i>Bought into the OPAL service.</i>	<i>All staff supervising at break and lunch times. Children across the school.</i>	<i>1-Increased confidence, knowledge and skills of all staff teaching P.E and sport. 2- Engagement of all pupils. 4- Broader range of experience offered.</i>	<i>Children receive a better play offer. Children to come back into lessons ready to learn. Children develop communication and teamwork skills, which we have noticed have been impacted through COVID. Now that training has been completed staff will continue to embed</i>	<i>£250 for the OPAL award.</i>

<p><i>Buying in the P.E service to support with whole school P.E, physical activity and sport.</i></p>	<p><i>Teaching staff-CPD P.E lead-CPD Pupils-High quality P.E lessons Lunchtime supervisors- Playground leaders</i></p>	<p><i>1- Increased confidence, knowledge and skills of all staff teaching P.E and sport. 2- Engagement of all pupils. 3- The profile of PE and sport is raised across the school as a tool for whole school improvement. 4- Broader range of experience offered.</i></p>	<p><i>OPAL.</i></p> <p><i>Service provides support for the P.E lead through planning meetings and other offers. Teachers receive high quality CPD and lesson plans to create sustainability. The service delivers staff meetings linked to the fundamental P.E assessments carried out each year. Opportunities to attend the dance festival as part of LSA.</i></p>	<p><i>£3995.00</i></p>
<p><i>Purchase of scheme of work- P.E Hub.</i></p>	<p><i>Teaching staff-pre-planned lessons making sure that progression is happening between the year groups. P.E lead- knowledge that the P.E curriculum is being followed showing a good quality of work.</i></p>	<p><i>1- Increased confidence, knowledge and skills of all staff teaching P.E and sport. 2- Engagement of all pupils. 3- The profile of PE and sport is raised across the school as a tool for whole school improvement. 4- Broader range of experience offered.</i></p>	<p><i>More structure is given to the P.E curriculum and staff are more confident delivering new areas knowing that they have a scheme to follow. Staff are positive about the scheme. To continue using the P.E hub for another year and then</i></p>	<p><i>£425.00</i></p>



<p><i>Assess and find out who the least active children are and do a survey to find out what they would like to participate in.</i></p>	<p><i>Pupils- least active to become more engaged.</i></p>	<p><i>2- Engagement of all pupils. 3- The profile of PE and sport is raised across the school as a tool for whole school improvement. 4- Broader range of experience offered.</i></p>	<p><i>review.</i></p>	
<p><i>Children know more and remember more regarding the importance of leading a healthy active lifestyle.</i></p>	<p><i>Pupils understanding how to remain healthy. Teachers understanding more about their pupils and know where the gaps in learning are.</i></p>	<p><i>1- Increased confidence, knowledge and skills of all staff teaching P.E and sport. 2- Engagement of all pupils. 3- The profile of PE and sport is raised across the school as a tool for whole school improvement. 4- Broader range of experience offered.</i></p>	<p><i>Pupils take part in different activities and each class has an opportunity to take part in this each year. Look at developing next year by adding 20 minutes before the physical activities discussing healthy eating.</i></p>	<p><i>Part of LSA.</i></p>
<p><i>Children to gain additional active minutes on their route to/from school.</i></p>	<p><i>Pupils have new equipment for the P.E Hub curriculum.</i></p>	<p><i>2- Engagement of all pupils.</i></p>	<p><i>More equipment to be able to access a much more diverse P.E curriculum through the P.E Hub. Making sure equipment is suitable for SEN and SEMH children.</i></p>	<p><i>Walk to school tracker (PSHE).</i></p>

Equipment purchased for P.E.	Pupils are more active and are learning a wider range of skills. Teachers are showing the enjoyment of P.E per week.	2- Engagement of all pupils. 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.	More emphasis is being put on P.E as an important area of the curriculum. Staff and children are valuing P.E as a subject.	£765.98
Most children have the access to 2 hours of high-quality P.E per week.	Pupils are more active and are learning a wider range of skills.	2- Engagement of all pupils. 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.	EYFS, KS1 and lower KS2 are timetabled to have 2 hours per week. Upper KS2 have 1 hour. P.E lessons are taught from the P.E Hub or coaches where teaching staff are present for CPD.	Part of the P.E Hub scheme and coaches



## 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
An increased P.E curriculum.	Children from Reception-Year 4 have 2 lessons of P.E per week. Year 5 and 6 have 1.	Children's behaviour has been positively impacted.
Increased after school clubs.	Children have a wider choice of after school clubs.	Children are keen to sign up for after school clubs. Morning club- 'wake and shake' is also available.
Spare blue tops for P.E.	All children wear blue tops for P.E.	Poverty proofing- all pupils wear a P.E top.
Continue to purchase SLA.	Supports P.E lead.	P.E lead is competent in leading subject area.
Bought into the P.E hub.	A curriculum plan is in place.	Progression is throughout the curriculum. Teachers are more confident teaching P.E.
Monitor participation.	P.E lessons are taught when timetabled and are in line with the National curriculum.	High quality P.E is provided. More extra-curricular activities are provided. Competence and confidence in sporting activities has been raised.
A good play offer is offered.	Mentioned in OFSTED report. A Gold award was achieved- OPAL.	Children are active during play times.

P.E pupil voice.	Children look forward to their P.E lessons and are keen to take part. Many children like having P.E in a morning. Children also like the amount/ different after school activities offered and being taught by coaches.	Children spoke positively about P.E.
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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?	%	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.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	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

<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>Claire Iles (Year 1 Teacher/ P.E lead/ OPAL lead).</i>
Governor:	<i>(Name and Role)</i>
Date:	