



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
Development of healthy active lifestyles through expansion of delivery of ready set ride (balance bikes).	57 pupils completing ready, set ride balance and progressing onto ready set ride pedal.	Pupils will continue to access resources during break and lunchtimes supported by sports coach as they continue their development progressing onto Bikeability.
Active lunchtimes A key focus was to increase physical activity, uptake of all pupils in school, ensuring that pupils were reaching their daily targets.	99% of all pupils took part in a sporting fixture during the midday break.	Sports coaches delivered a variety of sporting competitions and fixtures, engaging pupils in competitive sporting opportunities. The playground was zoned into different sections, with new playground markings where pupils could move freely, choosing which activities to participate in.
Extracurricular sports clubs To offer a broad and enriching sporting	30 free to access sports clubs were delivered as part of our extracurricular provision, In total 480 free places were	Sports coaches delivered a variety of extracurricular sports clubs, these were

experience to all pupils.	offered out in extracurricular sports clubs with 99% of places allocated.	linked to our curriculum offer, and also ensuring that a greater depth of knowledge and skills were required to all pupils, regardless of age, gender, and ability.
Awarded Gold school games award.	Continued partnership with School, going organizer and local sporting partnerships partnership.	
Increase participation in competitive sport.	126 Pupils were given opportunities to represent the school in competitive level two competitions.	A focus was given to increasing participation on targeted groups. Female participation was up by 117% with 52 girls accessing competitive sports and 31% on SEND pupils from 21/22.

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><i>Deliver lunchtime sport sessions/activities for pupils.</i></p> <p><i>Purchasing of new equipment to support sports sessions and activities.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i></p> <p><i>pupils – as they will take part.</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£10,000 costs for sports coaches to support lunchtime sessions and resources.</i></p>

<p>CPD for teachers.</p>	<p>Primary generalist teachers. Pupils – as they will take part.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</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 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></p>
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<p><i>Introduce sports leaders and eco council.</i></p>	<p><i>Lunchtime supervisors and coaches - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and 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 5: Increased participation in competitive sport</i></p>	<p><i>The impact of introducing additional leadership opportunities for pupils can be transformative, fostering a more engaged, confident, and positive school community. It creates a culture where students take an active role in shaping their sports and play experience and prepares them for future leadership roles in society.</i></p>	<p><i>£1000 costs for sports coaches to deliver training and mentoring sessions and play resources.</i></p>
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<p><i>Provide additional Extracurricular sports/activities for pupils.</i></p>	<p><i>Sports coaches - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>More pupils meeting their daily physical activity goal, providing equal access for more pupils to encouraged in play and Sport Activities. Promotes inclusivity but also creates a more diverse and enriching extracurricular program that benefits all students in the school community.</i></p>	<p><i>£5000 costs for sports coaches to deliver activities and resources.</i></p>
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<p><i>Provide additional sporting festivals and competitive opportunities pupils.</i></p>	<p><i>Sports coaches - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</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 5: Increased participation in competitive sport</i></p>	<p><i>Introducing children to sports at a young age can foster a lifelong love for physical activity and fitness. They may be more likely to continue engaging in sports and other physical activities as they grow older.</i></p> <p><i>Success in sports can boost a child's self-esteem and confidence. Even participation itself can help children feel a sense of achievement, regardless of results. Encouraging pupils to explore various sports increases the likelihood that they will continue to engage in physical activities throughout their lives, promoting a lifelong commitment to fitness and well-being.</i></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

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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>46%</p>	<p><i>Our school is proud to report that 46% of our current Year 6 cohort can now swim competently, confidently, and proficiently over a distance of at least 25 metres. This significant achievement marks a substantial improvement from our initial baseline of 15%. The success can be attributed to the dedicated efforts of our school in implementing an intensive swimming program, facilitated through a temporary pool situated on our school grounds. This initiative has played a pivotal role in enhancing the swimming skills of our students.</i></p> <p><i>The decision to establish a temporary pool on-site was driven by the recognition of challenges within our school community, such as financial difficulties associated with the cost of living. By bringing swimming lessons directly to our students, we aimed to eliminate potential barriers and ensure equitable access to this essential life skill. The limited availability of swimming lessons in the local community further emphasized the necessity of an in-house program.</i></p>

		<i>Despite facing these challenges, the school's commitment to providing a comprehensive education that includes swimming proficiency has resulted in a commendable 31% increase in the number of Year 6 students now capable of swimming confidently. This achievement not only reflects the success of our intensive program but also underscores our dedication to overcoming barriers and fostering a well-rounded education for all students in our community.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58%	<i>We are pleased to announce that 58% of our current Year 6 cohort can effectively use a range of strokes, including front crawl, backstroke, and breaststroke. This notable achievement signifies substantial progress from the baseline level, and we attribute this success to the implementation of our intensive model designed to support and enhance swimming skills.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>63%</p>	<p><i>We are pleased to report that 58% of our current Year 6 cohort has demonstrated proficiency in using a range of strokes effectively, including front crawl, backstroke, and breaststroke. This notable achievement signifies a positive advancement from our baseline, and credit is owed to the success of our intensive swimming program.</i></p> <p><i>Our school implemented an innovative and intensive model to support the progress of our Year 6 students in developing effective stroke techniques. This program aimed to equip our students with a comprehensive set of swimming skills, including the mastery of various strokes. The dedication and commitment of both our students and instructors were key contributors to this achievement.</i></p> <p><i>However, it is essential to acknowledge the limitations faced during this process. The use of a temporary pool, lacking deep-water provisions, presented challenges in delivering a fully comprehensive swimming experience. Despite these constraints, our school prioritized the importance of swimming education, and the progress made by 58% of our Year 6 cohort in mastering different strokes highlights the effectiveness of our efforts.</i></p> <p><i>As we continue to strive for excellence in providing a well-rounded education, we recognize the need for ongoing improvements and investments in facilities. Our commitment to</i></p>
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		<i>delivering a robust swimming curriculum aligns with the broader goal of nurturing confident and skilled swimmers among our student community. For more information on our school's swimming initiatives, please visit [insert link to the school's swimming program page, if applicable], and refer to resources provided by Swimming.org at https://www.swimming.org/schools/ for additional insights into best practices and guidelines in school swimming programs.</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?	Yes	<i>Yes, our commitment to ensuring the safety and competence of our students in swimming is reflected in the continuous professional development (CPD) provided to our staff. In our efforts to enhance the knowledge and confidence of our educators, support staff have actively engaged in professional training through Swim England's Assistant and Teacher of School Swimming programs. These comprehensive programs offered by Swim England serve as valuable tools for our staff,</i>

		<p><i>equipping them with the necessary skills to effectively teach swimming and promote water safety. The completion of these courses underscores our dedication to maintaining high standards in aquatic education within our school community.</i></p>
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Signed off by:

Head Teacher:	<i>Lucy Middleton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Bethany Davies</i>
Governor:	<i>Sean Boyd, Chair</i>
Date:	Oct 2023