



# 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
Increase the number of pupils able to swim 25m in a range of strokes by end of KS2.	Top up session booked for the current year 5.	
Focus on embedding physical activity throughout the school day through a variety of different activities after the success of beginning this last year.	Children across the school have access to free sports provision. Observations at lunchtime and during after school provision have shown that children are more active during the school day. This is reflected in the increase in children taking part in after school activities.	
Revise PE curriculum plans to ensure pupils make good progress across the year groups.	Children are able to participate in a range of sporting activities across the year groups. This allows them to develop a broader skill set. Children have commented on their increased enjoyment of PE sessions and are able to explain what they have been covering in a lesson and where the next steps are/ how it built on previous sessions.	



## 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>Continue to pay for the PE hub subscription.</i>	<i>Teaching staff, coaches</i>	<b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b>	<i>Staff are clear of the expectations of lessons and these are outlined on the website. Observations carried out on staff have shown that these are being followed and adapted to suit the needs of their class. PE hub assessment tracker used to complete data so this is consistent across school.</i>	<i>£600</i>
<i>Dance Desk subscription (CPD)</i>	<i>Primary generalist teachers.</i>	<b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b>  <b>Key indicator 5: Increased participation in competitive sport.</b>	<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>	<i>£775 (subscription) £300 (cost of cover for CPD training)</i>
<i>Lunch time equipment</i>	<i>Lunchtime supervisors / teaching staff, coaches</i>	<b>Key indicator 2: Engagement of all pupils in regular PA.</b>  <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b>  <b>Key indicator 3: The profile of PE is raised across the school as a tool for WSI.</b>	<i>Children are engaged in activities at lunch time and this is promoting physical health and well being. Children are happier and building social skills. There are a good range of activities and lunch time supervisors have had extra training for more effective ways for these to be carried out.</i>	<i>£600 (equipment) £500 (training)</i>

<p><i>After school club activities.</i></p>		<p><b>Key indicator 2: Engagement of all pupils in regular PA.</b>  <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p>	<p>Children across the school have access to free sports provision. A questionnaire was given out to staff and parents for their input on the clubs they would like to see offered. There was an increase on children signing up to club and a waiting list was created incase other children dropped out/didn't come so many times.</p>	<p>£3900 (Cost of staffing)</p>
<p><i>Skip 2 b fit subscription</i></p>	<p><i>Primary generalist teachers/coaches</i></p>	<p><b>Key indicator 2: Engagement of all pupils in regular PA.</b>  <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p>	<p>Skip 2 b fit subscription and ropes bought for each child in the school to provide children with the opportunity to compete against their peers and other classes. A competition running throughout the week with how many skips they could achieve in 2 minutes and winners revealed and displayed in the hall every week. Prizes will be bought to increase motivation and effort.</p>	<p>£3506 (subscription and skipping rope packs)</p>
<p><i>Swimming lessons for year 3 and 4.</i></p>	<p><i>Primary generalist teachers.</i></p>	<p><b>Key indicator 2: Engagement of all pupils in regular PA.</b>  <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p>	<p>Year 3 swam for a whole term and year 4 for half a term. This has increased the percent of children that can swim 25 metres since the data was low last year. Children completed extra water safety activities in class.</p>	<p>£3485 (pool hire and instructors)</p>
<p><i>Orienteering/ CPD training</i></p>	<p><i>Primary generalist teachers/coaches</i></p>	<p><b>Key indicator 3: The profile of PE is raised across the school as a tool for WSI.</b>   <b>Key indicator 5: Increased participation in competitive sport.</b></p>	<p>Orienteering installed around the school to be used as a cross-curricular source to increase physical health and engagement.</p>	<p>£700 (set up and CPD training)</p>

<p><i>Black Country Dance Workshops</i></p>		<p><b>Key indicator 2: Engagement of all pupils in regular PA.</b> <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p>	<p>Indian dance workshops booked for year 2,3,4 and 5 to inspire and challenge their abilities and to also promote other cultures.</p>	<p>£400 (2 x £200 workshops)</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
<p>Focus on embedding physical activity throughout the school day through a variety of different activities.</p> <ul style="list-style-type: none"> <li>• Extra equipment</li> <li>• Orienteering</li> <li>• Dance Workshops</li> </ul> <p>PE Curriculum: Ensure pupils make good progress</p> <ul style="list-style-type: none"> <li>• PE hub subscription</li> </ul>	<p>Children across the school have access to free sports provision. Observations at lunchtime and during after school provision have shown that children are more active during the school day. A questionnaire carried out by teachers showed that children were happier with the variety of clubs being offered and this was reflected in the increase of people signing up to after school clubs as a waiting list had to be created.</p> <p>Within the national curriculum, it states in KS2 pupils should be taught to take part in outdoor and adventurous activities. In the long term plan, it outlines the sports that happen during PE lessons but I have adapted this and included where outdoor activities take place such as orienteering or field work.</p> <p>P.E Hub sets out the overview for PE throughout the school. Each year group follows the sequence of topics, within this demonstrating the skills that need to be covered. Lessons are being taught regularly and staff are still clear on the outcome of the lesson and the specific skills and vocabulary that need to be covered. After completing numerous learning walks, it is evident that the spring term plan is being followed and the lesson plans from PE hub are being used, and lessons are being adapted to suit the needs of all children.</p>	<p>After offering a range of sports clubs after school, it was clear that PP/SEN children were not accessing due to multiple reasons. In order to make sure these were accessible for them, lunch time clubs were set up and these children were targeted to attend.</p> <p>Year 1: 21/31 attended (42% SEN/PP)            Year 2: 23/30 attended (17% SEN/PP)            Year 3: 19/30 attended (21% SEN/PP)            Year 4: 26/31 attended (34% SEN/PP)</p>

Swimming	<p>Due to the swimming data being low last year, a longer session of an hour was booked for year 3 and 4 for them to have longer to enhance their skills and have a chance of achieving their 25 metres. 22% of children in year 4 have achieved their 25 metres therefore a top up swimming has been booked for next year. The current year 3 have 50% that can swim 10 metres.</p>	
After-school clubs	<p>Comparing the data from spring term to now, there has been a gain in pupil premium children attending afterschool clubs from 13% to 18%. There has been a drop in SEN children from 16% to 9%. This could have been because of the children's particular interest in a sports since gymnastics and netball in the summer were all attended by girls.</p>	

## 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?	45%	<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]?	35%	<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>20%</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>Yes, top up swimming lessons have been booked for year 6 due to the data being low.</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>Yes, staff have had access to online training.</p>

Signed off by:

Head Teacher:	<i>Kelly Duff</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jemma Weaver</i>
Governor:	<i>Neil Kingston</i>
Date:	19/07/2024