



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
See 23-24 Evaluation Document		

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>Ensure all children continue to fully access two high quality PE lessons per week.</p> <ol style="list-style-type: none"> Further embed use of Get Set 4 PE scheme of learning to ensure all children are proficient in the fundamentals of sport and have opportunities to develop a diverse range of sporting skills Train CTs to deliver high quality lessons, assess children’s progress accurately and use equipment correctly Monitor equipment and resources to ensure appropriate for units being taught, damaged or broken equipment is replaced and where necessary cleaning has taken place Outside spaces are well maintained with grass cut regularly, pitches and tracks marked out Children identified as not working within age appropriate levels attend ‘Catch up PE’ sessions. Parents are supported to continue sessions at home 	<p>PE leadership:</p> <p>Time to monitor and equipment and deliver CPD</p> <p>Staff:</p> <p>CPD for all staff to achieve plan goals CPD for staff re safe use of equipment – especially new team members.</p> <p>Children:</p> <p>All children benefit Target children receive additional support and opportunities</p> <p>Grounds:</p> <p>Contract for grass cutting and line marking to be continued.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity</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>Yes</p> <p>Yes</p> <p>Yes – new footballs eg</p> <p>Yes</p> <p>Yes – see website</p>	<p>release time sports coaches outdoor contract equipment costs</p>

<p>Support children to understand how being active can lead to a balanced lifestyle by increasing opportunities for children to be physically active outside of PE lessons.</p> <ol style="list-style-type: none"> 1. Y5/6 Play leaders to be selected and trained for role 2. Facilitated Play offering (break and lunch time) to be increased and relevant equipment is available 3. 'Wake Up Shake Up' embedded within start of day school routine 4. Diverse offering of before and after school sporting clubs delivered by highly trained specialists or highly motivated teachers 5. Holiday club activities give children daily opportunities to be active 6. PPG families receive financial help to access holiday club and wrap around care 	<p>PE leadership:</p> <p>Time to train Sports leaders, play buddies and staff to achieve goal</p> <p>Staff:</p> <p>CPD to improve facilitated play and use of equipment</p> <p>Children:</p> <p>All children benefit Sports leaders and play buddies gain leadership experience</p> <p>Grounds:</p> <p>Maintain storage for play equipment</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</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 activities offered to all pupils</p>	<p>Selected</p> <p>Strong – see work with James</p> <p>Yes – CM</p> <p>Yes- fitness, fixtures, dance, signpost to cricket, roller skating</p> <p>Low take up but sign posted to local offering. Little Footie Stars at Rec very popular.</p> <p>Yes</p>	<p>release time</p> <p>updated equipment for facilitated play</p> <p>coaches for wake up shake up</p> <p>PPG financial aid</p>
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<p>Celebrate sporting achievements and raise the profile of sport in school</p> <ol style="list-style-type: none"> 1. Social media and school website to show photos of children in sports kit for outside of school clubs and teams 2. Class assemblies to celebrate outside of school sporting achievements 3. Photos for all teams that represent school in competitions on school social media and website. 4. Sports leaders to write / film a match report for each fixture to be published on website and shared in class assemblies. 5. Staff model and encourage demonstration of 'sportsmanship' – new certificate to be added to celebration assembly 6. Continue to send Knowledge Organisers home to parents every half term. Continue to display in school hall and publish as part of half termly sway. CTs to reference vocabulary in lessons. 7. Introduce 'fixtures club' to enable 3 weekly fixtures within partnership schools. Children will have fixtures in 6 different sports across the year. 8. Celebrate a diverse range of high profile athletes on central display board. 	<p>PE leadership:</p> <p>Time to communicate with parents, train teams and attend matches</p> <p>Staff:</p> <p>CPD for all staff to achieve plan goals: use of class assembly time to celebrate success and what to look for regarding 'sportsmanship'</p> <p>Children:</p> <p>All children benefit – particularly developing pride and aspiration</p> <p>Grounds:</p> <p>Contract for grass cutting and line marking to be agreed.</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 activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes – see football</p> <p>Annual – in summer term</p> <p>Yes</p> <p>Yes – strong</p> <p>TBC</p>	<p>Printing costs</p> <p>Updated equipment</p>
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<p>Promote a broad range of sporting opportunities that links to and extends the National Curriculum offering</p> <ol style="list-style-type: none"> 1. Long term plan provides full coverage of National Curriculum across a diverse range of sports 2. Enrichment opportunities are tracked to record the range of additional opportunities children access (e.g. sailing, skiing, archery etc) 3. Local clubs are signposted via school website to encourage further participation and build community links 4. Local clubs are invited to school for taster sessions 	<p>PE leadership:</p> <p>Time for tracking enrichment opportunities and developing links with community teams</p> <p>Staff:</p> <p>CPD for all staff to achieve plan goals</p> <p>Children:</p> <p>All children benefit from increased opportunities</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</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 activities offered to all pupils</p>	<p>Yes</p> <p>TBC</p> <p>Cricket, football, athletics, tennis, swimming, judo, boxing, roller skating</p> <p>Judo, boxing</p>	<p>PPG financial support for additional opportunities – residential trip for OAA curriculum.</p>
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<p>Increase opportunities for competitive sport</p> <ol style="list-style-type: none"> 1. Wey Valley partnership sporting programme developed to give children 3 weekly fixtures, and annual dance and gymnastics festivals in addition to sports day. Children are given training sessions to prepare for competition. 2. We dance together competition 3. Sports Day includes all children as competitors. CPD for staff to understand format, how to support children to achieve well, improve their technique, manage success and disappointment. 4. Staff model and encourage demonstration of 'sportsmanship' 5. School team kit is smart and worn with pride 6. Purchase Wey Valley partnership mini-bus with increased trained staff to drive to fixtures. 		<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity</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 activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Yes</p> <p>Yes</p> <p>Yes – plans just sent out.</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Cost of attending competitions.</p> <p>Update equipment for sports day.</p> <p>Training time for staff.</p> <p>Purchase of new kit.</p> <p>Minibus training costs.</p>
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Swimming Data – reviewed Oct 25 post swimming lesson completion

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?	75%	<i>Cohort of 4 children. This cohort were affected by 2 years of pool closure disruption due to Covid restrictions. Swimming lessons took place in Year 5 and 6 to support increased confidence and achievement.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	<i>Cohort of 4 children. This cohort were affected by 2 years of pool closure disruption due to Covid restrictions. Swimming lessons took place in Year 5 and 6 to support increased confidence and achievement.</i>

<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><i>Cohort of 4 children. This cohort were affected by 2 years of pool closure disruption due to Covid restrictions. Swimming lessons took place in Year 5 and 6 to support increased confidence and achievement.</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</p>	<p><i>Swimming lessons took place in Year 5 and 6 to support increased confidence and achievement.</i></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</p>	<p><i>Lessons taught by swimming instructors. 2 staff members support in the water, following instructions and training from lead instructors.</i></p>

	24 - 25
How much PE and Sport premium finding received in 24 -25?	16950
Does the school have any unspent funding from its current allocation for the current academic year? If yes, how much?	0
Did the school carry forward any PE and sport premium funding from 22/23? If yes, how much?	0
How much was spent of staff training and CPD?	663
How much was spent on funding extra curricular activities?	5775.6
How much has been spent on sports competitions?	925
How much has been spent on active travel?	75
How much has been spent on equipment and resources?	288.79
How much has been spent on coaching staff?	2388
How much has been spent on online training and educational platforms?	585
How much has been spent on sports days?	TBC - approx £300
In which other areas has school spent PE and sports premium funding?	woodland rental, grounds maintenance, PE equipt service and repairs, EVC sub, forest school provision
How much has been spent on these?	8800

Signed off by:

Head Teacher:	<i>Jennifer Thornton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Head teacher</i>
Governor:	
Date:	Sept 2024