



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 outdoor learning opportunities: <ul style="list-style-type: none"> • Tinley and Hampton to Common fortnightly • Off-site learning opportunities and residential for Year 3/4 as well as Year 5/6 at new site Improved gymnastics and dance provision Yoga for movement and mindfulness Raised profile of PE lead Introduction of Balanceability and Balance Bikes in EYFS Gross motor development a priority in EYFS Coram Life Space – healthy living	Enhancement of child-initiated learning outdoors Increased confidence off site Independence development, particularly for younger pupils as this was lessening post covid Yoga provides a calming, movement focused intervention for those who need opportunity to self-regulate and develop core strength/co-ordination and flexibility	Loss of netball club Outdoor education and PE lead left during year Swimming gala did not recommence Introduction of new Sports Academy due to change in quality of previous provider

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key indicator 5: Increased participation in competitive sport

Action – what are you planning to do	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action	Achievements and Next Steps
Introduce lunchtime and after school sport activities for pupils.	Key indicator 2 Key indicator 4	Increasing number of pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and sport activities. Improved staff confidence in leading a range of activities.	£2000 for coach £500 equipment	Due to changes in staffing, this took time to embed so will need to continue next year now that staffing has stabilised. Pupils need support to plan their sports play beyond football and older children will benefit from opportunity to lead activities through the week. https://outdoorplayandlearning.org.uk/the-opal-primary-programme/ being considered to further impact/
Raise pupils' awareness of the importance of making healthy choices and their involvement in beneficial activities.	Key indicator 2	Increasing number of pupils show awareness of the need to make healthy choices and gain skill and fitness and the reasons for this. This will be demonstrated through healthy snacks, lunches and increased physical activity at playtimes and after school.	£2000 for staffing to run after school clubs. £500 planning time for member of SLT to run pupil development team with initial focus on healthy living.	Pupil development team are central to school and run weekly assemblies on a range of areas including healthy living and citizenship. Snacks are now much healthier and a new packed lunch policy is emerging. More children now attend after

				school clubs which incorporate both indoor and outdoor play opportunities.
Ensure high quality coverage and progression which goes beyond the National Curriculum.	Key indicator 3 Key indicator 4	Coverage of content and progression of knowledge and skills across the National Curriculum develops well as pupils move through the school. Lessons are well planned and allow for adaptation for skill level, age and additional need. Additional adults are used effectively.	£8000 for specialised coaching £500 for planning meetings and monitoring £1500 additional swimming £500 for swimming assessment £1000 yoga	Sports Academy have settled well after an inconsistent start. Coaching is now of a high quality in line with our school expectations. Termly leadership discussion and monitoring occurs with meeting at start of year to look at progression, coverage and content of planning. All plans shared with staff. Swimming now follows the Learn to Swim programme instead of the Schools programme allowing for more focused skills development and a more rewarding/motivating assessment programme,
Develop staff confidence and expertise in teaching the PE curriculum.	Key indicator 1 Key indicator 3	Teachers are able to lead sessions in a range of disciplines with increasing confidence thus leading to high quality learning and enjoyment of the subject.	Included in previous target	Two teachers and three TAs now central to delivery with coach, including swimming – this will move forward next year to include team teaching and increased independence.
Ensure participation in competitive sport.	Key indicator 5	Pupils have the confidence and skill to compete against other school groups. Staff are in place to plan and facilitate continued opportunities.	£500 for staffing	Swimming gala attended – raise expectation in next year’s lessons to ensure more pupils have the skill and stamina to achieve high placement in competition results

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

<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?	100 %	We prioritise swimming from Year 2 with all pupils participating in lessons at our local pool fortnightly right through to leaving in Year 6. This equates to approximately 90 lessons. We are seeing a significant improvement in skill and confidence having been doing this for 5 years. 86% of our Year 6 pupils can now swim at least 200 metres.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	Water safety is central to the curriculum and the coaches cover this within all lessons and formally teach and assess water safety and rescue at least three times a year. Within our assessment progression, there are three levels of award to be gained.
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?	Yes/No	Funding is used to extend swimming for all to ensure good fitness, stamina and confidence in the water.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Teaching staff are present on the poolside at all lessons and assist with instruction where required. They support progression of skills and assessment through liaison and implementation of a more focused assessment programme.

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Governor:	Stavros Martis
Date:	1 st July 2024