



# 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.

## 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>1. Opportunity to represent school teams in competitive sports. Entering paid tournaments, providing appropriate kit and transport to children</p> <p>2. Extra free to parents sporting clubs led by sports coaches, to increase physical activity, all clubs attended by a different member of staff to then lead that club the following year without the need for sports coaches.</p>	<p>1. This action impacts all students who participate in school sports teams, particularly those in Key Stages 2 and above, providing them with opportunities to compete against other schools.</p> <p>2. This action impacts all students, particularly those whose parents may not afford additional sports clubs, ensuring inclusivity in physical activities. It also impacts staff in learning how to deliver sports clubs which they would not normally be able to do.</p>	<p>1. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>2. Key Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>6. Participation in competitive sports fosters teamwork, sportsmanship, and resilience among pupils. It also enhances their physical health and well-being. Sustainability is achieved by developing internal coaching programs, encouraging teacher-led teams, and collaborating with local sports organizations for continued support and resources.</p> <p>2. These clubs increase overall physical activity, promote healthy lifestyles, and boost students' physical and mental health. Sustainability is ensured as staff gain experience and confidence in leading these clubs, reducing the dependency on external sports coaches.</p>	<p>£2105</p> <p>£9110</p>

<p>Costs also include resources for clubs</p> <p>3. Training of play leaders in Year 5 to support particularly KS1 playground</p> <p>4. Balancability and bikeability for EYFS and KS1 to ensure all children leaving KS1 are competent in riding a bike, road safety</p>	<p>3. This action impacts Year 5 students, who receive leadership training, and Key Stage 1 students, who benefit from guided play activities.</p> <p>4. This action impacts students in Early Years Foundation Stage (EYFS) and Key Stage 1, focusing on developing their cycling skills and road safety awareness. It also impacts future generations without buying into the scheme as we have separately invested in balance bikes for September 2024 in EYFS and through staff observations, they are more skilled to support this development in learning</p>	<p>3. Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>4. Key Indicator 1: The engagement of all pupils in regular physical activity.</p>	<p>3. Year 5 play leaders develop leadership skills, responsibility, and confidence, while KS1 pupils enjoy structured and active playtimes. Sustainability is achieved as each year a new cohort of Year 5 students are trained, creating a continuous cycle of leadership and support within the school. 1 x sports coach session leading this per week and is continued by the children through the rest of the week. Next year, capacity will be greater as year 6 will be trained to do so while year 5 are also trained, meaning impact can be seen on LKS2 also.</p> <p>These programs help children build confidence, coordination, and an understanding of road safety from an early age. Sustainability is ensured by incorporating these programs into the regular curriculum, training teachers to deliver the sessions, and utilising parent volunteers where possible.</p>	<p>£1750</p> <p>£2365</p>
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<p>5. To further enhance resources for structured break and lunchtime play of all children</p>	<p>5. This action impacts all students across the school, providing them with enhanced opportunities for structured play during break and lunchtime.</p>	<p>5. Key Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>Enhancing resources for structured play will promote physical activity, social interaction, and positive behavior among pupils during break and lunchtime. This will lead to improved focus and performance in the classroom. Sustainability is achieved by investing in durable equipment, training staff and student leaders to organize and oversee activities, and incorporating structured play into the school culture. Regular maintenance of resources and engaging the school community in supporting these initiatives will ensure long-term benefits without the need for additional funding.</p>	
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## Key achievements 2023-2024

Over the past academic year, our school's Sports Premium funding has facilitated notable advancements in physical education, extracurricular activities, and overall pupil well-being. The comprehensive plan implemented has targeted multiple facets of student development, fostering an environment where physical activity, leadership, and life skills are prioritised. This summary highlights the key successes and overarching impact of our initiatives.

Firstly, the opportunity for students to represent our school in competitive sports has been beneficial. Participation levels have increased, with a notable rise in student enthusiasm and commitment to sports. The competitive aspect has enhanced students' physical abilities and instilled a sense of pride and belonging. Students have developed resilience, teamwork, and sportsmanship, essential skills that extend beyond the sports field into their academic and personal lives. Developing internal coaching capabilities has ensured that this program can continue without relying on external funding, maintaining a high standard of competitive sports within our school.

The introduction of extra sporting clubs has been a success. By removing financial barriers, we have ensured inclusivity, allowing all students to benefit from additional physical activities. These clubs have promoted a healthy lifestyle, increased overall physical activity, and improved mental well-being among students. Having different staff members attend these clubs has equipped our teachers with the skills and confidence needed to lead these activities in the future. This approach has reduced dependency on external sports coaches, ensuring the long-term sustainability of the clubs and embedding a culture of physical activity within the school.

Training Year 5 students as play leaders to support Key Stage 1 playground activities has been effective. This peer-led initiative has enriched the playtime experience for younger students and provided Year 5 students with valuable leadership experience. The structured and active playtimes have improved social interactions and physical activity levels among KS1 pupils, while Year 5 leaders have developed a sense of responsibility, confidence, and leadership skills. The cyclical nature of this program, with each year group training the next, guarantees its sustainability and continuous positive impact on both KS1 and Year 5 students.

The Balancability and Bikeability programs have been essential in ensuring that our youngest students are equipped with cycling skills and road safety awareness. These programs have built confidence, coordination, and independence among EYFS and KS1 students. By integrating these programs into the curriculum and training teachers to deliver the sessions, we have created a sustainable model that will benefit future cohorts without additional funding. The inclusion of parent volunteers has further strengthened community engagement and support for these initiatives. Our investment in additional resources for the field and playground has been impactful, especially the purchasing of dividing equipment to ensure none interrupted structure games can be enjoyed consistently.

In summary, the implementation of our Sports Premium plan has had a far-reaching impact on our school community. The initiatives have enhanced physical education and activity levels and fostered personal growth, leadership skills, and a sense of community among students. By ensuring inclusivity and sustainability, we have laid a strong foundation for ongoing success in promoting physical health and well-being. The positive outcomes observed this year underscore the importance of continued investment in such programs, demonstrating their value in enriching the educational experience of our children. We are committed to building on these successes and ensuring that every child has the opportunity to thrive through active and healthy lifestyles.

## 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?	100%	<i>Our investment and core national curriculum offer this year of having a swimming pool on site for one month has had incredible impact. Fantastic progress of all children.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>The opportunity to swim every day for 40 minutes 15 days in a row had unbelievable benefits. The swimming instructors used a low entry high threshold method both overall and in each session, with bespoke personalized teaching in small groups.</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>Having experienced swimming in a local swimming pool earlier in KS2, this provided the baseline to then accelerate with our own pool temporarily installed on site.</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>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</p>	<p>During each swimming session, a staff member was needed to be in the marquee with the pool. Part of the offer was CPD for staff with observations and then trying to put some of the learning into action.</p>

Signed off by:

Head Teacher:	<i>Adam Gatrad</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Adam Gatrad</i>
Governor:	<i>Charlie Chambers</i>
Date:	20 <sup>th</sup> July 2024