



# 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
Sustaining the Schools Games Mark 'Gold' Award.	<p>The school achieved the School Games Mark Gold Award, which is in recognition of the school maintaining:</p> <ul style="list-style-type: none"><li>• You are delivering 30 active minutes for 30% of your school population.</li><li>• Creating positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of your young people and has a clear intent.</li><li>• A clear focus on transition points (focus group support for SEND/PP).</li><li>• Creating positive experiences that support the character development of targeted young people.</li><li>• Advocating to key stakeholders how the School Games makes a meaningful difference to the lives of children and young people, including engaging and educating their parents.</li></ul>	This emphasis is to sustain this for 23-24 with view to then reach Platinum as it could be our 4 <sup>th</sup> straight year (2 consecutive years so far).

<p>Swimming intervention</p>	<p>More children in our school (Year 6) are given the chance to be more water confident through additional swim lessons with specialist swim teachers.</p> <p>As an result of additional Swim lessons, swimming improved from and to by:</p> <p>% of pupils who could perform over a distance of 25m before 66% and after intervention 82%</p> <p>% of pupils who could perform a range of strokes before 76% and after intervention 82%</p> <p>% of pupils who could perform safe self-rescue in water based situations before 34% and after intervention 79%</p>	<p>Further model to be used to help diminish the gap for current Year 6 pupils.</p> <p>Materials offered to teachers supporting Swimming to teach theoretical side of safe self-rescue.</p>
<p>To increase competitive sports participation by signing up to more than 6 different sports events for the BANES SSPS.</p>	<p>6 or more sports offered for competitive Intra House Sport across the year.</p> <p>We participated in offering pupils competitive sport in:</p> <p>KS2 girls and mixed netball, cup, tournament and friendlies,</p> <p>KS2 boys football cup and tournaments,</p> <p>KS2 girls football cup and tournaments,</p> <p>Years 4, 5 and 6 girls and boys Cross Country,</p> <p>Mixed tag rugby tournament</p> <p>Year 3&amp;4 tennis tournament.</p> <p>Year 3 Orienteering afternoon with specialist.</p> <p>Year 6 Boys cricket.</p> <p>Sports Leaders event</p>	<p>We matched entering an equal amount of 1:1 for girl's to boy's teams in every sports tournament. We look to apply for an additional tournament this year.</p>
<p>To develop the outdoor active learning space so there is more opportunity to promote exercise and Physical Activity.</p>	<p>We increased and offered more of a range in physical activities at lunch as a result of greater access to equipment.</p> <p>Pupils in Year 4 have revived leadership training in play.</p> <p>Year 4 pupils have purchased play equipment for school to promote active play.</p>	<p>Pupils in Year 4 have received training for this year to sustain this model.</p>

## 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>Introduce lunchtime sport sessions/activities for pupils so at least 50% (and more) of the pupils populations participate in 30minutes of physical activity a day.</p> <ul style="list-style-type: none"> <li>- Pupil voice on activities.</li> <li>- Plan sessions around this.</li> <li>- Dry and wet play plan.</li> </ul>	<p>Lunchtime supervisors, coaches and relevant staff.- as they need to lead the activity for pupils – as they will take part.</p>	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal (see tracked active heat map), more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£5560 (sports Coaches) £1812.59 (LMSA)</p>
<p>To ensure the PE curriculum is equipped to meet the needs of pupils.</p>	<p>Restock and purchase equipment for the PE curriculum,</p>	<p><b>Key indicator 1:</b> The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Audit PE equipment stock for current curriculum.</p>	<p>£318</p>

<p>Broaden the range of activities for pupils to participate in inter-house sports</p>	<p>Staff plan in inter-house sports for each big term.</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>Term 2</th> <th>Term 4</th> <th>Term 5</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>Competitive games/activities based on some the children enjoyed in T1 and 2 PE.</td> <td>Competitive games/activities based on some the children enjoyed in T3 and 4 PE.</td> <td>Sports day</td> </tr> <tr> <td>KS1</td> <td>Tag tails</td> <td>Rackets, bat and ball competition or bench ball</td> <td>Sports day</td> </tr> <tr> <td>LKS 2</td> <td>Basketball</td> <td>Hockey</td> <td>Sports day</td> </tr> <tr> <td>UK S2</td> <td>Tag rugby</td> <td>Netball</td> <td>Sports day</td> </tr> </tbody> </table>	Yr	Term 2	Term 4	Term 5	YR	Competitive games/activities based on some the children enjoyed in T1 and 2 PE.	Competitive games/activities based on some the children enjoyed in T3 and 4 PE.	Sports day	KS1	Tag tails	Rackets, bat and ball competition or bench ball	Sports day	LKS 2	Basketball	Hockey	Sports day	UK S2	Tag rugby	Netball	Sports day	<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>		
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<p>To have a formal structure to engage pupils through Sports Leaders (Playtime Partisans (Y4)) to support our Physical Activity offer.</p>	<p>Play time partisans are given the opportunity to learn, practice and review their role and equipment used to help promote active play for pupils in and around school. Pupils supporting lunch time sports/activity supervisor. Breadth of organised games to increase physical activity participation. Launch assembly to promote the role of a PP, additional assemblies on new equipment too. Pupils in Year 4 have revived leadership training in play. Year 4 pupils have purchased play equipment for school to promote active play. Two leadership training sessions have taken place with Year 4.</p>	<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All pupils with an emphases on KS1.</p>	<p>Cost of play equipment and storage (£500)</p>																				

Use mulching to ensure a section of our play area is accessible all year round.	Children can access more outdoor play equipment as the surface is an all-weather surface.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils have choice and freedom in accessing	£4999
CPD for teachers. - Survey and relevant training planned in.	Primary generalist teachers and ECTs.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  Key indicator 5: Increased participation in competitive sport.	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.	£1800 (included in BANES School Sport Partnership Programme Primary School Membership)
Additional Swimming intervention lessons	Children are given the opportunity to have additional Swimming intervention to swim 25m to being offered the chance to perform safe-self rescue in a range of water situations.	<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement	Diminishes the gap and improves water confidence and competence of swimmers.	£1650
Subject leader release time	Plan, prepare and implement the participation in Competitive Sports events and support curriculum planning and relevant CPD.	<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport  <b>Key indicator 5:</b> Increased participation in competitive sport	More pupils offered competitive sport.	£300
To increase competitive sports participation by signing up to more than 7 different sports events for the BANES SSPS.	7 or more sports are to be offered for competitive Intra House Sport across the year. Currently we have participated in offering pupils competitive sport in: KS2 girls and mixed netball, cup and tournament, KS2 boys football cup and	<b>Key indicator 5:</b> Increased participation in competitive sport	More pupils offered competitive sport.	£1800 (included in BANES School Sport Partnership Programme Primary School Membership)

	tournament, KS2 girls football cup and tournaments, Years 4, 5 and 6 girls and boys Cross Country, Years 5 and 6 Indoor athletics,			
Pupil mentoring	Character development for pupils in KS1 through sport	<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement  <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.	Build positive character mindset which impacts on behavior for learning.	£1170



## 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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	38%	This cohort was impacted with the temporary closure of the swimming pool and COVID restrictions. Further money has been put aside as intervention to further diminish the difference.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	38%	This is current information and further money will be spent from the PE/Sports grant to further diminish this gap.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>38%</p>	<p>This is current information and further money will be spent from the PE/Sports grant to further diminish this gap. Year 6 will receive further intervention swimming this year with a focus on safe self-rescue. The class teacher will also run theoretical lessons to compliment this learning too.</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>This is in place for lessons to take place and impact will be recorded when this is complete.</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>Materials sent to the relevant staff when lessons are taught to supplement the practical learning.</p>

Signed off by:

Head Teacher:	<i>Mrs Bamfield</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Livingston PE Co-ordinator</i>
Governor:	<i>Mr Tyler</i>
Date:	