



# 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.

2022-2023 Budget (with carry forward)	Spent	Carry Forward	Allocated for 2023-2024	2023-2024 Budget – including carry forward
£19,874	£12,885.51	£7,133	£17,060	£24,193

**There is a large portion of funding set aside for the maintenance of the current equipment due to us having an invoice processed from an equipment inspection carried out in the summer holidays. The invoice is for £2,228.99 that will come out of the budget for this year. There is a second invoice for the repairs to the bridge of £475 which will also come out of the 2023-2024 budget.**

## Key priorities and Planning

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

Academic Year: 2023-2024	Total fund allocated: £17,060	Date Updated:		
<b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Whole School: For all Pupils' knowledge and skills in foundation subjects to be strong by giving them the opportunity to practise what they have learned in foundation subjects before they move on to the next topic.</b>				Percentage of total allocation: £7000 28.9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that skill of progression are planned for and that staff understand how key skills develop.	<p>To investigate into and implement an updated scheme of work for PE.</p> <p>The scheme of work should highlight how skills build.</p> <p>The scheme should enable the children to revisit and develop skills they are learning and apply them in future lessons to help ensure the children's understanding is deepened.</p> <p>SC (PE lead) to find away (possibly through the use of a new scheme) for staff to be able to keep a simple but clear assessment of the children</p>	<p>£2500 for schemes of work.</p> <p>£2000 for the addition equipment that may be needed to support the new scheme of work.</p> <p>£2500 for coaches (33% of overall coach costs)</p>	PE lessons will be progression focused and pupils will be able to embed and deepen their understanding of key skills.	

	<p>to help identify who is on track and where gaps are in pupils learning.</p> <p>Staff to work alongside our sports coaches to then be able to embed strategies, skills and vocabulary that the coaches are modelling.</p> <p>Coaches to provide planning prior to lessons so staff are able to use key parts in their own planning and lessons.</p>			
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<p><b>Key indicator 2:</b> Engagement of all pupils in regular physical activity</p> <p><b>Whole School: To increase the number of pupils, including disadvantaged pupils, achieving age related expectations in writing through creating resilient writers.</b></p>				<p>Percentage of total allocation:</p> <p>£4500</p> <p>18.6%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>For staff and pupils to know and understand the benefits of PE and being active in developing pupils fine and gross motor skills.</p> <p>(This will in turn support their abilities to physically be able to focus</p>	<p>SC to investigate into how as a school we can earn the 'Healthy Schools' award, through the promotion of PE and sports in particular.</p> <p>SC to work with other subject leads such as science and PSED/SMSC</p>	<p>£2000 for resources and the development of key areas to achieve 'Healthy School'</p>	<p>That pupils and staff understand the benefits of keeping active and healthy.</p>	

and write for longer periods of time and for extended pieces of writing).	<p>leads to help achieve this award.</p> <p>Sports coach lessons are to start with a multi-skill focus to teach staff and pupils about different types of movements and activities that can help develop fine and gross motor skills but also co-ordination and control.</p> <p>Staff are to then work on transferring some of these skills into regular brain breaks throughout the day/week.</p>	£2500 (33% of total coaches cost)		
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<p><b>Key indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p><b>Whole School: To increase the number of all pupils achieving age related expectations in Maths through creating fluent, confident and resilient learners.</b></p>				<p>Percentage of total allocation:</p> <p>£6500</p> <p>26.8%</p>
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For staff and children to continue to develop the use of outdoor learning and the cross curricular orienteering course, to support learning in other subjects (in particular, Maths).	<p>SC is to ensure that all staff (especially new staff) know how to access the website and login for the cross curricular activities.</p> <p>SC to remind staff about the spare</p>	<p>£2000 on the development of the outdoor spaces.</p> <p>£4500 on the</p>	Children are active in more of their learning and use this time to apply and embed skills they are learning in other subjects.	

	<p>orienteering boards within school and how these can be used.</p> <p>EY staff to investigate into other methods of encouraging maths work within their outdoor spaces, to help increase language and fluency around skills being taught. This will help ensure that they are able to apply these skills into real life situations</p> <p>Continuing to develop our outdoor spaces to make outdoor learning as easy as possible for staff to be able to carry out.</p>	<p>upkeep, maintenance and repairs to outdoor equipment.</p>		
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<p><b>Key indicator 4 + 5:</b> Broader experience of a range of sports and activities offered to all pupils + Increased participation in competitive sport</p> <p><b>Whole School: To narrow the gaps in learning for multilingual and vulnerable pupils across all areas of the curriculum so that they are achieving and progressing similarly to all pupils.</b></p>				<p>Percentage of total allocation:</p> <p>£6000</p> <p>24.8%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To ensure that multilingual and vulnerable children are given more opportunities to join in with extra-curricular activities throughout the day (especially lunchtimes) and develop their language and vocabulary linked to sports.</p>	<p>SC and Sports coaches are to continue to develop the use of sports leaders during lunchtimes. These leaders can be targeted to include as many multilingual and vulnerable children as possible. Once the leaders have begun their training, they are then encouraged to bring in other children from across the school to join in with their games and activities.</p> <p>SC to meet with the sports coaches to help develop sports and games from other cultures and countries and embed these into everyday lessons and the activities in which the sports leaders run.</p> <p>SC is going to run another sports club with a forest school type approach. Language and vocabulary will be built into this club.</p> <p>Vocabulary flowers are currently being used in EY as part of language and vocabulary training that the EY staff have received. These vocab flowers are to be introduced across KS1 this year too. These vocab flowers are to be used within PE, with SC setting up some examples to share with the rest of the staff.</p> <p>Vocab flowers can target key</p>	<p>£1000 for the continuation of the development of the Spinney area.</p> <p>£2500 (33% of total coaches cost)</p> <p>£1000 for additional lunchtime resources for sports leaders to be able to run their games and activities with children from across the rest of the school.</p> <p>£1500 to update general lunchtime equipment</p>	<p>The application of language and vocabulary development within sports and PE will support the narrowing gap for our multilingual and vulnerable children.</p>	
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	vocabulary from the PE curriculum map to help ensure its coverage during lessons.			
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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

## 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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>N/A</p>	<p><i>Use this text box to give further context behind the percentage.</i> <i>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></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>N/A</p>	<p><i>Use this text box to give further context behind the percentage.</i> <i>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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>N/A</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>N/A</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>N/A</p>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Cort – PE Leader</i>
Governor:	<i>(Name and Role)</i>
Date:	