



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
<ul style="list-style-type: none"> Pupils given the opportunity to compete in a range of Level 2 School Games events. To ensure that all children are participating in 2 hours of high-quality PE a week. The quality of PE at QPA will continue to be developed using the Sports Coach and CPD provided by the SSP. To introduce the OPAL programme to the school, encouraging physical play during 	<ul style="list-style-type: none"> An enjoyment of sport and experience of competitive sport for all children. Key staff have received CPD from the SSP in the form of team teaching based around gymnastics. Assemblies have been used effectively to introduce the new 	<ul style="list-style-type: none"> Buy into the advanced package offered once again from the SSP to ensure that this level of competition continues. Add weeks during the PE curriculum to include Level 1 Games events (intra-school competitions). Ensure that the quality of teaching continues to be high by monitoring planning and lessons. Premier Ed coach to be regularly assessed and mentored. Continue to grow and develop the OPAL programme.

<p>break and lunchtimes.</p> <ul style="list-style-type: none"> • Train Year 6 Sports Leaders/Playground Leaders to encourage and provide physical activities at break and lunchtimes. 	<p>scheme.</p> <p>Children are using the equipment in imaginative ways.</p> <p>Children are working together and being cooperative in their play.</p> <ul style="list-style-type: none"> • Children know how to play simple playground games. <p>Children are being more active during their breaks.</p>	<ul style="list-style-type: none"> • Ensure consistency in staff roles and that full induction is given to any new staff. • Develop the range of equipment available to the children. • Continue to train our Year 6 pupils to be leaders. • Use the leaders during sporting events including sports days, intra-school comps etc. • Expand on the leadership roles available to include Opal leaders, Friendship Ambassadors etc. • Introduce a whole school competition using the moki bands – who can be the most active?
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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><i>CPD for staff.</i></p> <p><i>Quality Assure Premier Sport member of staff.</i></p> <p><i>Continue to use online assessment tool to map progress of pupils.</i></p> <p><i>Create opportunities for children and staff to experience a range of outdoor activities not carried out during traditional lessons.</i></p>	<p><i>PE Staff as they will lead the sessions.</i></p> <p><i>Pupils as they will participate in higher quality lessons.</i></p> <p><i>Team Leader to assess the quality of provision.</i></p> <p><i>Pupils – increased levels of attainment.</i></p> <p><i>Staff – increased knowledge and skills.</i></p> <p><i>Pupils – enjoyment.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p>	<p><i>Staff more confident in teaching areas such as gymnastics and dance.</i></p> <p><i>Staff are more confident when taking learning outside.</i></p> <p><i>Children are given an opportunity to experience a range of diverse activities.</i></p> <p><i>Outdoor Days are a regular feature within</i></p>	<p><i>Membership to SSP includes CPD £4000.</i></p> <p><i>Subscription to PE Passport £500.</i></p> <p><i>£2000.</i></p>

<p><i>Continue to develop lunchtime activities via the OPAL Program.</i></p>	<p><i>OPAL Team, lunchtime supervisors, pupil leaders as they will be leading the sessions.</i></p> <p><i>Pupils – they will be participating.</i></p>	<p><i>Key Indicator 2: The engagement of all pupils in regular physical activity.</i></p>	<p><i>the school calendar.</i></p> <p><i>Assemblies will be used effectively to introduce new equipment.</i></p> <p><i>Children will find new, imaginative ways to play.</i></p> <p><i>Children will work cooperatively.</i></p> <p><i>Less conflict/incidents recorded during lunchbreaks.</i></p>	<p><i>£6000 to update resources.</i></p>
<p><i>Increase provision for structured activities at break and lunch, including EYFS.</i></p>	<p><i>Year 6 Play Leaders and MDSA as they will lead.</i></p> <p><i>Pupils – participating.</i></p>		<p><i>Children know how to play simple playground games.</i></p> <p><i>Children more active. Equipment is being looked after.</i></p> <p><i>A greater number of children achieving their ELG.</i></p>	<p><i>Leaders trained as part of SSP Package.</i></p> <p><i>£500 for additional resources.</i></p>
<p><i>Encourage children to take on leadership roles that support the</i></p>	<p><i>All.</i></p>	<p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Increased number of opportunities for pupils to lead activities.</i></p> <p><i>Confident pupil</i></p>	<p><i>SSP to train young leaders.</i></p>

<p><i>delivery of physical activity.</i></p> <p><i>PE Notice boards to promote physical activity within staff and pupil cohorts.</i></p> <p><i>Celebrate success in PE and school sport.</i></p> <p><i>Develop and offer a wider range of activities both within and outside the curriculum in</i></p>	<p><i>All.</i></p> <p><i>Pupils who have taken part.</i></p> <p><i>Pupils – who will participate.</i></p>	<p><i>Key Indicator 4: Broaden experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>leaders.</i></p> <p><i>Increased levels of physical activity during break times.</i></p> <p><i>Fewer behaviour incidents recorded.</i></p> <p><i>Raise profile of sport within the school.</i></p> <p><i>Celebrate achievements both within and out of school.</i></p> <p><i>School newsletter/Class Dojo to have a regular sports section celebrating success.</i></p> <p><i>Daily bulletin to announce any achievements by school teams and/or individuals.</i></p> <p><i>Involve external coaches and SSP to run extra-curricular clubs providing children with the opportunity to participate in a wider</i></p>	<p><i>SSP package.</i></p>
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<p><i>order to increase participation levels.</i></p> <p><i>Participate in National Sports Week.</i></p> <p><i>Increase the number of level 1 competition opportunities within lessons.</i></p> <p><i>Increase the number of level 2 competition opportunities.</i></p> <p><i>All pupils will compete in a competitive style</i></p>	<p><i>Staff – who will run sessions and learn new skills.</i></p> <p><i>Pupils – who will take part.</i></p> <p><i>Pupils – who will participate.</i></p> <p><i>Pupils – who will take part.</i></p> <p><i>Staff and pupils who will lead and participate.</i></p>	<p><i>Key Indicator 5: Increased participation in competitive sport.</i></p>	<p><i>range of sports.</i></p> <p><i>Children will experience a wide range of sports across the week to inspire them to take up a sport outside of school, therefore leading to a more active and healthier lifestyle.</i></p> <p><i>Children will be educated in the need for a healthy diet to go alongside the exercise.</i></p> <p><i>All children will experience competitive sport. Year 6 leaders will lead intra-school competitions.</i></p> <p><i>Football leagues and other multi-skills competitions against other local schools.</i></p> <p><i>Every child will compete in at least one activity. Parents will be invited to share the experience.</i></p>	<p><i>Outside agencies - £3000.</i></p> <p><i>SSP Package.</i></p> <p><i>Resources – football goals and basketball hoops - £1500.</i></p> <p><i>Medals - £1500.</i></p>
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<i>sports day.</i>			<i>Achievements celebrated in different formats.</i>	
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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
Further develop playground resources to encourage physical activity.	Pupils are engaging in active play and have specified/safe areas to do so.	Have a more structured approach to using young leaders in the new year. Improve the zoning of the ball use areas – football/basketball.
Develop the World Family activities.	All pupils have participated in intra-school sport at least twice this academic year. The profile of PE and Sport has been raised.	Dedicated time for PE Staff to run events during lunchtime.
Having a Sports Week.	Children have been exposed to new, diverse sports that they otherwise would not have experienced.	Ensure partnerships are created and links made for pathways.

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?	22%	<i>Local pool had one slot available for an hour, due to the diverse needs of the children, sessions needed to be split into gender groupings, this limited the time to half hour sessions during the term.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	10%	<i>Due to the lack of swimming experience had by the majority of the children, the staff at the pool concentrated on water safety rather than stroke development. The 10% that have been identified as being able to use a range of strokes, have received lessons privately.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>10%</p>	<p><i>As above.</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><i>We have, however, changed our swimming programme so that all children will receive a minimum of one year of swimming lessons – 1 term in Year 3, 1 in Year 4 and 1 in Year 5.</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>No</p>	<p><i>We use the trained staff at the local pool rather than our own staff.</i></p>

Signed off by:

Head Teacher:	<i>Emma Bolton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Garner-Higgins Nathan Frith</i> <i>PE Lead PE Teacher</i>
Governor:	<i>(Name and Role)</i>
Date:	<i>10.07.24</i>