The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 children 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 children' 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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Lunch time equipment purchase: - Purchase a variety of equipment (e.g., balls, hoops, skipping ropes) to ensure children have access to a wide range of activities during playtimes and lunchtimes.	Increased participation in physical activities during break times, encouraging active play and social interaction.	Enables children to engage in a broader range of physical activities during lunch and break times.
Skipping workshop & playground equipment - Organise a skipping workshop and provide skipping ropes for playground activities to encourage physical activity and coordination.	Enhanced coordination and fitness through skipping, along with the development of personal challenges.	Skipping is a fun and accessible activity for children of all abilities.
Physical literacy introduction - Use assemblies to introduce and promote physical literacy, highlighting the importance of physical activity in daily life.	Improved awareness of physical literacy and its role in maintaining a healthy lifestyle.	A great way to raise awareness across the whole school, especially in younger year groups.

Development of Physical Literacy resources - Develop and distribute physical literacy resources to enhance students' understanding and participation in physical activities.	Support for continuous learning about physical activity and improved engagement in lessons.	Resources can be used both in and out of lessons, encouraging independent physical activity.
PE Subject Leader meetings - Ensure the PE subject leader attends School Games and Trust meetings, and has regular sessions with PE consultants to review and improve the overall PE curriculum and provision.	Improved quality of PE provision and alignment with national and regional strategies for PE.	Provides regular professional development opportunities and a network for best practice.
Employment of PE coach - Employ a PE coach to support tailored lessons, and provide supply cover for the PE lead to enable delivery of training and professional development opportunities.	More bespoke PE lessons and greater professional development for staff, leading to improved lesson quality.	Provides additional expertise and ensures sustainability of PE training within the school.
Range of Sports & Clubs at lunchtimes & after School - Offer a variety of sports and clubs during lunchtimes and after school to raise the profile of different sports, particularly beyond football.	Increased participation in a range of sports, providing children with more opportunities to develop diverse skills.	Helps children explore sports they may not have considered before, fostering inclusivity.

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

To develop teachers' confidence in teaching Dance through staff CPD	Teachers across the school, aiming to increase their knowledge and teaching ability in dance.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 4: Broader experience of a range of sports and physical activities offered to all children.	Teachers will be more confident in delivering effective dance lessons, as evidenced by lesson observations. They will be able to adapt lessons based on children's needs, ensuring sustainable, high-quality dance instruction.	Supply cover for the CPD leader (funded from school budget)
Provide opportunities for children to try a wide range of physical activities	All children across the school.	Key Indicator 5: Increased participation in competitive sport. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key Indicator 2: Engagement of all children in regular physical activity.	Children will experience different physical activities broadening their skills and understanding of diverse abilities in sport. This supports aspirations for a Gold School Games Mark.	Workshops, and in school clubs All Stars: £3,300
Offer after-school clubs to provide a broader experience of physical activities.	All children, with a focus on extending opportunities beyond football.	Key Indicator 2: Engagement of all children in regular physical activity. Key Indicator 3: The profile of PE and sport is raised across the school. Key Indicator 4: Broader experience of a range of sports and physical activities.	Children will gain access to a variety of activities, ensuring a broader engagement in physical activity and increasing participation in sports beyond traditional options like football.	
Develop support staff's confidence when involved in PE lessons and during lunchtime	Teaching assistants (TAs) and lunchtime staff.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: Engagement of all children in regular physical activity.	TAs will be more confident in delivering PE lessons and supporting active lunchtimes, providing a positive, physically active environment for children. This will be evident through observations.	CPD for TAs provided by ALL Stars: £6,600

Organise local events for children to compete in a range of sports and activities through DDSSP, SGO and DFC events.	Children across the school, providing competition and exposure to different sports.	Key Indicator 5: Increased participation in competitive sports. Key Indicator 4: Broader experience of a range of sports and activities.	Children will compete in local events, enhancing their sporting experience and fostering a sense of achievement. These events help to target specific pupils, offering them a broader range of sports and experiences.	Affiliation fees (SGO) DDSSP: £100 DFC: £2000
Develop playground opportunities and activities for children throughout the day	Children across the school, encouraging active movement and engagement during lunch breaks.	Key Indicator 2: Engagement of all children in regular physical activity. Key Indicator 5: Increased participation in competitive sports. Key Indicator 3: The profile of PE and sport is raised across the school. Key Indicator 4: Broader experience of a range of sports and physical activities.	New playground markings will encourage children to engage in physical activities during lunch, increasing activity levels and promoting teamwork, competition, and fun. These markings will be used daily, ensuring long-term engagement.	Playground line removal and painting: £6,500

N.B.: additional funding from school budget.

Key achievements 2024-2025

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
Develop teachers' confidence in teaching Dance through staff CPD	Teachers' confidence, knowledge, and skills in teaching dance will increase, leading to higher-quality dance lessons.	Teachers have adapted lessons to meet the diverse needs of children, ensuring long-term sustainable delivery of dance.
Provide opportunities for children to try a wide range of physical activities	Broader engagement in physical activity, with a wider variety of sports and activities for all children.	Supports the school's goal of achieving a Silver School Games Mark, enhancing the physical education experience beyond football. Silver School Games Mark was achieved.
Offer after-school clubs to provide a broader experience of physical activities	Increased participation in sports and activities, providing children with more options beyond traditional sports like football.	This initiative is aimed at fostering engagement in a variety of sports and physical activities, further raising the profile of PE.
Develop support staff's confidence when involved in PE lessons and during lunchtime	Teaching assistants (TAs) and lunchtime staff will be more confident in supporting PE and active lunchtimes, enhancing pupil engagement.	CPD opportunities for TAs have helped to create a physically active environment, contributing to regular physical activity for children.
Organise local events for children to compete in a range of sports and activities through DDSSP, SGO, and DFC events	Children will gain competitive experience in a range of sports, increasing their sporting exposure and participation.	Competitions has fostered a sense of achievement and promoted a more diverse sports experience for children.
Develop playground opportunities and activities for children throughout the day	Children will engage more in physical activities during break times, increasing overall physical activity.	New playground markings have encouraged regular physical activity, boosting teamwork, competition, and fun for children.

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.
Priority should always be given to ensuring that children can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	65%	Many children do not swim outside of school and have no opportunity to practice swimming beyond the annual year-group sessions provided at school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	Children are evaluated on their ability to float and swim on both their front and back, often demonstrating greater confidence in one of these areas.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	65%	Children are not assessed based on the self-rescue approach; instead, they are evaluated on their ability to swim confidently using a variety of strokes, either on their back or front.
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 children that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	Additional top-up sessions were provided to our Year 6 children at the end of the year to support them in swimming 25 meters using a variety of strokes, ensuring their confidence and skill development as they transition from Year 6.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Swimming lessons are delivered by a qualified third-party provider, ensuring a comprehensive program that promotes water safety and builds children's confidence in their learning experience.

Signed off by:

Head Teacher:	*Alison Cook*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Charlie Wignall Class Teacher*
Governor:	*(Name and Role)*
Date:	