



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
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all	Allowed children to be engaged in all lessons as there was enough equipment for multiple activities. Key Indicators:	This was the case for most sports and units but the allocated funding didn't allow for enough of everything due to loss of equipment like tennis balls.
Engaging PE curriculum PE lesson with a broad selection of sports activities. Skills progression mapped out to provide adequate and appropriate challenge across two activities per half term.	Progression maps ensured all staff are knowledgeable about the knowledge and skills required for each unit, which has supported teachers. Teachers able to observe PE specialist delivering a range of sports so that they are up skilled in teaching of PE.	Continue to develop skills progressions for all units to allow the same access to knowledge and delivery for teachers.

<p>Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all.</p>	<p>This has meant that sports clubs have been fully resourced leading to a greater participation and minutes active.</p>	<p>Continue to work on sports club to ensure a broad range of clubs are available throughout the year.</p>
<p>Access to increased range of high quality resources to facilitate active play.</p>	<p>Some games purchased allowed children to develop skills in turn taking and social interactions. Nets and goals purchased allowed for more children to access active play through football, including girls.</p>	<p>We need to consider the interests of the children when purchasing playtime resources to ensure spend is not wasted on games that won't be used.</p>
<p>FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children.</p>	<p>Provide bespoke after school clubs and support for SEND pupils to access these. FSM children are supported and encouraged to access extra-curricular activities and this was monitored by curriculum lead.</p>	<p>Additional support from SENCO to continue to plan for learning of SEND children in PE.</p>
<p>Improved used of the Forest School Area to support the curriculum and children's mental health and well-being.</p>	<p>Increased confidence of PE specialist to deliver forest school sessions.</p>	<p>We should improved the use of the forest school area to support the curriculum and children's development. Members of staff to attend training on forest school sessions. PE specialist attending level 3 forest school.</p>
<p>Staff training to facilitate active playtimes. More children partake in independent or structured</p>	<p>Midday supervisors trained on promoting physical activity on the playground as well</p>	<p>Work on establishing a young leaders team to develop leadership skills and</p>

<p>activities at playtime.</p>	<p>as supporting social interactions and conflict resolution.</p>	<p>encourage active playtimes.</p>
<p>Outdoor learning training.</p>	<p>EYFS staff observed and completed training and have seen need for more varied terrain on the field.</p>	<p>Target is ongoing. Further explore funding to add variety of terrain to the field.</p>
<p>Range of after school clubs is wide and varied to give the children a range of experiences</p>	<p>Children had high engagement and enjoyment in the clubs and said they were planned to their interests. Specific children targeted to attend clubs and staffing adapted as necessary. A range of sports clubs were offered for all year groups. Attendance monitored by the curriculum lead.</p>	<p>Continue to look at external providers who can offer additional sporting after school clubs. Ensure funding is used for all pupils, including FSM, to attend clubs. PE specialist to run clubs which help children train towards competitions to ensure children are well prepared and developing necessary skills.</p>
<p>Provision of top-up swimming lessons for Yr 6 children in Summer Term.</p>	<p>All Y6 pupils (except 2 SEND pupils) attended top-up swimming lessons in the summer term.</p>	<p>Continue to provide swimming lessons across the school where possible with booster sessions for Y6.</p>
<p>Continued promotion of local sports clubs. Good children take up of sports outside of school.</p>	<p>All local sports clubs are advertised on our school website and parents are signposted to these. Lots of children are involved in local competitions – for example athletics, dancing, biking and differing ball games.</p>	<p>Work closely with local clubs and coaches to promote the opportunities in the local areas. Publicise local clubs and events through newsletters and the school website/ Twitter.</p>

<p>Children develop skills for competition in curriculum PE.</p>	<p>In all PE lessons, competition is built in so that children regularly experience winning and losing. This has helped pupils who now find it easier to experience competition when playing on the playground. Particular strengths include dodgeball competitions, Rounders and Boccia.</p>	<p>Continue this practice further.</p>
<p>To attend local sports competitions to work alongside and compete against other local schools. All children in year 5/6 given opportunity to compete and represent the school.</p>	<p>Children have been involved in a variety of local competitions for example athletics and ball games. Y5/6 children took part in 'This Girl Can' tournaments. SEND pupils took part in Boccia and Y5 pupils took part in dodgeball competitions.</p>	<p>Any children not engaged in Y5 will be encouraged and targeted for opportunities in Y6. Invite other schools to GH for local school tournaments to raise participation and engagement, such as Ultimate Frisbee tournaments.</p>

Key priorities and Planning

Gov Funding 23.24: £19,070 PE Curr Budget: £1500 Total: £20,570

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
CPD for staff – NST network for leaders, in house CPD, Forest Schools Training	Class teacher and support staff Specialist sports coach	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	This will allow teachers to build confidence in delivering PE lessons and develop good practice. By implementing this teacher will have a stronger subject knowledge and can use this for following academic years Specialist sports coach will be able to deliver Forest School sessions across the whole school	<i>£1,090 – Forest schools training</i>
Development of knowledge and skills progression maps	Class teachers All pupils	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	This will allow teachers to plan sequences of PE effectively and have the knowledge to do so. Sustainability can be achieved through continual use of these	<i>£140 – covering teacher ½ a day for leadership time each term Total = £420</i>

Introduction of additional daily activity	All pupils	Key indicator 2 -The engagement of all pupils in regular physical activity	documents. Children will be completing the 'Sherrif's challenge' allowing them to have additional time for physical activity in the school day.	£0 – Sherrif's challenge is free to run
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all.	All pupils	Key indicator 2 -The engagement of all pupils in regular physical activity	This allows children to have access to a wide range of high quality resources for PE lessons. Therefore meaning they will have longer active times during PE lessons. To increase the sustainability of this, equipment will be stored appropriately so that it can last longer.	£600
Engaging PE curriculum PE lesson with a broad selection of sports activities.	All pupils Teachers	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4: Broader	Children have access to a specialist trained sports coach, who is able to expose them to	£16,969 - specialist sports coach salary £721.37 - cost of

<p>Skills and knowledge progression mapped out to provide adequate and appropriate challenge across two activities per half term.</p> <p>Increased sports and physical activity-based afterschool clubs.</p>	<p>All pupils</p>	<p>experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>a wider range of sports (including ping pong and curling). Therefore this increases the engagement of pupils in physical activity. To build the sustainability of this, teachers can observe the specialist and discuss activities for their own lessons.</p> <p>This allows pupils additional opportunities to have regular physical activity. Use of outside providers to expose children to different sports. This is not completely sustainable due to the need to hire these coaches. However to increase the sustainability of this teachers asked to support the club to develop knowledge in this sport.</p>	<p><i>Nottingham Rugby coach teaching for a term in UKS2</i></p> <p><i>£140 – Contract for a terms basketball coaching with Nottingham Wildcats Coaches</i></p>
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<p>Access to increased range of high-quality resources to facilitate active play.</p>	<p>All pupils</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p>	<p>By having a wider range of resources for playtime, children will have more active minutes within the school day. Resources are stored appropriately after use to increase their longevity.</p>	<p>£740</p>
<p>To attend competitions and festivals</p>	<p>KS2 pupils</p>	<p>Key indicator 5 – increased participation in competitive sports.</p>	<p>Children have the opportunity to attend and compete in a range of competitions. Afterschool clubs are used appropriately to ensure children have the skills to compete.</p>	<p><i>£160 – to take part in competitions plus annual cost of minibus hire £34.50 and transport to sporting events is approx. £500 for the year</i></p>

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

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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>Yes/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/No</p>	

Signed off by:

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