



# 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"> <li>- UQT Sports &amp; extra-curricular</li> <li>- Bee Active club aimed at PP students</li> <li>- Ctouch screen installed in the studio</li> </ul>	<ul style="list-style-type: none"> <li>- All PE is delivered by PE specialist, more lunch time and after school clubs on offer for students</li> <li>- KS2 students regularly attending the club, increasing activity levels, creating more engagement – HAL</li> <li>- Improved the quality of lessons such as dance/boxing as students were able to watch videos, improved resources, ipad screen share to allow more peer feedback. Students can watch sports/activities at break and lunch and keep up to date with current sports</li> <li>- Ensure all staff are up to date with current practices and the NC</li> </ul>	<ul style="list-style-type: none"> <li>- Positive impact for all students</li> <li>- Fully inclusive providing games and activities such as glow dodgeball</li> <li>- Also used by other departments when not in use by PE. Allows students the opportunities to watch sports that they may not get the chance to do at home.</li> </ul>
<ul style="list-style-type: none"> <li>- Head of PE to attend the PE scholar – Head of PE Conference</li> </ul>		Allows the department to stay up to date with relevant changes moving forward such as Ofsted curriculum reviews

<ul style="list-style-type: none"> <li>- Staff teaching swimming to have completed the National Swimming Qualification</li> <li>- Repairing, upgrading PE and Sports equipment, buying new equipment to allow a wider variety of sports and games in lessons and clubs</li> <li>- Transport – this includes Mini bus lease costs and transport to events when the mini bus is unavailable or not big enough for the team/number of students going to a fixture or event</li> </ul>	<ul style="list-style-type: none"> <li>- Staff qualified and competent in this area</li> <li>- Equipment is safe and fit for purpose. The equipment is used in lessons, clubs and for lunch time play. Students more engaged due to the variety we have on offer</li> <li>- Higher number of students attending lunch time and afterschool clubs</li> <li>- Ipads have been a fantastic visual tool to support resources, self and peer feedback</li> <li>- Both PE staff have mini bus licenses, allows us to attend as many fixtures and events. Giving students as many opportunities to play and represent our school.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff with this qualification will always be timetabled for swimming</li> <li>- We will continue to replace, replenish sports equipment as required</li> <li>- Without the mini bus, our students would not be able to participate in a number of events and competitions, which we have been so successful in</li> </ul>
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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
To ensure all students are able to swim efficiently over 25m using a range of strokes and be able to perform self-rescue	All year 5 students	Key Indicator 1: The engagement of all pupils in regular physical activity	Students in year will attend swimming for a 12 week block to ensure they meet the NC requirements. This will be a necessary skill for life	£0.00
To increase physical participation of students in particular PP	KS2 PP students	KI: 1	Students attending the club will increase their activity levels and create more engagement	£673.08
Dance Club with external dance teacher (lunch times)	All students	KI:1	Allows students to access a club that they may not be able to access outside of school. Creates more opportunity and allows the discovery of new activities	£740
Bee Active Games Club	KS2 students aimed at PP	KI:1	Students attending having access to sports and games, increasing activity levels and a curiosity for new games and sports	£673.08

Qualified Forest School teacher	Year 5 students	Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	To ensure that all year 5 have access to half a terms forest school, by a qualified member of staff. Support the love of life long learning outside the classroom	£900.00
Contribution towards UQT Sports Coach	PE staff and students	KI:2	Ensure all PE lessons and clubs are ran by qualified and experienced PE staff, to ensure the students receive high quality lessons	£11,200.00

CPD for teachers	PE Staff and staff delivering forest school and students	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	PE teachers more confident to deliver effective and high quality PE supporting students to undertake extra activities inside and outside of school, including: <ul style="list-style-type: none"> <li>- Forest school training</li> <li>- Dance and Gymnastics course &amp; dance for new UQT</li> </ul>	£2133.40
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<p>Offer sports and activities that some of our students may not have experienced, provide as many opportunities as possible through a wide and varied curriculum and extra-curricular offer.</p>	<p>Staff and students</p>	<p>Key Indicator 4: Broader range of sports and activities offered to all pupils</p>	<p>Year 6 students to all participate in the Wilderness residential, which includes outdoor adventurous activities, supporting PP students</p>	<p><i>£3424.00</i></p>
<p>Expose students to Inclusive Sports and celebrate this, giving students the opportunity to try new things</p>	<p>PE Staff and students</p>	<p>KI:4</p>	<p>Every students to participate in wheelchair basketball and table cricket as part of inclusive week. Develops students' knowledge and exposure to different options of sports, games and activities</p>	<p><i>£400.00</i></p>
<p>Replace or repair equipment</p>	<p>PE staff and students</p>	<p>KI:4</p>	<p>Ensuring all equipment is safe and fit for purpose. Annual H&amp;S inspection carried out on all equipment. Allows variety of sports/activities</p>	<p><i>£2315.60</i></p>



Hire of Beaconside pitch	PE staff and students	Key indicator 5: Increased participation in competitive sport	Students to be exposed to as many opportunities of fixtures and events. Host fixtures and compete	<i>£63.00</i>
Minibus Hire	All staff and students	KI:5	All PE staff have trained and have a mini bus licence, which will allow students to attend more fixtures, events and competitions, this is a huge part of our students time a WPMS. This will provide them with opportunities to experience different events, opportunities and life long memories, also increase their passion and love for sports, games and activities	<i>£6902.00</i>
British Dodgeball competition	Students	KI:5	Students to participate in a national completion through fixtures and tournaments,	<i>£130.00</i>

## 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
<ul style="list-style-type: none"> <li>- School Games – Gold Award</li> <li>- National Dodgeball finalists</li> <li>- Every year group to attend a residential</li> <li>- Entering x country completions</li> <li>- Enter football leagues for boys and girls, attend fixtures, tournaments and events</li> <li>- YST Inclusive Leadership course</li> <li>- Dance Club with external Dance teacher</li> <li>- Attended KS2 swimming gala</li> </ul>	<ul style="list-style-type: none"> <li>- Excel in promoting physical activity, inclusivity, competition and fostering sports leaders</li> <li>- Enabled students to participate and compete in competitions and travel to different venues</li> <li>- Experience of learning outside the classroom, outdoor adventurous activities, team building and watersports</li> <li>- Student engagement for students who prefer more individual sports than team sports</li> <li>- Students able to continue their love for this sport, engage in the sport.</li> <li>- Students run KS2 sports club with the support of PE staff, increasing students confidence levels.</li> <li>- Increased participation from students across all key stages both boys and girls</li> <li>- Students able to compete in a sport they love and want to compete in</li> </ul>	<ul style="list-style-type: none"> <li>- This is for the second year running</li> <li>- Inspires students and gives them opportunities to compete</li> <li>- The majority of students sign up to the residential, each residential is different and builds up on the previous one</li> <li>- Students engage more in the lessons for x country and find a love for something they have not done before and many students who competed now participate in park runs on the weekend</li> <li>- Students also participate in inclusive football games to ensure all students have the same opportunity</li> <li>- Fantastic opportunity for all students involved.</li> <li>- Students joined a dance school outside of school</li> </ul>

## 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?	88%	We have had a number of students not attending swimming lessons due to health or body related issues 4% 8% of students have not achieved the correct level of competency due to fear of swimming, or never before been swimming. Some of the children have had a reduced number of weeks due to inset days and transition days which has had a small impact.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	71%	Lack of competency of the children and lack of time spent in water outside of school. For a high number of students outside the 12 lessons they have which are 30mins long they don't get the opportunity to practice or improve their swimming.  Also limited teaching time to cover a range of strokes with good technique.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>82%</p>	<p>Reasons for this number are weaker swimmers struggling to tread water and rotate body in the water.</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>This is available if required.</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</p>	<p>All staff delivering swimming are qualified to teach. The leisure center we use, provide a scheme of work for staff to follow to ensure students make progress.</p>

Signed off by:

Head Teacher:	Sara Houlton
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kirsty Woolliscroft – Head of PE
Governor:	Julie Yates – Head Governor
Date:	16.07.2024