



# 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 (2023/2024)

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>• CPD for teaching staff around the teaching of PE. PE Apprentice (J Dalton) to support staff in the delivery of the curriculum in PE.</li><li>• PE Curriculum: to be structured and progressive and be accessible to all SEND pupils.</li></ul>	<ul style="list-style-type: none"><li>• Staff have had the opportunity to be supported in the teaching, planning and assessing of key areas of the PE curriculum. All staff have had support for a minimum of two terms.</li><li>• We have attended many cluster events this academic year and children across the school have taken part in these.</li></ul> <p>October 2023: Positive Ofsted PE Deep Dive</p> <p>SEND pupils accessing competitive sport.</p>	<p>Staff voice surveys have indicated an increased confidence in the delivery of PE.</p> <ul style="list-style-type: none"><li>• Opportunities for children to take part in these activities has increased.</li><li>• School to continue with purchased online PE curriculum.</li><li>• SEND pupils were regional pentathlon winners</li></ul>

## 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
<ul style="list-style-type: none"> <li>Ensure there is some physical activity and that this is building towards 2.5 hours of structured activities per week for ALL children.</li> <li>Ensure children have some opportunity for structured activity at lunch and break times.</li> <li>(Trained pupil 'Sports Leaders')</li> <li>Employing a full Sports Apprentice to upskill staff through focused CPD and raise the profile of sport.</li> <li>Brain breaks to enhance learning.</li> <li>School competitions within our cluster group.</li> </ul>	<ul style="list-style-type: none"> <li>Children across the school will partake in at least 2 hours of structured PE time per week.</li> </ul>	<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<ul style="list-style-type: none"> <li>Children taking part in daily additional activities which has contributed at least 25 minutes per week to PE activities. This includes activities at playtimes and during lessons.</li> <li>PE Sports Apprentice provides a positive role model for all children.</li> <li>Teachers becoming involved in brain breaks alongside the children.</li> <li>More sporting activities for children to take part in during lunch times and break times.</li> <li>Develop confidence of KS2 children in leading and supporting others in being active. Playtime 'Sports Leaders'</li> </ul>	<p><b>Sports premium allocation 2023/2024</b>  <b><u>£17,130.0</u></b>  <b>Total Spend: £ 18,255</b></p> <p><b>Employment of full time Sports Apprentice to deliver curriculum PE, SEND Brain Breaks &amp; after school clubs:</b>  <b><u>£14,467.0</u></b>  <b>% of allocation = 85%</b></p> <p><b>Local Sports Partnership Events and NC Swimming Provision</b>  <b><u>£2,948.0</u></b>  <b>% of allocation = 15 +%</b></p> <p><b>Coach transport to NC swimming &amp; events</b>  <b><u>£840</u></b>  <b>% of allocation =</b>  <b>Total PE Spend</b>  <b><u>£18,255</u></b>  <b>School contribution</b>  <b><u>£1,125</u></b></p>

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<ul style="list-style-type: none"> <li>• High quality PE lessons delivered during curriculum time.</li> <li>• Inter school competition available to all.</li> <li>• Sports competitions within our cluster group.</li> <li>• To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children across the school.</i></li> <li>• Employment of sports apprentice to support staff CPD.</li> <li>• Continue to develop and use whole school plans and assessment.</li> <li>• Children are eager and motivated to represent school and therefore profile of PESSPA is raised.</li> <li>• Children are excited to get up and moving during brain breaks. This has resulted in children having a better level of concentration.</li> </ul>	<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> <li>• Continued progression of all pupils during curriculum PE lessons.</li> <li>• Questionnaires and interviews inform us that pupils enjoy their PE lessons.</li> <li>• Questionnaires inform us that pupils enjoy the variety of activities on offer during curriculum PE.</li> <li>• PE sport Apprentice provides a positive role model for all children.</li> </ul>	
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<ul style="list-style-type: none"> <li>• CPD opportunities provided for all staff through use of specialist PE Sports Apprentice employed during curriculum time. This will upskill staff and enable them to be more confident and to teach improved PE lessons in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Staff improved confidence and ability to teach PE.</i></li> <li>• <i>Children experiencing higher quality PE lessons.</i></li> <li>• <i>Subject leader for PE developing understanding of PE insights and curriculum planning.</i></li> </ul>	<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<ul style="list-style-type: none"> <li>• PE lead and Spots Apprentice used to help upskill teachers as necessary.</li> <li>• Class teachers can use Apprentice coach to help develop knowledge and skills of specific sports.</li> <li>• Subject leader to research CPD opportunities and inform staff where appropriate for their needs.</li> <li>• Attend local CPD courses - report back to staff to share information and resources</li> <li>• Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</li> </ul>	
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<ul style="list-style-type: none"> <li>• All children have the opportunity to compete in sports competitions and activities.</li> <li>• Events at local secondary schools allowing the younger children a range of new games such as scatter ball and a range of athletic events.</li> <li>• Offer additional extra- curricular opportunities for all pupils to take part in physical activity and sport.</li> <li>•</li> <li>• To look at wider opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All children in the school will have a wider range of activities and clubs which they can now attend.</i></li> <li>• <i>Opportunities for children to take part in competitive and non-competitive events.</i></li> </ul>	<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<ul style="list-style-type: none"> <li>• Increased number of clubs on offer by Sports Apprentice</li> <li>• Increased number of children attending clubs.</li> <li>• Children that could not otherwise afford to attend sports clubs in community now get opportunity to attend clubs offered at school.</li> <li>• Coaches signposting children to community sessions</li> </ul>	
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<ul style="list-style-type: none"> <li>• Children participate in festivals/ tournaments.</li> <li>• Every child able to participate in in school events delivered by get ahead.</li> <li>• Children given the opportunity to compete against other schools during the cluster competitions.</li> <li>• Children given the opportunity to participate in a range of activities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develop links with external clubs, inspiring children to take up physical activity out of school.</i></li> <li>• <i>All children have the opportunity to compete in events in school.</i></li> <li>• <i>Majority of children given opportunity to represent the school in an external event.</i></li> </ul>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<ul style="list-style-type: none"> <li>• All pupils participated in sports day</li> <li>• Number of pupils attending competitions increased. (Across all year groups) especially reception.</li> <li>• School has had an increased number of pupils participating in competitions.</li> <li>• School has had an increased number of children participating in a variety of events.</li> </ul>	
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## Key achievements 2024-2025 – to be completed in July 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
Ofsted PE 'Deep Dive' October 2023	In other subjects, such as physical education (PE), leaders have set out a clear sequence of knowledge for pupils to learn, from early years to Year 6. <u>This includes pupils with special educational needs and/or disabilities (SEND).</u> The clarity of the PE curriculum is supporting teachers new to the school or a year group to build their own subject knowledge	Pupils with identified SEND needs were inclusively involved in locally organized competitive sporting activities. Our SEND Pupils were the regional winners of the Pentathlon Cup.

## 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?	40% of cohort.  Children had done swimming with school in Year 4.	<i>We sent Y3/4 swimming last year because the school had historically sent Y2's – and they had not reached the NC level for swimming.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	84%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%	
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?		New Headteacher to school. Will look at this over the course of this academic year.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?		No – this is done via an external provider.



Signed off by:

Head Teacher:	<i>Francis McDonnell</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Adam Drury – Year 5 Teacher and PE Lead</i>
Governor:	<i>Graham Purdue</i>
Date:	July 2024