



# 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 |
|-----------------|--------|----------|
|-----------------|--------|----------|

|   |  |  |
|---|--|--|
| <p>To improve general fitness of all pupils and mental well-being through increased opportunities for structured play and weekly Outdoor Forest school based learning sessions</p>          | <p>Pupils are alert and ready to learn resulting in increased concentration and focus within lessons. Social and emotional wellbeing time to talk. Increases endorphin stimulation-scientifically proven to support concentration levels and wellbeing</p>   | <p>Continue each year. Next steps identify levels of fitness and skill and adapt</p>   |
| <p>Provision of expertise via BACT</p>  | <p>Targeted support for key groups. Increase in access to extra curricular provision: with a particular impact girls in KS2 accessing football outside of school time.</p>   | <p>To continue and build on the offer to include CPD and team teaching opportunities for staff</p>   |
| <p>Delivery of a consistent and engaging programme of progressive PE lessons using a broad range of different sports to develop physical skills, as well as developing the whole child.</p> | <p>Children are confident to try a range of different sports Development of self esteem, confidence, and physical fitness Children understand their own strengths and weaknesses.</p>  | <p>To continue and embed resource for staff new to the team</p>  |
| <p>Give all pupils the opportunity to take part in a range of different sports through inter- and intraschool competitions (ESSP)</p>   | <p>Children will 'have-a-go' at new things. Creating links with the local community. Introduced new sports into PE lessons such as bowls. Greater success in sports such as gymnastic competition with first place awards to individuals and 3<sup>rd</sup> for teams and – won ESSP Bowls Final</p> | <p>Evaluate using soft data from pupils and identify new or same sports moving forward. Pupil survey results should see an increase in positive responses towards PESSPA provision. Participation tracker to show levels of participation in extracurricular clubs, and attendance at external sports and physical activity clubs. This will form part of the action plan in the following year.</p> |

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending - £17800

| 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>Increase active minutes participation in and outside school.</i></p> <p><i>Greater use of active bursts inside the classroom to provide breaks in long periods of sitting.</i></p> <p><i>Sports leaders run midday active bursts at the end of dinner time in preparations for the afternoon lessons. Each child plans a short exercise that every child can complete</i></p> | <p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.</i></p> <p><i>Parents – as they will be required to support active minute tracking. Staff – planning more active minutes into their lessons and tracking the progress of all children in relation to the challenge. LTS – facilitate active minutes at the end of each lunch time in partnership with the Sports Leaders. Wrap around leaders – incorporating active play into sessions.</i></p> | <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> | <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> | <p><i>Covered within the SLA with BACT (Burton Albion Community Trust) and staffed internally with support from SLT, Pupil and family support worker, teachers and lunchtime staff</i></p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

|                               |  |  |  |  |
|-------------------------------|--|--|--|--|
| <i>e.g. CPD for teachers.</i> | <i>Primary generalist teachers will be supported by specialists from BACT through SLA agreement that offers team teaching and coaching sessions during afternoon</i> | <i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> | <i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</i> | <i>Included with the SLA with BACT (£5000) Covers lunch time, afterschool extra curricular provision and full afternoon of</i> |
|-------------------------------|--|--|--|--|

|  |   |  |  |   |
|--|---|--|--|---|
| <p>Lunchtime sessions for PP pupils and those identified as “less active in KS1” to provide opportunities to enjoy active engagement.</p> <p>Focus on raising engagement of pupils to attend at least 2 inter school competitions or</p> | <p>curriculum provision</p> <p>Class teachers – provides knowledge and strategies to make PE lessons accessible for children with SEN</p> <p>Sports leaders to practice leadership skills. PP and less active pupils – as they will take part.</p> <p>Pupils – as they will take part.</p> <p>Parents – as they will be required to support active minute tracking.</p> | <p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 2: Increase engagement of all pupils in regular physical activity and sport Key indicator 4: Broader and more equal experience of a</p> | <p>More pupils meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Children have more access to and the chance to take part in a wider range of inter- and intraschool</p> | <p>PE specialist support for the whole academic year.</p> <p>ESSP (East Staffordshire Sports Partnership) SLA – £1300 Offers termly programme of activity</p> |
|--|---|--|--|---|



|  |                                    |   |   |   |
|--|------------------------------------|---|---|---|
| <p>festivals. Suitable events will be selected for individual pupils to match their skills, confidence, and mental wellbeing. Termly sports updates in Parent Newsletters Celebration Assemblies Have visits from local inspirational sports representatives and pupils are regularly celebrated for sport</p> <p>Encourage children to walk to school to tackle air pollution.</p> <p>Year 6 children complete Bikeability</p> <p>EYFS and Year 1</p> | <p>Children, staff and parents</p> | <p>range of sports and physical activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement;</p> <p>Key indicator 2: Increase engagement of all pupils in regular physical activity and sport</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole</p> | <p>competitions and festivals. Sport events are reported in termly communication celebrating successes and achievements.. Sporting achievements celebrated on social media platforms</p> <p>Living Streets – Walk to School Campaign promoted and shared with the community to raise profile... Further promote Active travel to aim to complete award level.</p> | <p>and inter sport competition including: athletics, bowls, rugby, swimming , netball, cricket, archery, indoor canoeing, boccia, dodgeball, dance and running.</p> <p>Teacher lead PP cover £500</p> |
|--|------------------------------------|---|---|---|



|  |  |   |  |   |
|--|--|---|--|---|
| <p><i>Complete biking programme</i></p> <p><i>Completion of Gold award -Active school games Children access a range of different experiences through residential to The Briars and other planned excursions such as: local walks and trips</i></p> <p><i>Active minutes challenge Children complete up to 100 days of active participation outside of school. Prizes and certificates will be awarded for 50, 75 and 100 days of completion.</i></p> | <p><i>Children PE lead H/Teacher</i></p> <p><i>Teachers Teaching assistants Children (EYFS – Y6) Parents</i></p> | <p><i>school improvement</i></p> <p><i>Key indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils.</i></p> <p><i>Key indicator 2: Increase engagement of all pupils in regular physical activity and sport 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>Children were able to access a range of outdoor adventurous activities, building team work, resilience, problem solving skills.</i></p> <p><i>Use of Class Dojo to track progress of children's active minutes. Certificates were created and distributed for children who completed 50, 75 and 100 days of active minutes. Bikeability has been delivered to Year EYFS/Y1 and Y6. pupils Increased active participation during will</i></p> | <p><i>School Games Dashboard – part of the offer linked to ESSP SLA</i></p> <p><i>Look to purchase badges for active minutes- £200 Bikeability badges-£50 (2024 Autumn)</i></p> |
|--|--|---|--|---|

|  |   |   |  |                               |
|--|---|---|--|-------------------------------|
| <p>Evolve CPD – specialist risk assessment training for external sports trip</p> | <p>Additional TAs will be required for taking groups to and from competitions</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.</p> | <p>continue next year Next year review external sports provision and offer form ESSP to encourage more pupil numbers in a range of unusual sports</p> <p>Primary teachers are more confident in delivering effective and safe PE supporting pupils to undertake extra activities outside of school.</p> <p>PE Lead to complete Evolve DCC risk assessment training</p> <p>Water safety sessions completed by external provider for all pupils (Action Sept 2024)</p> | <p>£500 Cover</p> <p>£500</p> |
|--|---|---|--|-------------------------------|

## 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  |
|---|---|---|
| PE Hub – Curriculum Planning Tool   | The continuation of the PE Hub has seen an impact on the children's ability to use a range of skills, taught across many fields, within different sports. It has continued to provide staff with the resources and knowledge of how to deliver the PE curriculum effectively and with confidence. It has supported with assessment and tracking of children and the progress that they are making and therefore help to target those children that need additional physical literacy support. | Continuation of work to embed the scheme alongside the introduction of new staff  |
| All pupils participate in daily mile and use it as an opportunity to develop mental well-being. | Daily Mile provision with adaptations to made at individual pupil level supports pupils in co-regulation and preparation for the next learning session. Introduction of all Teachers to join every daily mile models active movement and has contributed to the development of pupil staff relationships across the school  | To continue. Lunchtime to be aligned for all to allow the daily mile to operate in the same collective way as a break. Whole school (top and bottom yard) to be used at lunch |
| Daily lunchtime activities are themed, offering a wide range of sporting opportunities          | Pupils have shown increased enjoyment in accessing a range of wider equipment and had more opportunity to develop skills transferred from PE Lessons. Increased   | Develop further presence and structure to lunch time Leaders and types of play promoted. Further promote intra sport  |

|   |  |   |
|---|--|---|
| <p>Key Stage 1 pupils to develop riding skills, including core strength and by using balance push bikes. Bikability sessions to be completed by Year 5 to ensure pupils can ride bikes and learn road safety</p> <p>Active Travel</p> | <p>collaboration and game play between Older and younger pupils – wider sense of pupil leadership naturally evolving through this</p> <p>Strength of offer given to younger pupils to develop this key skill and awards presented.</p> <p>We have seen that there is a greater number of children walking or riding to school. The children’s knowledge about the impacts of driving and the importance of walking towards there physical and mental health.</p> | <p>opportunities led by pupils.</p> <p>Offer to extend to Y3 in 2024/25</p> <p>Evidence gathering for Modeshift award to be submitted in September 2024</p> |
|---|--|---|



## 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><br><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?        | 90%           | <p><i>Pupils in the current year 6 class (2023-24) attended weekly session during the summer term of 2023</i></p> <p><i>Pupils in Y3 attended a weekly session beginning in term 3 through to the end of the year</i></p> <p><i>Pupils in Y4/5 attend a weekly session in terms 5 and 6</i></p> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 90%           | /   |

|   |        |   |
|---|--------|---|
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 90%    | <i>Taught within the timetabled programme</i>                         |
| 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? | Yes/No |   |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes/No | Trained swimming instructors are used within the weekly pool sessions |

Signed off by:

|  |   |
|--|---|
| Head Teacher:  | <i>Marie Dyche</i>  |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Rob Withey (Y4 Teacher and PE Lead)</i>                  |
| Governor:  | <i>Katie Bentley (Inclusion) Keri Chambers (Curriculum)</i> |
| Date:  | 25/07/24  |