



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>Sports coach to train Y6 Sports Leaders and lead games at lunchtime.</p> <p>Sports coach / Y6 Sports Leaders to implement active games during lunchtimes, encouraging involvement of children from all year groups.</p> <p>Installation of playground markings and training for children on using them (*this is dependent upon the resurfacing of the playground – as a result this may be carried forward 2023/24)</p> <p>Purchase new sports equipment for playground using funds raised through Athletes in Schools event.</p> <p>Gymnastics/multi-skills coach delivers sessions to identified year groups.</p> <p>Employ PE coach 2x afternoons per week – PE coach to model implementation of curriculum and mentor/coach staff on effective PE teaching.</p>	<ul style="list-style-type: none"> - Sports coach or midday implement games on playground every lunchtime – these have good engagement from a range of pupils from different year groups. - A significant % of pupils engage in active play through play leaders, climbing equipment, forest school equipment etc. - Y6 sports leader role raised profile with winter playtime rota but further work to be done in 23/24. - Expert sports coach has coached gymnastics/handball for 6/7 year groups. <ul style="list-style-type: none"> - Ofsted feedback stated that teaching of PE was strong from PE Lead and Sports coach. - Ofsted feedback stated that PE Lead had strong knowledge of subject curriculum and standards, including 	<p>Lunchtime games led by sports coach or midday supervisor to continue in 2023-2024. This format is now established and has had a positive impact on encouraging active play and supporting behaviour regulation for identified pupils.</p> <p>New Y6 Sports Leaders will be appointed, with further coaching to support them to lead games effectively and sustainably throughout school year. Sports coach to have a greater role in this.</p> <p>Playground markings to be installed once new playground has been laid – carry forward to 2023-2024 – children have been involved in designing and selecting these, which should further increase active play.</p> <p>With full implementation of GetSet4PE in 2023-2024, PE Lead to support implementation through increased monitoring and coaching, specifically how non-specialist teachers apply the new curriculum materials.</p>

<p>PE Lead to attend termly CPD through EQT subject leader networks. PE Lead to be released to conduct monitoring and coaching to improve PE teaching.</p> <p>PE provider to provide extra-curricular clubs 2x days per week, offering range of sports to different year groups. Other external providers to provide sports clubs (in Rugby, cricket)</p> <p>Sports week Summer 23 to include whole-school opportunities for all pupils to try at least 2 new sports not covered within PE curriculum</p>	<p>how the curriculum required further development. Teachers' initial response to GetSet4PE very positive.</p> <ul style="list-style-type: none"> - All year groups have been provided with multiple opportunities to partake in extra-curricular sporting activities. After school club take up has been less than 75% due to the number of other, non-sporting activities on offer (however, some of these non-sporting clubs still promote the Big Ideas of PE eg Chess club). 100% of pupils have accessed additional sporting activities during normal school hours (Sports Week, Olympic athlete visit etc) Sports Week 2023 – all children offered opportunity to try Capoeira, Kin Bal. 	<p>Sports Coach to have a role in modelling effective implementation of GetSet4PE to teachers.</p> <p>Take up for sports clubs has dwindled throughout the year – likely due to repeated offerings. PE Lead to strategically plan rotation of clubs for the full year so that engagement remains high. PE Lead to ask children/parents what sports clubs they would like access to.</p>
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Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,620
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£17,620
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,620

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
<p>Employ PE coach 2x afternoons per week – PE coach to model implementation of curriculum and mentor/coach staff on effective PE teaching.</p> <p>PE Lead to attend termly CPD through EQT subject leader networks. PE Lead to be released to conduct monitoring and coaching to improve PE teaching. With full implementation of GetSet4PE in 2023-2024, PE Lead to support implementation through increased monitoring and coaching, specifically how non-specialist teachers apply the new curriculum materials.</p> <p>Sports Coach to have a role in modelling effective implementation of</p>	<p><i>Children and staff</i></p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> - Teachers will have gained confidence in the teaching of PE. - Children’s knowledge of taught PE units will be secure, including of associated vocabulary. - Monitoring will reveal that the teaching of PE is consistently good across the school. - PE continues to be well-led by the PE Lead, who has a firm grasp of curriculum intent and impact, and of standards of implementation within it. 	<p>£5,434</p> <p>£1000</p>

<p>GetSet4PE to teachers.</p> <p>Sports coach to train Y6 Sports Leaders and lead games at lunchtime.</p> <p>Sports coach / Y6 Sports Leaders to implement active games during lunchtimes, encouraging involvement of children from all year groups.</p> <p>Installation of playground markings and training for children on using them following recent resurfacing</p> <p>Purchase new sports equipment for playground using funds raised through Athletes in Schools event.</p> <p>Gymnastics/multi-skills coach delivers sessions to identified year groups. Includes Yoga and Mindfulness for wellbeing</p>	<p><i>All children will benefit from additional structured games at lunchtime.</i></p> <p><i>Year 6 sports leaders will benefit from responsibility and develop confidence to prepare for transition to secondary.</i></p> <p><i>Playground markings will benefit all children who can make use of sensory trail</i></p> <p><i>Children will benefit from expert coaching in yoga and mindfulness which ties into a new pastoral approach in school. Staff will benefit from the CPD offered by expert coaches during PE sessions.</i></p>	<p>Key indicator 2: 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"> - The majority of children will be involved in active play at lunch / breaktime. - Sports Leaders will have developed a range of games they can lead. - Children will have developed deeper knowledge of sports taught by expert coaches. 	<p>£2964</p> <p>£3,500</p> <p>£500</p>
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<ul style="list-style-type: none"> - PE curriculum and subject elements revisited and promoted with teachers to ensure the 'Big Ideas' of PE are promoted through PE lessons. - PE lessons protected within timetable to ensure children receive entitlement. - Positive impact of physical activity promoted through special events (eg National Fitness Day, World Mental Health Day) - Summer term Sports Week to promote and celebrate importance of sport, both physical and mental. - Engagement in Athletes in Schools programme and sponsored fitness fundraising drive – Olympic athlete in school raises aspiration. - Athletes included in assemblies around heroes/values. 	<p><i>All children will benefit from receiving their entitlement</i></p> <p><i>Participation in National fitness day raises the profile of being active.</i></p> <p><i>All children will be able to discuss the impact on physical exercise on mental and physical health</i></p>	<p>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> - Through PE lessons, children are continually being taught the 'Big Ideas' of PE so that they develop positive attitudes around being active. - Children can articulate the importance of positive physical / mental health, and suggest practical strategies they can independently use. - Children know about inspirational sporting figures. 	<p>Funded through sponsorship</p>
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<p>pupils.</p> <p>Develop House Sports competition in school so that all children have opportunities to compete</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
Participation in Rushcliffe Tournament	Boys won (sept '23) Development of new girls team	

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?	%	<i>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.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>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</i>

<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:	