



# 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/Actions
P.E. curriculum reviewed and amendments made by P.E lead and curriculum lead. These were shared and activities modelled during a whole school INSET day. P.E. equipment was audited and new equipment purchased to ensure P.E. curriculum could be delivered with the required equipment. Our experienced sports coach has been available for observation by teaching staff during PPA for support.	The profile of PE and school sport has been raised across the school. Teachers' confidence in knowledge and skills of all staff in teaching PE and sport.	Support for teaching staff to continue particularly in sports where staff are less confident (Dance, netball). Resources to be purchased and placed nearer to the astro. Due to the increased confidence, from September 23 a coach will only teach for one afternoon per week compared to three. This coach will be new and will need to be monitored for quality.
All year groups were actively involved in sports led activities during the lunch hour. Lunch staff were proactive in encouraging increased activity and participation and activities were tailored to suit the needs and likes of the children. Lunchtime supervisors received training in engaging pupils in physical activities during lunchtimes.	Improved fitness levels for pupils. Children participated in paired and group activity, increased skill levels (hand eye coordination, speed & accuracy, invasion games tactics etc.). Increased adult supervision and focus improved behaviour.	Continue to train new lunch staff and raise expectations of activity.
Daily skipping was introduced to Y4 as a trial with a view to expanding the initiative school wide.	In Y4 skipping skills and confidence has developed, increasing fitness opportunities within the school day with these short burst sessions..	School wide implementation across 23/24 academic year.

Subscription to Complete P.E. used by staff to plan lessons and assess for learning.	Following the complete PE scheme builds both the confidence and competence of staff, allowing pupils to access high-quality PE lessons.	Continue to train new staff to access and maximise the system (PE lead).
Weekly additional sessions of forest school for targeted SEN children and year groups across the school year - staff to observe Forest school lead during these sessions.	Outdoor learning opportunities allow children to apply our core values and skills in different contexts. The opportunity to get outdoors supports many of our high need SEND children to meet their individual next step targets.	Continue to maximise outdoor learning opportunities within the curriculum.
PE co-ordinator and AHT were part of a PE network group which ensured we were aware of recent changes and received advice and support through AFPE membership. Continue this provision and allow co-ordinator time to support.	Training allows the PE lead to regularly review our PE offer, which provides the pupils with an exciting, flexible journey developing confidence, competence and life-long learning.	Maintain membership.
Sports Leaders from years 4, 5 and 6 attended a Play Leaders course led by Sandwell School Games organisers.	Sports Leaders have developed personal skills that allow them to organise, deliver and control a game with their younger peers.	Train further play leaders in 23/24
Increased participation in Competitive inter school sports events (across key stages 1 and 2) including football, basketball, dodgeball, athletics and netball. Pupils from Year 5 and 6 qualified for the Black country finals in Netball.	Children compete in a variety of events, across all key stages, to increase resilience, perseverance, motivation, respect and participation. The children are proud to represent the school at both cross school and inter-school levels (house).	Increase participation in inter school sports across KS1 & 2 in 23/24
Exploration days for every child (one day per term). The range of extra-curricular opportunities included a range of sporting and physical activities for children in KS1 & 2, often activities that they may not have selected themselves or ever had an opportunity to participate in.	Children participate in new sports, some also have an opportunity to represent the school in cross school competitions. Others have taken these experiences and joined clubs and continued their participation outside of the school. These talents are shared in assembly each week where we celebrate Old Park's Sporting Superstar.	
Extra-curricular sporting activities to be offered after school. The school includes a range of sporting clubs alongside its wider extra-curricular offer. This includes sporting offers to every KS1 & 2 year group.		

Key indicator 1: The engagement of all 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.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Key indicator 5: Increased participation in competitive sport.

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. The engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole-school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

## 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
Promote the importance of physical activity and the benefits it has on our mental health and life-long learning as well as working towards fulfilling the recommended 60 active minutes per day for children through daily skipping and play.	<p>Teaching staff to ensure implementation within the timetable.</p> <p>Pupils will develop/persevere with the skills required to skip as well as the benefits of fitness and physical stamina.</p>	<p>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.</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>More pupils meeting their daily physical activity goal</p>	<p><i>Skipping ropes - initial and rolling replacements:</i></p> <p>£600.00 £100.00</p> <p>Total £700.00</p>
Participation in cross school competitive sports through the Primary School Games initiative across key stage 1 and key stage 2	<p>Staff/sports coaches to prepare children for events</p> <p>Staff to accompany children to events</p> <p>Children take part in competitive events and will benefit from Improved fitness, skill and mental strength that competitive sports brings.</p> <p>Office/admin Off site trip preparations &amp; transport.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>More pupils are given the opportunity to take part in competitive PE and Sport Activities outside of school.</p> <p>Children will benefit from Improved fitness, skill and mental strength that competitive sports brings which will be reflected in their PE achievement.</p>	<p><i>LSA staffing costs to deliver after school clubs: 120 hrs. LSA hourly rate: 23.80 ph</i></p> <p>Total £2856.00</p> <p><i>Cover for staff to attend competitions (£130 per comp) Approx 15 events</i></p> <p>£1950</p> <p><i>Coach/transport costs (average £120 per event)</i></p> <p>£1800</p> <p>Total Cost:£6606.00</p>



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>Sports Ambassadors to lead organised games and activities for their peers and younger pupils during lunchtimes</p> <p>To investigate further play leader training.</p>	<p>Staff to organise sports ambassadors and provide them with resources/equipment required.</p> <p>Children to become Sports Ambassadors from Year 4, 5 and 6</p>	<p>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.</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>More pupils meeting their daily physical activity goal</p>	<p><i>Transport to Play leaders training.</i></p> <p><i>Staff to cover trip ratios x2 LSA</i></p> <p><i>Approx £300.00</i></p>
<p>Sports coach employed for an after school club and the lunch hour to provide additional organised physical activities for pupils to engage in.</p>	<p>Sports Coach</p> <p>Children participate in lunchtime activities and after school sports based clubs.</p>	<p>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.</p>	<p>More pupils meeting their daily physical activity goal.</p> <p>Greater engagement and enjoyment from activity.</p> <p>Improved motor skills and physical stamina due to skipping.</p>	<p>£1800.00</p>
<p>Continued CPD for lunch staff and teachers across 23/24.</p>	<p>PE leader to arrange training or deliver training.</p> <p>Staff to take on learning and implement.</p> <p>PE consultancy (network meetings, training and PE updates)</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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>Confidence of staff to engage children in physical activity.</p> <p>More children engaged in organised activity.</p>	<p><i>Training and overtime £2000</i></p>



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>Exploration Days and extra-curricular clubs:</p> <p>Exploration days for every child (one day per term). During these days, school to offer a range of extra-curricular opportunities including a range of sporting and physical activities for children in KS1 &amp; 2, often activities that they may not have selected themselves or ever had an opportunity to participate in.</p> <p>Extra-curricular sporting activities to be offered after school. The school includes a range of sporting clubs alongside its wider extra-curricular offer. This includes sporting offers to every KS1 &amp; 2 year group.</p>	<p>Curriculum lead to organise explorations days</p> <p>Pupil participation</p> <p>Head to arrange extra-curricular club offers</p> <p>Teachers and \Learning support to plan and deliver sessions</p> <p>Local external providers to offer activities where possible.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Greater engagement and enjoyment from activity.</p> <p>Children experiencing a wider range of sporting activities.</p> <p>Children identify strength and enjoyment in new activities.</p> <p>Children seeking clubs externally due to the sessions completed in school.</p>	<p><i>Supply cover required to free staff to deliver</i></p> <p><i>£4000.00 (approx)</i></p> <p><i>Costs of bespoke coaches to deliver unique opportunities:</i></p> <p><i>£2000.00 (approx)</i></p> <p><i>Resources for exploration days and clubs</i></p> <p><i>£2000.00</i></p>
<p>PE resources(new and replenished stock) and safety checks and repairs of existing sporting equipment, sporting superstar medals.</p>	<p>PE lead</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</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>Children and staff can participate in and deliver quality activity with appropriate equipment.</p>	<p><i>£3000.00</i></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

## 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:	