



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
Employed PE specialist teachers to support teachers for lessons and after school clubs.	Pupils have received high quality provision across the curriculum and have received specialist sports teaching.	This has been successful so we will continue with this.
Pupils have been able to participate in a large number of sporting competitions and activities within the HMFA.	Pupils have been able to participate in a large number of sporting competitions and activities within the HMFA. This has increased their confidence and self-esteem.	We will continue to attend events this year as pupils have really enjoyed this.

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 that all PE activities and activities to improve physical development are appropriately resourced. To purchase and repair new PE equipment.	Teaching staff, coaches as they need to lead the activities. Pupils as they will take part in the activities.	Key Indicator 1 – The engagement of all pupils in regular physical activity.	All children engaged in a wide range of sporting activities and activities to improve their physical development.	£225
To ensure that there are a range of resources to encourage active playtimes. To repair the outdoor play equipment. To set up a team of children called the playground pals to support games at play time.	Pupils as they will use play equipment. Playground pals as they will be leading activities.	Key Indicator 1 – The engagement of all pupils in regular physical activity.	Higher active participation rates at play time. Playground pals support pupils in their games during play time.	£62
To ensure the pupils receive high quality provision across the curriculum whilst working with school teaching staff. To employ PE	Teaching staff – Regular observation and discussions with the specialist coaches take place to ensure all teachers are confident with teaching PE.	Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.	All pupils receive specialist sports teaching. Non-specialist teachers have and will continue to benefit by increasing their	£14123

<p>specialist teachers for lessons and after school clubs.</p> <p>To provide subject time and access to the PE hub resources to ensure pupils receive a high quality, progressive curriculum with a wide range of different sports available to learn.</p> <p>To ensure that pupils are able to participate in sporting competitions and activities because of the rural nature of the school. To hire transport to enable access to sporting events and swimming sessions. To enter competitions and events within our federation.</p>	<p>PE subject leader - Monitor schools PE curriculum to ensure provision is sustainable and high quality.</p> <p>Pupils - opportunities for all children to participate in a wide range of events.</p>	<p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 5 – Increased participation in competitive sport</p>	<p>knowledge, understanding and confidence to teach PE.</p> <p>Sports clubs run throughout the week and a wide variety of children attend.</p> <p>A high quality, progressive curriculum delivered to all children.</p> <p>Increased confidence and self-esteem.</p> <p>Enjoyment of PE has increased.</p> <p>Development of co-operation/working in groups/desire to learn.</p> <p>Adapting skills from outside the classroom into the classroom.</p>	<p>£455</p> <p>HMFA minibus - £422</p> <p>HMFA tournament - £32</p> <p>Total - £454</p>
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<p>Forest School provision for the whole school, including purchasing equipment for the delivery of forest school</p>	<p>Pupils will have access to outdoor learning opportunities including teamwork and resilience.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Teachers and school staff to attend. All year groups will attend so skills can be built upon year on year. Forest school leader will share planning with teachers.</p>	<p>£1361</p> <p>Overall Total - £16680</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.

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Employed PE specialist teachers to support teachers for lessons and after school clubs.	Pupils have received high quality provision across the curriculum and have received specialist sports teaching.	This has been successful so we will continue with this next year.
Pupils have been able to participate in a large number of sporting competitions and activities within the HMFA.	Pupils have been able to participate in a large number of sporting competitions and activities within the HMFA. This has increased their confidence and self-esteem.	We will continue to attend events next year as pupils have really enjoyed this. We have noticed children's confidence growing within PE lessons. Staff confidence and their subject knowledge has also increased whilst teaching. The children are making good progress when competing against other schools and attending all events.

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?	50%	Pupils swim for an intensive 2-week block once a year and their ability to swim 25 metres is improving.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	Pupils swim for an intensive 2-week block once a year and their range of strokes is improving.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>50%</p>	<p>Water Safety RNLI Respect the Water is taught in the classroom.</p> <p>Next year we will be asking the swimming staff to include this as part of the swimming lessons.</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>Next year we will be providing additional top-up sessions for any children in Year 6 not meeting the national expectations.</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>	<p>A member of staff will be shadowing a swimming instructor next year.</p>

Signed off by:

Head Teacher:	Mrs Johnson - Headteacher Mrs Orton - Executive Headteacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Miss Phillips – Subject Leader Mrs Orton – Executive Headteacher
Governor:	(Name and Role)
Date:	10/07/2024