



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
<ol style="list-style-type: none"> 1. Understand the significance and importance of sport and physical activity. To appreciate why 30 minutes of physical activity a day in school supports a healthy lifestyle. <ul style="list-style-type: none"> ○ Lunchtime and after school extra curricula sports clubs. All year groups are offered an opportunity to join after school and lunchtime sports clubs. A variety of sports are used to engage the children. 2. Children should value competition, challenge, teamwork and engagement in a broad range of sports throughout the school. <ul style="list-style-type: none"> ○ Team house challenges where children from all year groups engage in PE and sport to win points for their house team. Weekly sports challenges for children to try at home and school. Regular updates about PE and sport throughout the school disseminated via online school community platform. 3. Improve the standard of PE and sport provision the school provides to pupils. Increase engagement with external 	<ol style="list-style-type: none"> 1. Pupils appreciate sport much more, understanding what benefits physical activity can have on their lives and why it is important to engage in physical activity regularly. 2. Children are now enthusiastic about challenge, teamwork, competition and engagement in sport. Creating team competition and highlighting that every individual can have a positive impact on their house teams score creates a positive sporting community within the school. Parents are also involved in the process due to the online community platform the school utilises. 3. Relationship between SGO and school is extremely strong. Regular communication and engagement has resulted in a positive 	

<p>organisations and individuals to create a stronger network of PE and sport within the school.</p> <ul style="list-style-type: none"> ○ Regular local school games organiser engagement, including meetings held in school with the SGO, subject leader and Headteacher. Cluster meetings with Ashton cluster schools to organise local sports competitions and networking within the local area. <p>4. Additional achievements: Introduce a broader selection of sports and activities to children, particularly after the impact of COVID-19.</p> <ul style="list-style-type: none"> ○ Introduce new sports and activities to children at lunchtimes, afterschool and within the PE curriculum. New sports to include volleyball, lacrosse and Tchoukball (where equipment allows). <p>5. Increase the amount of children who participate in competitive sport, both children who are regularly involved in sport outside of school and those who are not.</p> <ul style="list-style-type: none"> ○ Once the return of competitive school games events returns, the school will enter these competitions through the school games organiser. Increase the amount of competitive events held in school curriculum time. Using the new house teams, implement competition within PE lessons throughout the school to promote competitive sport. 	<p>relationship where both the school and SGO work together to continue to progress PE and school sport. External sports organisations and individual sporting guests are keen to return to the school to provide additional sports sessions above and beyond what the PE curriculum already offers.</p> <p>4. This will be an ongoing target at the school, to introduce new sports and activities during lunchtime and after school clubs as well as during curriculum time. We want children to experience a broad range of sports which other primary schools may not offer. This will also increase participation in sport and activity.</p> <p>5. The introduction of new house teams by SLT, with a more even spread of children of mixed abilities. The importance of competition highlighted to children. Children have been encouraged to accept both victory and defeat gracefully. Competition is encouraged both at lunchtime and after school clubs, where children should work together as a team to try and be successful.</p>	
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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
Ensure there are 2 hours of PE in the weekly timetable	Pupils – more physical activity through PE teaching Staff – teachers will be teaching the subject	Key indicator 2 – The engagement of all pupils in regular physical activity Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	1 x staff meeting
Introduce a new PE scheme of learning (GetSet4PE).	Staff – greater subject knowledge. Pupils – wider range of subjects on offer to children	Key indicator 1 – 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.	Scheme of learning, detailing key learning outcomes for each year group and progression from Reception to Y6.	1 x staff meeting + £4000
Access support from the SGO in raising the profile of physical activity and school sport.	Staff – support from the SGO will upskill staff	Key indicator 1 – 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.	PE lead and sports specialist will be better equipped to the lead the subject in school.	SLA for school sports £2400

Increase the amount of extra-curricular activities on offer for children.	Staff – the current PE lead. Pupils – Wider range of sports to choose from on the playground.	Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	Increase in the number of active minutes during the week.	Staffing costs at lunch and after school
Introduce Playleaders at lunchtimes to support younger children to play.	Lunchtime Staff – oversee the activities. Pupils – benefit from peer learning. Older children take responsibility for leading physical activities.	Key indicator 2 – The engagement of all pupils in regular physical activity Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	Playleader are mixed from Y5 and Y6 to ensure continuity into next academic year.	Staff time to train playleaders.

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
1. Ensure there are 2 hours of PE in the weekly timetable	1. 2 hours of PE now being delivered in the weekly timetable. Pupils are more active during the school week.	
2. Introduce a new PE scheme of learning (GetSet4PE).	2. New scheme of learning in place and being delivered by sports specialist and class teachers.	
3. Access support from the SGO in raising the profile of physical activity and school sport.	3. Sessions delivered in school to introduce a new sport. Girls felt more empowered to play football after Let Girls Play day.	
4. Increase the amount of extra-curricular activities on offer for children.	4. Extra-curricular activities delivered at lunchtime and after school. High attendance at these and very popular with parents.	
5. Introduce Playleaders at lunchtimes to support younger children to play.	5. Playleaders take responsibility for leading play with younger children. More cooperative play taking place.	

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?	76%	<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]?	83%	<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>72%</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>The sports funding has not been used for this but children who have not met the required standard have been given the opportunity to access swimming sessions in conjunction with the LA.</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>The swimming is taught by the LA through use of the local leisure centre.</p>

Signed off by:

Head Teacher:	Leanne Crompton
Subject Leader or the individual responsible for the Primary PE and sport premium:	Leanne Crompton
Governor:	Carol Whiting (Chair of Governors)
Date:	November 2023