



# 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
As a school we brought Moki bands to improve movement within children during break times and lunchtimes.	Children are very keen to use these, but to also use them in a friendly competitive way.	We have been unsuccessful with rolling this out whole school. More information has been needed from the company regarding GDPR. This has now been clarified and hopefully can be used in the next academic year.
Break/lunchtime equipment	To have children being active during their break/lunch times. To help children with their behavior making sure that they are busy. Sports coaches helping lunchtime supervisors with ideas for games at these times. These skills have also been taught to children in Year 5 and 6 to promote sports.	Behaviour at lunchtimes have improved. Children enjoy being out at lunchtime as there are now certain areas for children to use if they are being involved in games. KS1 have equipment out at playtimes too and this has helped these children learn how to communicate, play and share.

## 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
Primary Sports Stars employed to mentor teachers and provide additional lessons for all children. PSS to help teachers gain confidence when teaching PE subjects.	Teachers – as they need to lead the activity. Teachers have been able to adapt their plans to the needs of the children. Pupils – as they will take part	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 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.  Key Indicator 4 – Broader experience and 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. Staff feel more confident delivery PE on their own and knowing the PSS will be there to help with questions that they have during the lesson. The quick observations that PSS have given teachers has allowed teachers to adapt quickly within the lessons and they feel confident addressing children's misconceptions quicker.	£29,940

<p>Talent Dance Academy to deliver dance lessons to staff based on feedback received from staff. Children have been exposed to dance specific vocabulary and the skills needed to be achieved by the end of their Year.</p>	<p>Teachers Pupils</p>	<p>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.</p> <p>Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4 – Broader experience and range of sports and activities offered to all pupils.</p>	<p>Teachers have been involved more with the planning process. They have used the TDA plans and have adapted them to the needs of their children. Teachers have also involved their classes more in the planning process so that they can have their voice too.</p> <p>At Wheatfields we have seen children shine in these lessons, especially those who struggle with invasion games. Children who are good in gymnastics have also been able to use their prior knowledge and link it to dance.</p>	<p>£5040</p>
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<p>Playground equipment brought to improve collaborative play, problem solving and team building.</p> <p>PE equipment brought/replenished to continue high quality teaching and learning</p>	<p>Pupils</p> <p>Teachers</p> <p>Lunchtime supervisors</p>	<p>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.</p> <p>Key Indicator 4 – Broader experience and range of sports and activities offered to all pupils.</p>	<p>Children have really enjoyed having equipment out at break times and lunchtime.</p> <p>It has been beneficial to see some Year 6 children using the equipment to teach the younger year groups different sports or games in their own time.</p> <p>Some of the equipment that we have brought hasn't been great (i.e. netball posts) this has meant that we haven't been able to run a netball club like we would have liked. This has been looked into and new posts will be ordered.</p> <p>Children thrive from PE lessons when they have the appropriate resources.</p> <p>Children have looked after equipment well</p>	<p>£1898.18</p>
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			this year, as the expectations have continued from last year.	
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<p>Took Year 5 and 6 to compete in a cross country event. (4 teams mixed boys and girls)</p>	<p>Pupils PE Lead Lunchtime supervisors</p>	<p>Key Indicator 2 – The Profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key Indicator 5 – Increased participation in competitive sport.</p>	<p>Children showed great commitment, resilience and reflectiveness during their preparation for the competition. When at the event, children competed to the best of their abilities and were rewarded with medals. They all showed great sportsmanship by cheering each other on throughout the event and were happy with their overall achievement. I used a word document to help keep the times scored which made it easier to pick the children to compete. Children who were not selected still came along for the practice to help improve their fitness.</p> <p>Year 5 A Team – 6th Year 5 B Team – 40th</p>	<p>£32.01</p>
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			Year 6 A Team – 31 <sup>st</sup> Year 6 B Team – 40 <sup>th</sup>	
Year 5 and 6 boys and girls competed in football competitions.	PE Lead Mr Puckey Pupils in Year 5 and 6 Admin to sort and write letters.	Key Indicator 2 – The Profile of PESSPA being raised across the school as a tool for whole school improvement.  Key Indicator 5 – Increased participation in competitive sport.	All teams enjoyed participating in the football competitions. We didn't do as well as last year, but we have still be able to run a school football club, everyone who was selected for the team came to every after school club.	£20
Mini Play equipment	Pupils SEMH Lead Lunchtime supervisors	Key Indicator 2 – The Profile of PESSPA being raised across the school as a tool for whole school improvement.	Children have enjoyed mini play and it has helped them to communicate more effectively with each other. This has then transferred into their PE lessons. There are now less incidents with behavior on the main playground.	£314.88

## 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
As a school we used PSS (Primary Sports Stars) to help upskill teachers. However, we used them as mentors rather than teachers.	<p>This has helped the teachers to become more positive when teaching PE this year.</p> <p>This has allowed the teachers to design the PE curriculum to fit the needs of the children, but has also allowed teachers to pick sports that they feel confident teaching in 24/25.</p> <p>Their knowledge has allowed teachers a chance to talk the coaches to clear any misconceptions that the children may have had. This was completed through observations.</p>	Teachers are now aware that there are not sports coaches next year and the PE Lead has complied planning that we have used in previous year to create a Cycle A curriculum for 24/25.

## 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?	55.8%	Children in this year group had been affected by COVID so they had to go swimming in Year 5. Children in this cohort struggled with their confidence when in water. We had a child who didn't participate in the swimming lessons provided.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	51.9%	Children were able to gain confidence over the 6 weeks. There were more children in the deep end by the end of the 6 weeks. Children struggled with confidence even though most of them go to swimming outside of school.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	44.2%	All children had access to this but not all were exposed to different water-based situations. Lack of confidence in children to put their head under the water or take their feet off the floor.

<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>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</p>	<p>PE Lead has completed the Level 5 Primary school physical education specialism training and the information that has been given there has been disseminated to staff in Year 4 to help them with their swimming lesson this year.</p> <p>PE lead was also about to go to the swimming lessons this year to see the progress from the start to the end.</p> <p>PE Lead has also been able to share planning with the Year 4 team.</p>

Signed off by:

Head Teacher:	 Emma Verney-Davies – Headteacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Amber Parkinson (PE Lead, Y3 Teacher)
Governor:	 Andrew Moffat – Chair of Governors
Date:	17 <sup>th</sup> July 2024