



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
All children will be active daily regardless of gender, needs, starting points or age.	All pupils engaged in sport.	Pupil sporting engagement increased.
Being healthy will be an enjoyable pattern in the daily life of the school.	School to achieve school games Silver Award for 2022/23.	Pupil participation in competitive / non-competitive events increased.
Sports clubs (varied each term but include all pupils)	All children to be able to swim 25 metres by the end of KS2 as a minimum requirement.	
Introduce Lunch time sports clubs	Children have access to activities which have zero cost – running, games, football, enjoying the outdoors.	
EYFS high emphasis on movement and forming good habits.	Strive for equality for all and look for increased opportunity for girls to compete locally with other schools.	

<p>School is an active school and PE is important for ALL.</p> <p>Variety of provision to make the most of all staff expertise.</p> <p>Growth mindset culture where we have to put effort into everything we do in order to achieve.</p> <p>All pupils understand the importance of daily rigorous exercise.</p>	<p>Good attendance at school.</p> <p>Pupils are on time and well prepared for lessons.</p> <p>Extended clubs are popular.</p> <p>Offer of sport continues to improve.</p> <p>Pupils are therefore more engaged with learning when they return to the classroom.</p> <p>Greater opportunity for competing in sport, building relationships for when pupils move on to secondary.</p> <p>Improved mental health for all pupils.</p>	<p>Attendance at school increased.</p> <p>After-school club attendance popular with a greater variety of activities and opportunities.</p> <p>Behaviour within school improved.</p>
<p>Staff more confident to deliver PE supported by site coaches and the PE coordinator</p> <p>Staff to engage SEN pupils – equality for all</p> <p>Digital planning for teachers to support lesson planning.</p> <p>Collaboration with local cluster of schools</p>	<p>Teachers and support staff confident in the delivery of PE</p> <p>Increased knowledge in growing offer of sport.</p> <p>All pupils are active, and all staff can identify needs and encourage those who are reluctant to engage.</p> <p>Increased range of sport.</p>	<p>Employed teaching staff delivering half of all PE lessons following scheme of work.</p>
<p>The school continues to evaluate our offer of sport. The planning for sport considers competition and therefore sports being taught, have purpose.</p> <p>Healthy living is a key focus for all sporting activity and therefore all pupils even those with disabilities can access sports at their own level.</p> <p>Extended school clubs are evaluated each term and then the new term is planned to support gaps in provision.</p>	<p>Range of sport offered logged and updated termly.</p> <p>Registers from clubs.</p> <p>School games data.</p> <p>Equality in provision.</p>	<p>Records kept.</p>
<p>Increased engagement with the local sports cluster.</p>	<p>Increased participation in sport. More pupils access competition and range of sports offered extends opportunity.</p> <p>Pupil voice and parental feedback is used to make future plans on how to extend participation and how we can enhance provision.</p>	<p>More pupils accessed competitions and events both internally and externally.</p>

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>Maintain regular purchase of Forest School clothing / equipment. Purchase Forest School activity resource.</p> <p>Invest in equipment, storage and development of the school grounds to facilitate high quality PE activity.</p> <p>Increase swimming lessons – all pupils from Year 1 will have approximately 12x 1 hour swimming lessons per year.</p>	<p>All staff</p> <p>All pupils</p>	<p>Key Indicator 1: The engagement of all pupils in regular physical activity.</p>	<p>BC monitors and orders new equipment as necessary.</p> <p>DT to research resource BC to monitor and order as necessary.</p> <p>All pupils to be able to competently swim by the end of Year 6.</p>	<p>£3000</p>
<p>To create a PE and Sport noticeboard to raise profile of sport within school.</p> <p>Increase recognition of sporting achievements both internally or externally.</p>	<p>All pupils</p> <p>School Parliament</p>	<p>Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>DT responsible for board / communicating with sports leaders</p> <p>BC recognition. In school, via social media / weekly newsletter</p>	<p>£250</p>

<p>To include children's ideas for PE and Sport in our planning and spending.</p> <p>To ensure a PE representative remains on our school council.</p> <p>To appoint two captains for each house.</p>				
<p>Specialist PE coach employed to deliver CPD and lessons across all years groups.</p> <p>Deliver PE provision which ensures progression consistently across all year groups leading towards pre-determined endpoints.</p> <p>Specialist leadership to ensure the highest levels of planning, progression and achievement.</p>	<p>All staff</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>DT to lead PE alongside BC – responsible for PE planning organisation, delivery, staff CPD</p>	<p>£8000</p>
<p>Introduce greater range of sporting clubs on offer to pupils.</p> <p>Better structure additional school clubs ensuring consistency of attendance and consistency leading to better progression.</p>	<p>All pupils</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>SR / DT to coordinate sport club planning and provision.</p> <p>BC to lead outdoor provision development.</p>	<p>£4000</p>

<p>Enhance outdoor learning environment to ensure opportunities within school environment are maximized – for example, adventurous outdoor activities.</p>				
<p>Increase competitive / non-competitive opportunities within school, federation and other schools.</p> <p>Give greater opportunity to lower achieving and / or SEN children in competitive / non-competitive events.</p>	<p>All pupils</p> <p>Lower achieving and / or SEN children</p>	<p>Key Indicator 5: Increased participation in competitive sport.</p>	<p>CL to lead sporting event calendar alongside BC / DT within Ellesmere cluster.</p> <p>School to work in tandem with Welshampton to ensure increased opportunity for pupils – coach share to reduce cost.</p>	<p>£4000</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
Enhanced quality of PE Provision using PE Passport.	Pupils receive a consistent and well-planned and purposeful curriculum which ensures progression of skills each year.	To be further embedded in 2024-25.
Wider range of after-school sporting opportunities available to all pupils delivered by qualified sports coaches.	Pupils have access to a greater variety of sporting experiences, broadening sporting horizons.	To be further embedded in 2024-25.
Greater participation in external sporting competitions for KS2 pupils.	Pupils experience competitive sport supporting personal development.	To be further expanded in 2024-25 with move to Ellesmere Cluster.
Enhanced facilities available to pupils.	Pupils can access all-weather surface during break/lunch times. PE lessons can also take place during wet weather.	

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

Question	Stats:	Further context
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	90%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	90%	
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?	N/A	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Specialist swimming coaches employed

Signed off by:

Head Teacher:	Ben Crompton
Subject Leader or the individual responsible for the Primary PE and sport premium:	Ben Crompton
Governor:	Clare Mainwaring Chair of Governors
Date:	30.07.2024

