



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
Development of healthy active lifestyles through expansion of delivery of ready set ride (balance bikes).	78 pupils completing ready, set ride balance and progressing onto ready set ride pedal.	Pupils will continue to access resources during break and lunchtimes supported by sports coach as they continue their development progressing onto Bikeability.
Active lunchtimes A key focus was to increase physical activity, uptake of all pupils in school, ensuring that pupils were reaching their daily targets.	97 pupils taking in part in personal; challenges and 30 pupils taking part in competitive sports.	Sports coaches delivered a variety of sporting competitions and fixtures, engaging pupils in competitive sporting opportunities. The playground was zoned into different sections, with new playground markings where pupils could move freely, choosing which activities to participate in.
Extracurricular sports clubs To offer a broad and enriching sporting experience to all pupils.	175 pupils accessed sports clubs as part of our extracurricular provision, In total 445 free places were offered out in extracurricular sports clubs with 96% of	Sports coaches delivered a variety of extracurricular sports clubs, these were linked to our curriculum offer, and also ensuring that a greater depth of

<p>Awarded Gold school games award.</p>	<p>places allocated.</p> <p>Continued partnership with School, going organizer and local sporting partnerships partnership.</p>	<p>knowledge and skills were required to all pupils, regardless of age, gender, and ability.</p>
<p>Increase participation in competitive sport.</p>	<p>41 Pupils were given opportunities to represent the school in competitive level two competitions.</p>	<p>A focus was given to increasing participation on targeted sport. Gymnastics, Cricket, Football and Dodgeball as a result of pupil voice feedback.</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><i>Deliver lunchtime sport sessions/activities for pupils.</i></p> <p><i>Purchasing of new equipment to support sports sessions and activities.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i></p> <p><i>pupils – as they will take part.</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£10,000 costs for sports coaches to support lunchtime sessions and resources.</i></p>

<p>CPD for teachers.</p>	<p>Primary generalist teachers. Pupils – as they will take part.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></p>
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<p><i>Introduce a sport leader's and eco council.</i></p>	<p><i>Lunchtime supervisors and coaches - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>The impact of introducing additional leadership opportunities for pupils can be transformative, fostering a more engaged, confident, and positive school community. It creates a culture where students take an active role in shaping their sports and play experience and prepares them for future leadership roles in society.</i></p>	<p><i>£1000 costs for sports coaches to deliver training and mentoring sessions and play resources.</i></p>
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<p><i>Provide additional Extracurricular sports/activities for pupils.</i></p>	<p><i>Sports coaches - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, providing equal access for more pupils to encouraged in play and Sport Activities. Promotes inclusivity but also creates a more diverse and enriching extracurricular program that benefits all students in the school community.</i></p>	<p><i>£5000 costs for sports coaches to deliver activities and resources.</i></p>
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<p><i>Provide additional sporting festivals and competitive opportunities pupils.</i></p>	<p><i>Sports coaches - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>Introducing children to sports at a young age can foster a lifelong love for physical activity and fitness. They may be more likely to continue engaging in sports and other physical activities as they grow older.</i></p> <p><i>Success in sports can boost a child's self-esteem and confidence. Even participation itself can help children feel a sense of achievement, regardless of results. Encouraging pupils to explore various sports increases the likelihood that they will continue to engage in physical activities throughout their lives, promoting a lifelong commitment to fitness and well-being.</i></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.

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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>1%</p>	<p><i>Our current Year 6 cohort faces challenges in achieving competence, confidence, and proficiency in swimming, with only 1% of students demonstrating the ability to swim over a distance of at least 25 meters. A significant contributing factor to this low percentage is the high number of pupils who had never been exposed to swimming before participating in our school swimming lessons. This lack of prior experience has impacted their progress in acquiring essential water skills.</i></p> <p><i>Furthermore, the inflated cost of transportation has limited the number of pupils able to access swimming facilities regularly. The financial constraints placed on families have hindered the participation of a majority of students, affecting their overall swimming proficiency. Additionally, the limited availability of the local leisure center pool has further exacerbated the situation, resulting in reduced opportunities for consistent and comprehensive swimming instruction. In our commitment to address these challenges, we implemented an intensive swimming model</i></p>

		<p><i>aimed at improving water safety and confidence among our students. While the initial results indicate that only 1% have reached the specified proficiency level, we recognize the importance of continuous efforts to enhance our swimming program, making it more accessible and inclusive for all students. Moving forward, we are dedicated to exploring innovative solutions and strategies to overcome these obstacles, ensuring that a higher percentage of our Year 6 cohort can swim competently, confidently, and proficiently over the prescribed distance.</i></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>1%</p>	<p><i>Our current Year 6 cohort faces a significant challenge in acquiring proficiency across a range of swimming strokes, with only 1% of students demonstrating effective use of strokes such as front crawl, backstroke, and breaststroke. This low percentage underscores the obstacles our students encounter in achieving comprehensive swimming skills.</i></p> <p><i>Several factors contribute to this outcome, including limited access to consistent swimming opportunities prior to school swimming lessons. The lack of early exposure to swimming experiences has impacted the development of essential stroke techniques among the majority of our Year 6 students.</i></p> <p><i>Acknowledging this situation, we are committed to addressing the barriers hindering the acquisition of diverse swimming skills. Our focus</i></p>

		<p><i>extends to enhancing the overall swimming program, providing targeted interventions, and exploring innovative teaching methods. By doing so, we aim to significantly increase the percentage of our Year 6 cohort proficient in utilizing a range of strokes effectively, fostering water safety and confidence among our students.</i></p>
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p><i>Our current Year 6 cohort's proficiency in safe self-rescue in various water-based situations varies based on the levels defined by Swim England School Charter resources. Utilizing the resources available at https://www.swimming.org/schools/, the breakdown of our students' self-rescue abilities is as follows:</i></p> <p><i>Level 1: 71% - A majority of our students have attained the fundamental skills necessary for safe self-rescue in basic water scenarios. This level demonstrates a foundational understanding of water safety principles.</i></p> <p><i>Level 2: 22% - A significant portion of our Year 6 cohort has progressed to a level where they can perform safe self-rescue in more complex water situations. This reflects an increased competency and confidence in various aquatic environments.</i></p> <p><i>Level 3: 6% - A smaller percentage of students have achieved an advanced level of self-rescue</i></p>
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		<p><i>proficiency, indicating a higher skill level in handling challenging water-based scenarios.</i></p> <p><i>Level 4: 1% - A minimal but noteworthy percentage has reached the highest level of self-rescue competency, showcasing an exceptional mastery of skills required for ensuring personal safety in diverse water-based situations.</i></p> <p><i>Regrettably, we acknowledge that there is a 0% representation of students achieving safe self-rescue. To address this gap, we are committed to revisiting and enhancing our implementation of these resources, ensuring that all students have equal opportunities to acquire the necessary skills for safe self-rescue across various aquatic settings. Our goal is to empower every student with the knowledge and capabilities to navigate water-based situations confidently and safely.</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>No</p>	<p><i>While our school's swimming data may currently fall below national expectations, we have taken a strategic approach to address this challenge. Rather than utilizing the Primary PE and Sport Premium for additional top-up sessions, we have opted for a different course of action. This year, we have significantly increased our financial commitment to the swimming program, demonstrating our dedication to improving the overall aquatic experience for our students. Specifically, we have doubled the number of pupils accessing school swimming, aiming to</i></p>

		<p><i>provide a more inclusive and comprehensive learning environment. This approach aligns with our commitment to fostering a positive and enriching experience for every student, ensuring that they benefit from enhanced water safety skills and confidence in and around aquatic environments.</i></p> <p><i>While we acknowledge the option of using the Primary PE and Sport Premium for additional sessions, our chosen strategy reflects a broader initiative to strengthen our overall swimming program and make a lasting impact on a larger student population. We remain committed to continuous improvement and providing valuable opportunities for all our pupils.</i></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>Indeed, we have taken proactive measures to enhance the knowledge and confidence of our staff in teaching swimming and water safety. Specifically, our support staff members have successfully completed the Swim England Assistant and Teacher of School Swimming Award. This professional development initiative reflects our commitment to ensuring that our educators are well-equipped with the necessary skills and expertise to deliver effective swimming lessons. By investing in this comprehensive training program, we aim to elevate the quality of swimming instruction provided at our school. The Swim England awards not only empower our support staff with the technical aspects of teaching swimming but also instill a deeper understanding of water safety protocols. This, in turn, contributes to a safer and more enriching learning environment for our students.</p>

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Signed off by:

Head Teacher:	<i>Zoe Thewlis</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Nzinga Fox</i>
Governor:	<i>(Name and Role)</i>
Date:	Oct 2023