



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
<ul style="list-style-type: none"> Get Set 4 PE scheme has been implemented and is being used across the school. 	<ul style="list-style-type: none"> The curriculum ensures progressive lessons are taught, with opportunities for skills to be taught in different contexts. 	Staff speak positively about lessons when giving feedback. Through pupil voice children say how they enjoy their PE lessons and enjoy taking part in new sports.
<ul style="list-style-type: none"> Resources have been purchased to support Get Set 4 PE. 	<ul style="list-style-type: none"> Lessons have been taught effectively using appropriate resources. 	Continue to monitor resources termly so adequate resources can be used in PE lessons.
<ul style="list-style-type: none"> Playground provision and resources have been purchased. 	<ul style="list-style-type: none"> This has increased pupil activity and participation in physical exercise. 	Pupils use playground provision during lessons as well. Children speak positively about it when I have completed pupil voice across the school.

Key priorities and Planning

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
Increasing the amount of inter-school competition.	<ul style="list-style-type: none"> ● Pupils for who will take part in the competitions ● Sports coaches running the girls and boys football teams. ● PE lead who will take the children to the competitions. 	<p>4. Broader experience of a range of sports and activities offered to all pupils</p> <p>5. Increased participation in competitive sport</p>	<ul style="list-style-type: none"> ● Pupils are motivated to join football training to therefore join the team/competitions. ● Children who excel in PE lessons are encouraged and invited to take part in Sainsbury' games competition. ● Children are encouraged to join clubs outside of school for those gifted children. 	£2070
Replace and maintain PE and playground equipment.	PE lead to regularly monitor PE cupboard and equipment. Children and teachers have access to quality resources for lessons and playgrounds.	<p>2. The engagement of all pupils in regular activity.</p> <p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Pupils will have access to quality resources to meet their daily exercise/ fitness goal.</p> <p>Teachers are able to use appropriate and quality resources for PE lessons to motivate children and ensure good progress for all.</p> <p>Playground resources will be accessible for children so they can create their own games and meet their daily movement targets.</p>	£1500

<p>CPD for teachers.</p>	<p>Teachers learning new skills. PE leads organising and running staff meetings.</p>	<p>1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. 5: Increased participation in competitive sport.</p>	<p>Teachers continue to develop skills to enable them to teach effective PE lessons which include all pupils making progress.</p>	<p>£1320</p>
<p>Replace playground markings</p>	<p>Pupil as they will use the markings. PE lead to quote.</p>	<p>2. The engagement of all pupils in regular activity. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Pupils will be able to use the marking on the playground and will be encouraged and motivated to increase their physical activity. Markings can also be used in other curriculum topics.</p>	<p>£3000</p>
<p>Renew Get set 4 PE</p>	<p>Teachers have access to high quality lessons and children are motivated to take part and make good progress.</p>	<p>2. The engagement of all pupils in regular activity 4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>The curriculum ensures clear progression of skills from EYFS to Year 6, with opportunities to use and apply skills in different contexts including intra-competition. Long-term benefit of a well planned and coherently sequenced curriculum.</p>	<p>£550</p>

Buy appropriate resources for children with specific SEND participate fully in PE lessons	PE Lead to order resources. Teachers use resources during lessons. Pupils with SEND participate in lessons.	2. The engagement of all pupils in regular activity	Lesson observations and pupil voice show pupils with SEN are accessing the curriculum and making progress. Long-term engagement and participation of pupils with SEND.	£500
Improved concentration and wellbeing by introducing regular opportunities to be physically active during the school day.	All children in school accessing 5-a-day resources through daily aerobics sessions timetabled into the day.	2. The engagement of all pupils in regular activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	Children get regular concentration breaks and physical activity during the school day. Children have commented on how it helps them focus and allows them to learn new exercises. Impact on behaviour and achievement in all curriculum areas through increased well being and focus.	£380
Monitoring the effectiveness of PE teaching and learning across the school.	PE lead to monitor lessons regularly. Teachers to teach quality lessons for children to make progress.	1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Observations, pupil voice and staff voice show that staff are confidently and effectively delivering the PE curriculum, leading to good progress of pupils. Whole school events raise the profile of PE and sport across the school community. Upskilling of staff. Improved teaching and	£1300

			learning. Continuous celebration of sporting achievements.	
Run a Netball club.	Volunteers to run the club. Year 6 children who take part.	4. Broader experience of a range of sports and activities offered to all pupils 5: Increased participation in competitive sport.	40 plus children participate in netball each week. Increased % of pupils engaged in extracurricular sports.	£0
Weekly football clubs to be run for girls and boys leading to competitions.	Club coaches to run clubs at lunchtimes. Year 5 and 6 children taking part in training and the team. PE lead to take children to competitions.	4. Broader experience of a range of sports and activities offered to all pupils 5: Increased participation in competitive sport.	___pupils participating in football every week. Increased % of pupils engaged in extracurricular sport.	£350
To provide LSA's with a wide range of sport specific activities and games to play with the children on the playground and supporting PE lessons.	PE lead to run activities on the playground. LSA's to use games on the playground.	1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	A greater % of pupils are physically active at school and this also encourages teamwork and communication.	£5000

			<p>Children develop and apply skills from lessons and adult led groups independently.</p> <p>Monitor equipment regularly. Once the children have been shown the games they will become responsible for setting up their own games for groups of children.</p>	
To run circuits for children with additional sensory and gross motor skills.	LSA's and teachers running whole class, group and individual sessions.	3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	<p>Direct impact on children's performance across the curriculum as children are more settled when returning to class.</p> <p>Impact on behaviour and achievement in all curriculum areas for children with high levels of need linked to motor skills and sensory needs</p>	£2100
Top up swimming lessons for year 6 children who didn't meet the required standard.	Children in year 6. LSA to take children to the pool.	3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	<p>Increased % of pupils meeting the required standard by the end of Year 6.</p> <p>Long-term benefit to individuals able to perform safe self-rescue and swim 25m.</p>	£1450

Key achievements 2023-2024

Activity/Action	Impact	Comments
<p>1. Increasing the amount of inter-school competition. Weekly football clubs to be run for girls and boys leading to competitions</p>	<ul style="list-style-type: none"> ● The % of children, girls and boys, taking part in football training each week has increased. ● Girls and boys football teams were established and took part in group games. ● Children took part in several School games events this year from across the school. Children who took part were motivated and eager to take part. ● Entering groups and teams for next year's events and making sure they will be prepared to take part. ● We attended Kent Cricket's KS1 and KS2 festivals of cricket. The children could take part in all events and were eager to share what they had learnt back at school. Children were keen to take part in extracurricular events and clubs. 	<ul style="list-style-type: none"> ● Girls football team won their group and were undefeated. ● The boys won their group and then came third in their next round of games. ● Basketball, hockey, bunny run, cricket, tennis were all events run by School Games. ● KS1 and KS2 children took part in Kent Cricket's festival.

2. Renew Get set 4 PE
3. Improved concentration and wellbeing by introducing regular opportunities to be physically active during the school day.

4. Replace and maintain PE and playground equipment.
5. Replace playground markings
6. To provide LSA's with a wide range of sport specific activities and games to play with the children on the playground and supporting PE lessons.

- Through pupil voice, children told me how they enjoyed their PE lessons and how they like learning new sports.
- The children felt that they were able to identify some strengths they had and knew they had got better and progressed within their lessons.
- The curriculum continues to develop the children's skills from fundamental movement skills to playing different sports.
- During learning walks and book looks, teachers are adapting lessons to suit different children.

- The monitoring of PE equipment has occurred throughout the year. This has involved replenishing any equipment lessons needed as well as keeping stock of what we do have.
- Equipment that is not used during curriculum lessons was used for Sports day to teach the children a new skill.
- Children use quality resources during lessons and on the playground to be able to meet their fitness goals

- Our sports coach follows the curriculum set out and children really enjoy their lessons.
- The children enjoy how positive the coach is and how they help the children to progress within the lessons.

- The purchase of new equipment such as basketballs, a tennis net and new rackets allow the children to be more active at playtime.
- The new playground markings are well liked by children across the school.
- Teachers also use the markings during their PE lessons as warm ups.

7. CPD for teachers.

- New playground resources have been purchased this year. Children use the equipment to make their own games and are regularly being active.
- During Pupil voice, I have spoken to children who are positive about the new playground markings. How they like using them in their playtimes and making them more active.
- The markings have also been used during PE lessons as seen during learning walks.
- LSA's who do playground duties, create playground games for the children to take part in. They introduce games for the children to then run their own in the future.
- Children who are involved in playing these games say in pupil voice how they enjoy playing with the equipment and learning new games to play.

- Staff meetings run by PE lead have developed the skills of teachers by showing them new games, giving them access to information from the Get Set 4 PE website.

8. Monitoring the effectiveness of PE teaching and learning across the school.

- Pupil voice across the school showed children were interested and motivated to take part in PE lessons. They knew they had progressed in their lessons and enjoyed playing new sports.
- Learning walks demonstrated that teachers were clear and confident teaching a variety of sports across the curriculum. This allows for children to make good progress during the term as well as being able to further their skills as they get older.
- Sports Day allowed children to take part in a variety of skills. The skills related to fundamental movement skills and some were new this year.
- The children learnt some new skills and were also able to develop and further progress skills they had learnt in the past.
- Major sporting events were put on the assembly rota and staff calendar this year so staff were able to discuss this with the children. From the athletes that take part to their achievements.

- Parents were able to watch on Sports day making it a community event.
- Reading comprehension can relate to sporting events such as The Olympics, Tour de France and Wimbledon.
- Each class was monitoring the Mens Euro 2024 competition and took responsibility to fill in the chart for each game.

9. To run circuits for children with additional sensory and gross motor skills.

- The impact of the children taking part in these sessions allows them to join their classes settled and ready to learn.
- Giving children movement breaks and mini circuits improves their behaviour. This happens across the curriculum and the school and this addresses their motor and sensory needs.
- When the children return to class they are able to learn and therefore achieve better.

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?	72%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	68%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	65%	
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

