



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
Forest School for EYFS	Children are developing physical motor skills, self-confidence and an emotional awareness in the natural world.	This has now become a large part of our EYFS practice at school and has seen lots of physical and emotional benefits for our younger children. So much so that we are looking to run this every year group next year.
Teacher CPD through BRS Coaching	This continues to be an invaluable resource to help maintain and develop our PE curriculum offer. It increases staff confidence and knowledge as well as improving outcomes for our children.	We are reflecting upon ways we can increase the impact that this has as well as thinking about the sustainability of the current format.
Competitions and festivals outside of school	This has helped raise the profile of PE and Sport and develop children's confidence.	We will continue to enter as many local festivals and competitions as well as fielding as many different pupils as possible in order to give as many children a chance to experience an external competition / festival as possible.

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>Increase and embed opportunities for physical activity within the school day, developing children's sense of physical and mental wellbeing. (Train Fruit of the Spirit leaders termly to ensure effective use of playground stations. Continue reflecting on provision and how to adapt and improve further. Maintain two timetabled PE sessions per week.)</p> <p>Provide a range of extra-curricular sports clubs. (BRS lead breakfast club and football club as well as after school dance club)</p> <p>Maintain and improve the quality and variation of PE equipment available to the children.</p>	<p><i>Lunchtime supervisors / teaching staff, coaches, Fruits of the Spirit leaders - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part.</i></p> <p><i>Pupils – as they will take part.</i></p> <p><i>Pupils – as they will develop their fundamental movement skills, including their gross and fine motor skills using this equipment.</i></p>	<p>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 a day, of which 30 minutes should be in school.</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p> <p>Increased participation in competitive sport.</p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities during lunchtimes.</i></p> <p>Fruit of the Spirit Leaders (Play Leaders) supporting activity for their peers every lunch time and creating their own games to play. Physically active breakfast and after school clubs ran weekly.</p> <p>Continued training and support of Fruit of the Spirit Leaders. Each half term a new set of play leaders will be trained to carry out these activities effectively.</p> <p>Continued audit of equipment and making sure equipment is ready to be used.</p> <p>Pupil voice for new ideas, resources and equipment - spoken to children from Oak to Ash base.</p> <p>Explore opportunities for other clubs to be run.</p> <p>Every individual within school has</p>	<p>£5, 034.62</p> <p>28.25%</p>

<p>Forest School for reception children to engage in outdoor play and structured learning. Scheduled time each week.</p>			<p>access to play equipment and can use these within lunchtimes.</p> <p>Fruit of the Spirit leaders are trained and will encourage children to play and use equipment effectively.</p> <p>Competitive sports day was carried out and every child in KS2 took part, where they had the opportunity to complete 2 individual races as well as a relay.</p> <p>All pupils in the school took part in Potted Sports, where Year 4 children and EMS sports leaders helped the younger children have fun and enjoy their sports day.</p> <p>Children are developing physical motor skills, self-confidence and an emotional awareness in the natural world. (Forest School)</p>	
<p>Action – what are you planning to do</p>	<p>Who does this action impact?</p>	<p>Key indicator to meet</p>	<p>Impacts and how sustainability will be achieved?</p>	<p>Cost linked to the action</p>
<p>To provide a broad and balanced curriculum, including the teaching of transferable skills, that meets the needs of all pupils within our school and across the Initio Academy Trust.</p>	<p>Pupils.</p>	<p>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>Improved outcomes for children’s physical education.</p> <p>Continue to use Key vocabulary during all aspects of sports.</p> <p>Ensure all children are participating to the best of their ability.</p>	<p>£1,530.46</p> <p>8.59%</p>

<p>Review the curriculum in each year group checking they link to the progression of skills and ensuring activities meet key objectives.</p> <p>Continue to utilise GetSet4PE as a resource for teaching PE.</p> <p>Celebrate sporting achievements outside of school to help raise the profile of sport and local clubs.</p> <p>Continue to maintain and purchase equipment to facilitate physical education.</p>	<p>Staff and Pupils -</p> <p>Staff and pupils –</p> <p>Pupils -</p>		<p>Continue to implement more competitions for children to showcase their skills and knowledge.</p>	
<p>Action – what are you planning to do</p>	<p>Who does this action impact?</p>	<p>Key indicator to meet</p>	<p>Impacts and how sustainability will be achieved?</p>	<p>Cost linked to the action</p>
<p>Support all staff members in their delivery of PE through the employment of a specialist coach.</p> <p>Staff to work alongside BRS when delivering PE.</p>	<p>Teaching staff – continual CPD.</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Increased confidence for all staff, making sure they understood the PE curriculum and were aware of what GetSet4PE could offer.</p> <p>Increased knowledge of how to plan and support other members of the school.</p> <p>Medium Term Plans are carefully laid out to ensure children have</p>	<p>£11,174.92</p> <p>63.16%</p>

			<p>transferable skills.</p> <p>Staff to continue to reflect on the lessons - what went well/what could be improved.</p> <p>Understanding of GetSet4Pe and the different CPD tools which can be used.</p> <p>Continue to use the medium-term plan to follow progression with the support of GetSet4Pe as a resource and learning tool.</p> <p>Both teachers and children are aware of the learning objective that they are learning about. With reference to the previous progression.</p> <p>Key vocabulary used in each lesson linked to the learning objective.</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
<p>Exposed children to new sports / physical opportunities. (more taster sessions, more competitions)</p> <p>Staff have become more confident in understanding and teaching the fundamental skills that underpin all physical education.</p>	<p>Broader experience of a range of sports and activities offered to all pupils.</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Increased participation in competitive sport and competitions.</p>	<p>We will look to build upon these achievements by offering more opportunities for children to take part in sports and competitions.</p>

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

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p>N/A</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>N/A</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>N/A</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Chris Dear, Teacher</i>
Governor:	<i>(Name and Role)</i>
Date:	