



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
Key Achievement from 22/23	Summary of impact/ Link to Edsential Impact Report	Purchased again for 23/24? How is sustainability being achieved this year – what is the lasting impact.

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>Increased knowledge and confidence of all staff leading to high-quality curriculum PE lessons.</p> <ul style="list-style-type: none"> PE CPD for 4 teachers through 2 x Curriculum Support Programmes- Total PE+ Subscription Edsential Subject Leader Support Programme 	<p>Teachers. Pupils.</p> <p>Year 3 ECT teacher BT</p> <p>EIB teacher LW</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Proposed Impact: Primary teachers will be more competent and confident to deliver effective curriculum PE lessons having taken part in 6 x ½ days of PE CPD each (staff audits).</p> <p>Lesson observations show pupils receive Quality First Teaching across the whole PE curriculum - supported through our Total PE+ subscription, including making links to wider curriculum and supporting social development.</p> <p>Curriculum PE assessments will show increased number of children working at age-related expectations for PE.</p> <p>Evidence: Staff Voice: All school staff are using Total PE+ for individual lesson plans to support teaching and learning.</p> <ul style="list-style-type: none"> % of staff reported increase in confidence teaching PE following the Curriculum Support Programmes. <p>Pupil Voice:</p> <ul style="list-style-type: none"> % of children reported they enjoy PE lessons. % of pupils reported they <p>Compared to 2022/23:</p> <ul style="list-style-type: none"> % of children reported they enjoy PE lessons. % of pupils reported they <p>SURVEY SENT TO STAFF</p> <p>Curriculum PE Assessments show:</p> <ul style="list-style-type: none"> % of children working at ARE (whole school) % of children working at ARE (Key Stage 1) % of children working at ARE (Key Stage 2) <p>Compared to 2022/23:</p>	<p>Edsential Curriculum Support Programmes: Included as part of Edsential Premium SLA (£7,400)</p> <p>Total PE+ Subscription: Included as part of Edsential Premium SLA (£7,400)</p> <p>Edsential Subject Leader Support Programme: Included as part of Edsential Premium SLA (£7,400)</p>

			<ul style="list-style-type: none"> - 79% of children working at ARE (whole school) - 79% of children working at ARE (Key Stage 1) <p>78% of children working at ARE (Key Stage 2)</p>	
<p>To increase physical activity levels to ensure children are meeting the active 30 minutes within school.</p> <ul style="list-style-type: none"> - Extra-curricular clubs - PlayMaker Award delivered to train children to lead Lunchtime activities (Young Leaders) 	<p>Pupils. Support Staff/ Lunchtime staff.</p>	<p>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.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p> <p>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>Proposed Impact: More pupils will be meeting their daily physical activity goal (30 minutes within school hours) compared to 2022/23.</p> <p>More pupils taking part in PE and Sport Activities outside of school hours compared to 2022/23.</p> <p>Increased number of children participating in breakfast and afterschool clubs.</p> <p>Evidence:</p> <p>Extra-Curricular Clubs:</p> <ul style="list-style-type: none"> - Total number of children who attended at least one extra-curricular club in 23/24 = - % of KS2 - % of KS1 - % of EYFS <p>Compared to 22/23:</p> <ul style="list-style-type: none"> - Total number of children = <p>EYFS = 0%</p> <p>Key Stage 1 = 99/107= 92%</p> <p>Key Stage 2 = 133/207= 64%</p> <p>Lunchtime Activities:</p> <p>% of pupil engaged in structured activity at lunch times:</p> <ul style="list-style-type: none"> - EYFS = % - Key Stage 1 = 80%- Playmaker - Key Stage 2 = 45% *IMPROVE* <p><i>(Taken as an average across half-termly observations)</i></p> <p>Edsential PlayMaker Award Programme Impact: Link to go here TBC</p>	<p>3 x Breakfast and Afterschool Clubs through Edsential: Included as part of Edsential Premium SLA (£7,400)</p> <p><i>Additional extra-curricular clubs: £TBC</i></p> <p>PlayMaker Award through Edsential: Included as part of Edsential Premium SLA (£7,400)</p>

<p>To use physical activity to support mental wellbeing.</p> <ul style="list-style-type: none"> - Edsential Rainbow Programme 	<p>Pupils.</p>	<p>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.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Proposed Impact: Pupils report an increase in one or more of the key outcomes of the programmes:</p> <ul style="list-style-type: none"> - Resilience - Self-esteem - Attitudes towards physical activity - Positive mental wellbeing <p>Participation within competitions has supported children to further develop teamwork skills, social and communication skills and supported wellbeing through a sense of ‘togetherness’.</p> <p>Evidence: Edsential Rainbow SATs Y6 Programme: Link to go here. Edsential Rainbow Transition Y2 Programme:</p>	<p>Edsential Rainbow Programme: £920</p> <p>Edsential Rainbow Programme: £920</p>
<p>To support the development of physical literacy within children.</p> <ul style="list-style-type: none"> - Edsential Fundamentals Programme - PE equipment for use in after and before school clubs 	<p>Pupils.</p>	<p>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.</p> <p>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Proposed Impact: Fundamentals Programme will allow more children to participate in extra-curricular clubs to develop physical skills and social and emotional skills.</p> <p>Curriculum PE assessments will show increased ‘physical competence’ across the year.</p> <p>Clubs will be offered every half term and go towards supporting physical development alongside increasing the number of children meeting the recommendation of 60 minutes physical activity per day.</p> <p>Evidence: Fundamentals Programme Impact Report: Link to go here.</p> <p>Curriculum PE Assessments show:</p> <ul style="list-style-type: none"> - % of children working at ARE (whole school) - % of children working at ARE (Key Stage 1) 	<p>Edsential Fundamentals Programme: Included as part of Edsential Premium SLA (£7,400)</p>

			<ul style="list-style-type: none"> - % of children working at ARE (Key Stage 2) <p>Curriculum PE Assessments (just physical competence data) shows:</p> <ul style="list-style-type: none"> - % of children working at ARE for physical skills (whole school) - % of children working at ARE for physical skills (Key Stage 1) - % of children working at ARE for physical skills (Key Stage 2) 	
<p>To promote 'Healthy Lifestyles' through PE, sport and physical activity.</p> <ul style="list-style-type: none"> - Edsential Fitness and Nutrition Workshops 	Pupils.	<p>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.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>Proposed Impact: Children's understanding of fitness and nutrition will grow and developed across the year, through a combination of experiences, teaching as part of curriculum PE lessons and as part of the wider school curriculum.</p> <p>Evidence: Pupil Voice following the Fitness and Nutrition workshops:</p> <ul style="list-style-type: none"> - % of children 'enjoyed the session' - % of children felt 'they had a better understanding of nutrition' after taking part. 	<p>Fitness and Nutrition Workshops: Included as part of Edsential Premium SLA (£7,400)</p>
<p>To use school sport to develop social skills and promote physical activity outside of school.</p> <ul style="list-style-type: none"> - Competitions and Events, including Edsential 	Pupils.	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Proposed Impact: Participation within competitive sport will support children to further develop teamwork skills, social and communication skills and supported wellbeing through a sense of 'togetherness'.</p> <p>Increased number of children participating regularly within a sports club/ team as a result of our competitions provision across the year.</p> <p>Evidence:</p>	<p>Edsential Competitions for All Programme: Included as part of Edsential Premium SLA (£7,400)</p> <p>Cover for Staff to attend competitions and</p>

<p>Competitions for All Programme</p>			<p>Competitions and Events:</p> <p>Number of sporting events attended:</p> <ul style="list-style-type: none"> - 2023 – 24 - - 2022 – 23 - 12 - 2021- 22 - 7 <p>% of children who took part in a competition or event during 2023/24:</p> <ul style="list-style-type: none"> - EYFS – % - KS1 – % - KS2 – % <p>% of children who took part in a competition or event for the first time:</p> <ul style="list-style-type: none"> - EYFS – % - KS1 – % - KS2 – % 	<p>events: £TBC</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

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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<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><i>Use this text box to give further context behind the percentage.</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>Yes/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/No</p>	

Signed off by:

Head Teacher:	<i>Mina Shahi</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Olivia Hitchmough Sian Abraham</i>
Governor:	<i>(Name and Role)</i>
Date:	<i>23.04.24</i>