



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
Last year, the school purchased the GetSet4PE scheme to provide planning and guidance for staff to ensure they are confident with the lessons and skills they are delivering. Ensure a clear progression map is in place that allows all children to access a range of dance, gymnastics, games, fitness and sport specific units. This scheme is designed to ensure a comprehensive and cohesive approach to teaching, encompassing disciplinary knowledge and skill development. It is structured in a manner that aligns with our school's intent, ensuring effective implementation and impactful outcomes for our students. Furthermore, this scheme of work is fully aligned with the national curriculum, guaranteeing that our students receive a well-rounded and academically rigorous PE education that	Staff are confident with the lessons and skills they are delivering. Children receive a well-rounded and academically rigorous PE education that meets national standards. Monitoring and feedback ensures high quality lessons are delivered to children; allowing for continuous improvement in the delivery of physical education.	Continue to implement our broad, balanced, and progressive curriculum that has been purchased for the upcoming academic year.

<p>meets national standards.</p> <p>The PE lead has taken responsibility for overseeing the correct implementation of the scheme of work and ensuring its quality. They have conducted lesson observations to assess the delivery of PE lessons and have maintained a record of these observations.</p> <p>We have chosen to continue to purchase new PE equipment this comes with great benefits to the students in physical education. Purchasing new PE equipment offers advantages such as improved safety, enhanced performance and skill development, increased variety and engagement, adaptation to changing trends, and long-term cost efficiency. These benefits contribute to creating a conducive and effective learning environment for students in physical education programs.</p> <p>We allocated a portion of the Sports Premium funding to provide pupils with the opportunity to attend an outdoor adventure program.</p>	<p>Pupil voice has shown that the introduction of new PE equipment has had a positive impact on student confidence and accessibility, as reported through pupil voice. Children express increased confidence in using the new equipment, which boosts their overall engagement and participation in physical education activities. By the PE team selecting age-related equipment, students feel that the resources are specifically tailored to their developmental needs and abilities, further enhancing their sense of confidence and competence. The new equipment facilitates the inclusion of learners with special educational needs and disabilities (SEND). Its design and features accommodate a diverse range of abilities, ensuring that all students can actively participate and benefit from physical education.</p> <p>Celebrating the accomplishments of pupils who attended the PGL program has contributed to a positive and supportive</p>	<p>Audit the Physical education equipment and order more equipment needed to ensure the continuous improvement of Physical Activity across all areas of school.</p>
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<p>We provided opportunities for pupils to participate in extra curricular sporting clubs</p>	<p>school culture. It has reinforced the idea that individual efforts and growth are valued and recognized by the school community, fostering a sense of pride and belonging among students and staff.</p> <p>The children thoroughly enjoyed our after-school sports clubs and stated this in pupil voice and that parents appreciated the club options available this was found through parent feedback. The PE coordinator also noticed a significant increase in the number of children joining, which is a testament to the positive impact and popularity of these clubs.</p>	<p>Provide opportunities for staff to be upskilled in running lunchtime sports clubs and fixtures and develop fundamental movement skills with early years children. Ensure all staff are confident to deliver the PE curriculum through a range of resources and schemes. A constant provision of higher quality teaching in a variety of sports. More provision for competitive sports. Improved inclusive teaching of physical education.</p>
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending Total £17,750

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>To develop the new P.E. leader in order to assist teachers with planning/assessment of the P.E. curriculum.</p> <p>Liaise with other UL PE leads to: Complete an audit of staff PE skills.</p> <p>Complete support for identified staff for delivery of PE curriculum.</p> <p>Observe (and to be observed by) staff members identified from the skill audit. PE leader to be given time out of class in order to complete activities.</p> <p>Action plan in place.</p> <p>Deliver staff CPD on how to use the Get Set 4 PE website and how to use the planning to inform the teaching of their lessons.</p>	Teaching Staff	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Staff survey indicates that staff feel confident in teaching the PE curriculum. Observations of PE lessons	Cover for release time and CPD 6 days @ £190/day= £1140

<p>Encourage pupils to take on leadership roles that support sport and physical activity within the school.</p> <p>Pupil leaders to organise and lead sporting activities at break times.</p> <p>Pupil voice to ascertain activities pupils would enjoy participating in.</p> <p>Audit equipment and purchase equipment needed for activities.</p>	<p><i>Pupils</i></p> <p><i>Play Leader</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</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>New equipment</p> <p>Ambassador badges</p> <p>Ambassador bibs</p> <p>£1000</p> <p>Staff cover</p> <p>£380</p>
<p>To increase pupil participation in all sports activities.</p> <p>Spare kit to be available so that no child misses out on a physical activity. This includes swimming hats/costumes/towels so that all children are allowed to participate in their swimming lesson.</p>	<p><i>Pupils</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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p>PE/Swim kit</p> <p>£200 swim</p> <p>£500 PE</p> <p>Top up lessons</p> <p>£2973.87</p>

<p>To ensure that an increasing number of pupils in Y4 learn to swim at least 25m, can use a range of strokes and rescue themselves from water</p> <p>Top up swimming lessons provided, so that all pupils attend swimming lessons for an hour a week, rather than 30 mins and complete a total of 36 hours instruction as opposed to the recommended 25 hours.</p>	<i>Pupils</i>	<i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>		
<p>Embed physical activity into the school day through active travel to and from school.</p> <p>Introduce 'Cycle to school' and increase space for bicycles and scooters to be parked.</p> <p>Cycle to school week promoted with prizes for children who walk/cycle/scoot to school.</p> <p>Bikeability programme for Year 5.</p>	<i>Pupils</i>	<i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<p><i>Bikeability</i> £200</p> <p><i>Prizes</i> £100</p>
<p>Increase the range of sporting activities on offer during lunchtime and after school in both K.S 1 and K.S 2.</p> <p>Lunchtime Ambassador Lead to train and support Lunchtime Ambassadors so that a range of activities and sports are available to all children at</p>	<i>Pupils</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<p><i>Sports coach</i></p> <p><i>Rewards for sport's week</i> £100</p> <p><i>Equipment</i> £600 approx</p> <p><i>Staff cover</i> £280</p>

<p>breaktime and lunchtime.</p> <p>Planned opportunity for pupils to attend an outdoor adventure program. This experience will not only foster their outdoor adventure skills but also promote team building and collaboration among the participating children.</p> <p>Introduce Forest schools session-training staff to deliver these sessions in house and develop a Forest school's area.</p> <p>Set up annual Sports Week that will be accessible and inclusive for all children. This event will serve as a fun and celebratory end-of-year activity, showcasing our school's commitment to a well-rounded sports program that promotes inclusivity and enjoyment for all students.</p>				<p>Residential £4000</p> <p>CPD and cover £1100</p> <p>Equipment £500</p>
<p>Establish a school football team.</p> <p>Introduce an after-school sports calendar for the upcoming academic year, featuring a diverse range of activities to keep our children engaged and active. This calendar will include sports like basketball, football, tennis, various genres of dance, archery, and cycling.</p>		<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>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.</p>	<p>Football Kit £500</p> <p>Coaching sessions £3572</p> <p>Specialist coaches</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
<ul style="list-style-type: none">Increased participation in sports activities compared to 2022/23. Spare kit has meant that no child misses out on PE or swimming lessons.The profile of sport has been raised across the school: Pupils competed in football tournament.Pupils have engaged in 10 different sports both competitively and as after school clubs. The range of sports on offer at lunchtime has also broadened and includes the opportunity to practise skills from the unit being taught in PE.Pupils have developed their leadership skills through the role of Play Leaders.OSF funding successfully secured to partner with SCL and develop opportunities for improving the physical and mental wellbeing of the local community	<ul style="list-style-type: none">Continue to develop ways of increasing the physical activity of pupils and their families who are reluctant to exercise.Establish the WOW project run by Living Streets to encourage families to travel actively to school. Further develop parental use of the Daily Mile track and MUGA and family participation in sport through the Dukesgate Academy HubFurther develop participation in competitive sports opportunities against other schoolsContinue to promote diversity and inclusion in sport, to provide positive role models to pupils.	

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?	88%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	57%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	96%	<i>One child recently joined the cohort and has not had experience swimming</i>
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	Top up swimming lessons provided, so that all pupils attend swimming lessons for an hour a week, rather than 30 mins and complete a total of 36 hours instruction as opposed to the recommended 25 hours.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes /No	Children are taught by qualified swimming instructors

Signed off by:

Head Teacher:	<i>A.Eldridge</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>L.Hansom</i>
Governor:	<i>J.Richens</i>
Date:	31.01.24