



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 |
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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 |
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| <i>Increase the amount of children participating in extra curricular clubs by offering 2 free clubs a week.</i> | <i>pupils – as they will take part.</i> | <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> | <i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i> | <i>£130 per week @ 35 weeks = £4,550</i> |
| <i>Sign up to Sports Partnership Premium membership.</i> | <p><i>Primary generalist teachers and HLTAs as they will receive training and coaching.</i></p> <p><i>pupils – as they will take part in competitions, receive leadership</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 2: Engagement of all pupils in regular physical activity.</i></p> | <i>Primary teachers and HLTAs are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. More of the less active</i> | <i>£4,000</i> |

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| | <p><i>training.</i></p> <p><i>pupils less interested in PE receive interventions and sports (historically a portion of these children have been pupil premium or have SEND)</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 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>pupils become more active.</i></p> <p><i>Most KS2 children will have taken part in festivals and competitions.</i></p> <p><i>Pupils in year 5 will be able to carry our sport leadership tasks e.g lunchtime clubs.</i></p> <p><i>Build confidence in children's abilities.</i></p> | |
| <p><i>Increase the amount of competitions</i></p> | <p><i>The pupils to experience a range of competitive sports including a dance competition between schools.</i></p> | <p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> | <p><i>More children taking part in competitions</i></p> <p><i>Increase of stamina and growth mindset.</i></p> <p><i>More children taking part in dance.</i></p> | <p><i>£250</i></p> |
| <p><i>Pay for weekly swimming lessons for children to catch up.</i></p> | <p><i>The pupils that did not achieve swimming in core swimming, as they will have skills for life and be more prepared for water safety.</i></p> | <p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> | <p><i>Aiming for all children to be competent at swimming. Only 60% of children in Y6 achieved targets in core swimming.</i></p> | <p><i>£250</i></p> |

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| <p><i>Host a skipping workshop with a world record holder</i></p> | <p><i>Pupils will have a session with the record holder developing skills and building perseverance.</i></p> <p><i>Teachers and TAs improve their skipping knowledge and building skills to support children's growth mindset.</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 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 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>Children developing better skipping skills.</i></p> <p><i>Use of skipping ropes now available for all children to do this at break and lunch.</i></p> <p><i>More children seen to be skipping.</i></p> <p><i>Acceptance from all staff that skipping is part of break and lunch.</i></p> <p><i>Children competing amongst themselves at break and lunch times.</i></p> | <p><i>£500</i></p> |
| <p><i>CPD for PE Coordinator</i></p> | <p><i>PE coordinator.</i></p> <p><i>Long term - all staff and pupils</i></p> | <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> | <p><i>PE coordinator will be more informed on what and how we can use PE premium for the future.</i></p> <p><i>Pe coordinator exposed to some of the</i></p> | <p><i>£420</i></p> |

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| | | | <i>latest strategies that can be used for teaching and assessment with the potential of implementing these across the school.</i> | |
| <i>End of year Team building/ competitive activities/sports</i> | <i>All pupils Teachers</i> | <i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.</i> | <i>Pupils experience a range of activities that are not part of the curriculum. The enjoyment of being active increases for pupils. Children build long lasting competitive and team building skills. Children's fitness increases. Teachers and PE coordinator become more confident at different clubs that could be hosted.</i> | <i>£1,300</i> |
| <i>Introduce Sports Leaders, buy badges/awards to increase ownership for</i> | <i>Pupils Staff</i> | <i>Key indicator 2: Engagement of all pupils in regular physical activity.</i> | <i>Pupils host clubs / competitions at school. Children host assemblies on sporting</i> | <i>£300</i> |

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| <i>this.</i> | | <p><i>Key indicator 4: Broader 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>achievements around the world or different sports.</i></p> <p><i>This will keep other pupils active and support staff on break lunch time duty.</i></p> <p><i>Children take part in internal competitions.</i></p> | |
| <i>Support children to go on active trips</i> | <i>Pupils who are not in receipt of Pupil Premium and cannot afford to go on trips.</i> | <p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader range of sports and activities offered to all pupils.</i></p> | <p><i>Children can experience a broader range of activities that could not be offered at school.</i></p> <p><i>Children become more active.</i></p> | <i>£200.00</i> |
| <i>Order a Competition kit for pupils.</i> | <p><i>Pupils - especially those who will benefit from not being able to afford a uniform/kit.</i></p> <p><i>Whole School</i></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><i>Children feel proud representing our school at competition events.</i></p> <p><i>Our school is recognised as a school who prioritises PE and being active.</i></p> | <i>£2,400</i> |

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 |
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| Sports Leaders introduced. Children are really eager to earn the badges and host clubs/competitions and assemblies. | Children in year 5 are already keen to be sports leaders for next year. | |
| Workshop raised the profile of skipping at school and children continue to see skipping as a way to keep active. | Children still skip during breaktimes to keep active. | |
| Over 80% of children leaving Y6 with life long swimming skills. | Children with swimming skills for life. | |

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> Relative to local challenges |
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| <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>83.3%</p> | <p><i>We found that there were more children that needed booster sessions due to the lack of swimings over covid. Over 40% of students needed top up sessions.</i></p> <p><i>The remaining children could swim 10 metres and we have recommended to parents to continue lessons.</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>83.3%</p> | <p><i>We would have not been able to achieve this result without the top up sessions offered. Over 40% of students needed top up sessions.</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>83.3%</p> | <p><i>Only children that were confident in swimming performed self-rescue.</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</p> | <p><i>Children in year 6 were offered top up sessions. We used the minibus to transport them to the pool. We found that most pupils did not access swimming lessons during covid and were behind in swimming.</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>No</p> | <p><i>This is currently not a feasible use of sport premium for our school at this time, due to no training being available locally in Bedford Borough for teachers to attend.</i></p> |

Signed off by:

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| Head Teacher: | Cheryl Williams |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Ellie Case |
| Governor: | Paul Emery (COG) |
| Date: | 18th July 2024 |