



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
Providing active play club at lunchtimes	Children able to learn new games and use these independently – allowing more of them to be physically active on more lunchtimes	This provision to be continued and strengthened next year.
The quality and range of after school clubs was increased	Clubs appeal to a wider range of children and are able to be accessed by increased age range. Increase intake for after school sports clubs	Uptake and range of sports will be continued to be monitored next year to ensure we are meeting the needs of the children.
The school participated in a sports festivals and competitions organized through a local sports Partnership	All children had experience of participating in a sporting event outside of school. Raised the profile of sports in the school and the community.	The provision that HSSP offer will be explored further so more activities can be attended and a wider range of sports experienced by the children.

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>Provide an active play club at lunchtime. 'Stay active' lunchtime club.</p> <p>3 x a week adult led physical activity games to increase the amount of time children are physically active for, to improve social skills and build resilience. Allow the children to have a wide repertoire of games to be able to play independently on other days.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 2: increasing engagement of all pupils in regular physical activity and sport</p>	<p>Children joining in with organised games and being more active during their lunch break. They have learnt new games and rules.</p> <p>Children will replicate the games without adult input which allows them to show team player skills, resilience and an improvement in social skills.</p>	<p>£3500</p>
<p>After school Club – Three sessions per week</p> <p>Keeping register of who is attending clubs and ensuring children who do not get into club are offered club first time next time to ensure as many children as possible attend and broaden their experiences.</p>	<p>Children taking part in a wider variety of sports</p> <p>Creating pathway for children to take up sports outside of school</p> <p>Staff allocation to monitor and proactively promote clubs to targeted families</p>	<p>Key indicator 2: increasing engagement of all pupils in regular physical activity and sport</p> <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>More children taking part in organised sports outside of curriculum offer.</p>	<p>£0 (parent funded)</p>
<p>New playground equipment.</p> <p>Purchase and renew small playground equipment and storage to ensure children have wide range of equipment that is good quality to encourage and enable them to be involved in physical activity during break and lunchtime. Good quality</p>	<p>New equipment purchased and stored in accessible way by both staff and pupils</p> <p>Pupils benefit from an increased variety of equipment to encourage a</p>	<p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Children have more resources to make up own games. Variety of equipment allows them to try out different sport skills and different team games/participation skills</p>	<p>£1000</p>

equipment is required to make sport attractive to participate in.	wide variety of participation			
Participation in competitions and festivals run my HSSP and discussing them. Celebrating participation and successes in the competition to raise the profile of sporting achievements and build interest of sporting activities for the children.	Pupils experience intra-sports competition and the experience of playing with others	Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement Key indicator 2: increasing engagement of all pupils in regular physical activity and sport	More children accessing competitive sporting activities.	£500
HSSP subscription package (festivals and competitions) and HAPP Football (Competitions) Children to experience the opportunity of competing against other schools in different environments. Improving discipline, attitudes and sportsmanship in a competitive environment.	Pupils as being able to experience different sports in different environments.	Key Indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils Key indicator 5: increase participation in competitive sport	Children have taster of new activities so can see what type of sports interest them. Range of taster sessions at school can lead onto children joining outside clubs. a variety of sports clubs appeals to more children and so has increase participation in sports	£500
Transportation to sporting events and cover for staffing. Allows the children to participate in competitive sports	Pupils so that they can all access the events	Key indicator 5: increase participation in competitive sport	Transportation to events key for participation for all.	£2000
Expert Sports Coaches (Primary Sports Stars and Talent Dance Academy) to provide training and coaching for school staff. The sport coaches teach lessons and provide coaching to school staff to upskill them and allow school staff	Staff have improved subject knowledge and increased confidence in teaching PE	Key Indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport	School staff have observed good quality sports teaching and have developed their teaching in these areas. Have grown in confidence to deliver lessons independently	£4500

<p>to improve their skill set</p> <p>PE lead attend network meetings, Youth Sports Trust and CAM Academy working party on developing curriculum development. This will ensure that the PE lead has knowledge to lead the subject well in our school.</p>	<p>Subject lead has increased subject knowledge Staff increased in confidence and subject knowledge as information disseminated.</p>	<p>Key Indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>and plan high quality lessons.</p> <p>PE lead increasing her skill set and ability to offer high quality support for rest of staff. Increased knowledge regarding PE curriculum and offers and support available. Networking with other Trust schools has enabled best practice to be discussed and fed into curriculum offer.</p>	<p>£500</p>
<p>Relevant PE courses for PE lead and other staff attended. Attendance on FA Shooting Stars – trained 1 x TA to implement this Girls Football initiative.</p>	<p>Subject lead has increased subject knowledge Pupils gain from extra clubs on offer</p>	<p>Key Indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>We are a FA Shooting Stars affiliated school. Staff are trained and able to deliver the girls football skills though Disney themes lessons. This will provide more opportunities for girls football and increase girls confidence in sports</p>	<p>£1000</p>
<p>Have sports experts in to raise profile of different sports and interest children – Olympic and Commonwealth athletes</p>	<p>Children as see and are taught by an expert</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>Children motivated by professional athletes and encouraged to participated and take interest in sports.</p>	<p>£1000</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
All children have participated in sporting activities off site during the academic year.	Children experiencing a wider range of sports. Having the experience to be taught by sports leaders or compete in a sport, which is difficult to arrange in a small school from within	Will be continuing next year and increase the variety of sports that we take part in.
A number of whole school activities have taken place – including Santa Dash, Friendship run and the London Mini Olympics, Sports Day	Great moral boost for the children and the school. Good to publicise these events. Enjoyment by all.	Will continue as good to take part in whole school events – brings community together
Winners of Y6 Regional Cricket Competition	Confidence boost to children and pride in achievements	
Staff received regular CPD and coaching,	Staff have become more confident in teaching PE.	New PE curriculum being introduced next year and class teachers having input on what is being taught to have high impact on the children.

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?	93%	<i>This cohort have received lessons for the last 3 years at school. Many also have lessons outside of school. Swimming pool costs and transportation to the pool prohibit more than 6 weeks of lessons being provided by school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	<i>This cohort of children have been working on stroke development and are able to confidently swim using different strokes</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	60%	<i>These skills are worked on with the most competent swimmers. This is an area to focus on in future.</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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Have support from a qualified swimming teacher who advises on lesson progression. CPD for swimming may be available to relevant staff next year.

Signed off by:

Head Teacher:	<i>Kate Ruddock</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kate Ruddock</i>
Governor:	<i>L Simpkin</i>
Date:	19 th July 2024