



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.

Total amount carried over from 2022/23	£ tbc
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ tbc
Total amount allocated for 2023/24	£ 16,480
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ tbc + £16,480

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
<p>Swimming Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?</p> <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> <p>OPAL (Outdoor Play & Learning) Key indicator 1: The engagement of all pupils in regular physical activity - Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes</p>	<p>100% of all Y6 could swim a range of strokes and over 25 meters by the time they left.</p> <p>82% could complete an effective safe self-rescue.</p> <p>We have been chosen to be a flagship school for OPAL and now have our Platinum Award for PLAY. We have been recognised as being in the top 0.5% of OPAL schools in the country! We ran an OPAL Play day with 20 other schools, who came to see how we play and how active our children are during our OPAL time. During pupil perceptions, 86% of</p>	<p>A real strength last year was the development of Teachers/HLTAs confidence in the delivery of poolside lessons. Effective CPD in Shallow Water and excellent teacher planning & resources from Complete P.E/Swim England ensured all pupils got time to build skills and achieve their awards. Each child was also given a Swim Award Passport, which recorded their assessments in. They gained certificates and even an achievement badger at the end of Year 6.</p> <p>OPAL has proved to be a valuable tool to ensure physical activity and personal development for all our pupils. All children participate in 30 minutes of play a day, where they are physically active, using core skills such as strength, balance, stamina and</p>

<p>of physical activity a day in school</p> <p>Forest Schools Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Gymnastics Equipment Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>the pupils noted that they loved OPAL because it kept them active. Some pupils quoted 'it reboots me!' 'It allows me to get more energy '. 72% said they enjoyed the physical side of OPAL such as building, moving to make shelters/dens and 46% said they liked using the fitness equipment and climbing too.</p> <p>We managed to secure 3 places for TAs to train as Forest School support workers and 1 Teacher to become another Level 3 Forest School Lead. This had a huge impact on our pupils' Forest School sessions, as it means both key stages can go each week, as opposed to the KS2 Forest School Lead taking one key stage then the other. Staff have built confidence in leading sessions and all staff are motivated and keen to deliver crafts and lead warm up games.</p> <p>Pupils need more challenging equipment/apparatus. during gymnastics. Subject lead has noticed their strength and core is an area of weakness in gym. Subject lead to now look into new gym equipment with appropriate challenge for all. All KS2 pupils were able to talk about key skills they had learnt last year in gymnastics, such as landing, sequencing, mirroring, symmetry & asymmetry routines, moving with fluency and control. Evidence of skills learnt had been recorded and added to google drive.</p>	<p>problem solving skills. Behavior across the school has also improved and pupils seem more motivated and keen to learn. Subject Lead is in talks with the OPAL CEO about the possibility of sharing our OPAL journey with the International schools who have signed up for it.</p> <p>Forest school is a key part of our school week and it has a huge positive impact on our family community. Our pupils lead their play and have created their own areas. Subject lead to think about how we can ensure ALL pupils show woodcraft skills, including those with SEND.</p> <p>Keeping evidence of skills is a great way to show progress across the school. Staff focus on 3 to 4 pupils of different ability to see if knowledge of skills and progress can be made after a unit of sport.</p>
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<p>SEND Celebrations!</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>SEND participation was great this year. All SEND pupils took part in key whole school community sporting events and inter school events too. 12 pupils with SEND also took part in a SEND Panathlon workshop where they worked on key skills. 100% of the pupils said they enjoyed the activities and felt proud representing their school. 92% said they found the games easy, 8% said they were tricky, but they liked to go again.</p>	<p>Subject lead to ensure SEND pupils have sports provision through the FHSSP for 2023-24. She will also look into more sensory-based physical activities for those with SEND who have complex sensory needs.</p>
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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
Innovate our Daily Mile sessions. Introduce the MOKI fitness initiative by Autumn 2nd.	<p>Motivate all pupils to re-engage more enthusiastically and actively in the Daily Mile.</p> <p>Allows all pupils to work on their overall stamina and improve their fitness level.</p> <p>Encourages personal 'best' skills, such as self belief, self esteem and sporting confidence.</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: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. With Daily Mile & OPAL we can actively commit to meeting the 30 minutes a day of physical activity.</p>	<p>£3000 costs for MOKI System and fitness wristbands with class leaderboards.</p>

Enhance Gymnastics equipment to include more challenge for pupils.	<p>Develops Pupils skills in climbing/gymnastics.</p> <p>More self confidence in all pupils in gymnastics and physical skills.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All KS2 pupils will develop stamina and strength. Being used across the school will ensure skills can be built on. Evidence of skills learnt had been recorded and added to google drive.</p>	<p>£5000 for new challenging gym equipment.</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

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>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>Use this text box to give further context behind the percentage.</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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

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