



# 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
Sports competitions	Uptake in after school clubs	Continuity of provision set for next academic year.
After School Provisions – variety of clubs offered	Uptake in participation to the clubs	Participation in sports that are unattainable within the community: Golf, Archery, Tennis
Replenishment of equipment to support Play Leaders in leading sessions at break and lunch times.	Higher activity levels in pupils during break and lunch times	In line with the GMO, more activities and games were participated in by the children.
School visitors	Whole class approach to new learning that is adaptive to the pupil's attainment.	BMX Academy, Skipping and Trampoline Bounce

Teacher CPD	Up-leveling of teachers knowledge of skills (ECT) team teaching	PE lead team teaching across year groups to upskill teachers knowledge and skills.
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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
More lunchtime provision by training more play leaders to keep children active.	Pupils – training given	<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>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£175
Provision of specialist sports coaches to provide extra curricular clubs 4 days per week.	<p>Increased variety of sports and PE activities offered outside of school hours.</p> <p>All pupils will have access to at least one sports or PE after school club.</p> <p>Pupil concentration, commitment, self-esteem and behaviour enhanced.</p>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	After School club provision will include: Ball games, Athletics, Football skills, Multi Sports and Gymnastics. Aston Villa foundation will rotate different after school clubs throughout the academic year so that every child from each year group has	£5760

<p>PE scheme of work to enable all teachers to access and apply the skills needed to up level children's abilities and attainment in PESSPA. The SOW purchased is for three years so sustainability is evident. The SOW is adapted throughout the year and modified to improve the skills for children to progress.</p> <p>Experience days so children can access a variety of different sports that raises the profile of PE</p>	<p>Pupils to have continuous support in learning new skills to access team sports. Training was given to all teachers with their own log in details to access the SOW. Teachers were able to see the planning and adapt according to ability groups. Access to the SOW was available 24 hrs a day. The SOW will show progress through the skills being taught.</p> <p>Pupils experiencing BMX teaching, skateboarding and scooters. Pupils learning new skills</p>	<p>Indicators: 1, 2, 3 and 5.</p> <p>Indicator: 3 and 4</p>	<p>the opportunity to attend a club.</p> <p>The SOW purchased is for three years so sustainability is evident. The SOW is adapted throughout the year and modified to improve the skills for children to progress.</p> <p>Through the opportunity of experiencing the added tuition of riding the bikes the children's enthusiasm to continue with this sport increased and more children now ride their bikes to school. This produced higher activity levels in this sport.</p>	<p>£1,237</p> <p>£1,145</p>
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<p>A clear understanding of the current NGB's with regards to sport framework and intent.</p> <p>Play Leader training to be given to 30 children.</p>	<p>Memberships to AFPE, UK Coaching and YST</p> <p>Aston Villa Foundation will be leading in this teaching. Due to the previous year's success of having Play Leaders at lunchtimes and break times a further 30 children will be trained this academic year. These children will be identified from year 5 and 6. Badges to be worn to be</p>	<p>Indicators: 1</p> <p>Indicators: 4 and 2</p>	<p>Through the opportunity of experiencing the added tuition of riding scooters and skateboards the level of children coming into school using their own scooters and skateboards has increased. Increasing active travel to school.</p> <p>Guidelines used to enable School Sports to be provided. Guidelines available to all staff whenever they require it.</p> <p>Photos and videos were obtained from children.</p> <p>Children have a range of resources to implement games. This has up - levelled the skills of those children taking part in the activities.</p>	<p>£431</p> <p>£175</p>
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<p>Children will be trained in the provision of sports leadership by AVFC</p> <p>Sports Captains to be identifiable through school wearing badges labelled Sports Captain</p> <p>Children in years 1 and 2 to attend AVFC Football tournament</p>	<p>identifiable in school.</p> <p>Children will have more opportunities to keep healthy by participating in sports and PE activities during the above times.</p> <p>10 Sports Captains to be chosen through attitudes, leadership skills and behaviour in all PESPPA lessons. Badges to be worn to be identifiable in school.</p> <p>Children to learn and up level skills in football.</p> <p>This will impact the children's participation in lessons and during lunchtime and break times activities.</p>	<p>Indicators: 4 and 2</p> <p>Indicator: 5</p>	<p>Sports Captains engaged with all children during break and lunch times. These children also supported during PE lessons and Sporting events to ensure all children were focused and engaged.</p> <p>Children took part in game situations with transportation to and from the venue.</p>	<p>£300.</p> <p>£500.00</p>
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<p>Increase in resources for the play leaders and for lessons.</p>	<p>Children to learn through outside learning, up skilling of children's knowledge of orienteering and map knowledge by being active.</p>	<p>Indicators: 2, 3 and 4</p>	<p>Children will be able to learn new games and sports and will be able to up level skills already taught to help in competitions. Increase in sustainability of activities.</p>	<p>£2,300</p>
<p>Whole school cross curricular – OAA.</p>	<p>Children to learn how our body works and the impact of keeping fit. Also, how improving our strength and conditioning will impact our lives in adult life.</p>	<p>Indicators: 2, 3 and 4</p>	<p>People will be able to enhance prior knowledge across other subjects and use these skills in orienteering and support life saving skills.</p>	<p>£2,397</p>
<p>Whole school learning of the impact of staying and eating healthy and the impact of competing in sports has on our body.</p>	<p>Through our own school specialist level 6 teacher.</p>	<p>Indicators: 2, 3 and 4</p>	<p>Children will have an increased knowledge of keeping fit and eating healthy. Also, the improvement of participation in sports.</p> <p>Primary teachers more confident to deliver effective PE supporting</p>	<p>£1,095</p>

<p>CPD for all teachers through team teaching.</p>		<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>pupils to undertake extra activities inside and outside of school.</p>	<p>£0</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
BMX Academy	Increase in children riding to and from school.	Children enjoyed the experience and will be booking them in again to keep the enthusiasm going within school and the community.
Training of pupils – Play Leaders	Children have an increased level of leadership and maturity when leading sports.	Will retrain new play leaders in the new academic year to enhance the profile of sports across the school.
Team Rubicon	Increase in children riding on scooters to and from school.	Children enjoyed the day and all children took part, which increased the profile of the sport.
Resources - equipment	More children actively participating in activities and sports at break and lunch times. This enhances and promotes the GMP's advice.	This will continue into next year with Play Leader meetings (pupil voice) regarding resources and sustainability.

## 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?	14/24 – 58.33%	We had a high percentage of children who were non-swimmers but have still made good progress despite not meeting the NC guidelines. However we have made a conscious effort to work hard to ensure as many children as possible could save themselves if they fell into deep water.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	14/24 – 58.33%	We have a small percentage of parents that actively take their children swimming. This is promoted through school and with links with local swimming baths, however, there is a reluctance from parents to take children to classes due to cost and transportation.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>14/24 – 58.33%</p>	<p>Children have been given safe self-rescue in different water-based situations.</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>Extra lessons were provided to children who were below the national expectation to enhance skills and promote self-rescue.</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</p>	<p>All teachers have team teaching when attending the lessons with the children.</p>

Signed off by:

Head Teacher:	<i>Andrew Byrne</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alison Whittington (PE Lead)</i>
Governor:	<i>(Name and Role)</i>
Date:	23.07.24