



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
Active Minutes introduced by using the School Games Mark Inclusive Health Check: - Daily Mile - Scrap Pod - Trim Trail - Forest School - New equipment - Active travel (Walk to School initiative)	KPI 1 - Increased engagement, participation and fitness levels. KPI 3 - Increased confidence, knowledge and skills for all staff including one member of staff receiving Forest School training.	We are starting to see an improvement in fitness levels, particularly upper Key Stage 2 children. Next Steps: Playground leaders
Whole School Assessment introduced.	KPI 2 - The profile of PESSPA is being raised across the school and assessment is being used as a tool for whole school improvement. Most able pupils are identified.	The investment in the Montagu assessment tool has allowed us to assess, monitor and plan appropriately against the data. Most able pupils have been signposted to external clubs.
Use of external coaches to support staff to deliver high quality PE sessions. Long Term plan written and shared with all staff.	KPI 3 – Increased confidence, knowledge and skills of all staff members in high quality teaching. Professional development is monitored to ensure individual needs of teachers and teaching partners are met.	Pupil Voice has shown that children enjoy their PE lessons and can talk about how their teacher has supported them. Staff talk very highly about their time with the external coaches and how valuable it is.
Greater Whole School involvement in GSSN events for	KPI 5 – All pupils involved in both intra-house and inter-	Increased pride and confidence for all pupils from

competing opportunities.	school competitive opportunities.	being given the experience of representing their school. All pupils are able to live out our school values at events. Sporting achievements recognised in Collective Worship.
Participation in QLC Sporting events.	KPI 4 – a broader range of sports on offer to all pupils. KPI 5 – increased participation in competitive sports for all pupils.	All year groups have attended at least one sporting event this year. All least active pupils have attended a sporting event this year. Increased the number of activities and sports by at least 2 from last year.
Year 5 refereeing course.	KPI 1, KPI 4 and KPI 5 – increased engagement, participation and competition with a range of sports for all pupils.	Upper KS2 pupils have participated in a football refereeing course, allowing them to understand the rules of the game and how to run a football game successfully.
Silver Award achieved in School Games Mark.	All KPIs.	The School Games Mark allowed us to identify what we were already doing really well and what our next steps needed to be.
Participation in Chance to Shine Cricket workshop and Sports For Schools workshop.	KPI 2 – The importance of raising the profile of PESSPA in different ways. KPI 5 – A broader range of sports on offer to all pupils.	These events allowed us to show staff and pupils how important sport and being active can be. The Chance to Shine workshop gave pupils the opportunity to try something new, alongside an expert. The Sports for Schools with Jack Rutter inspired pupils to try something new, have fun and be active all at the same time.
After school clubs continued.	KPI 1 – The engagement of all pupils in regular activities. KPI 3 - Increased knowledge and skills from staff running after school clubs.	After school clubs are monitored and tracked to ensure high quality sessions and all pupils have access. School staff are running clubs to increase their knowledge and understanding of different activities.

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>All staff have been involved in the planning and implementation of activities for sustainability purposes.</p> <ul style="list-style-type: none"> - Active Leaders - Active Partnerships 	<p>All staff – Teachers, Teaching Partners and External Coaches.</p> <p>Pupils who will become leaders.</p> <p>Pupils who will participate in activities.</p>	<p>Key indicator 1 -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>More pupils meeting their daily physical activity goal.</p> <p>More pupils taking a leadership role to improve the participation in activities.</p>	<p>Assumptions:</p> <p>£1000 – cost for staffing</p> <p>£500 - equipment</p>
<p>Continue to use the School Games Mark to track and improve the profile of PESSPA.</p>	<p>PE Subject Leader.</p> <p>All Pupils.</p>	<p>Key indicator 2 – The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>All pupils – improvement of our PE offer to all pupils. (PE lessons, Clubs and a range of activities offered)</p> <p>Forest School</p> <p>Scrap Pod</p>	<p>Assumptions:</p> <p>£1000 – cost of staffing</p> <p>£2750</p> <p>£1380</p>
<p>Use of external coaches to increase the confidence, knowledge and skills of all staff particularly new staff members.</p>	<p>All staff – teachers and teaching partners and external coaches.</p> <p>All pupils.</p>	<p>Key indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p>	<p>Staff – improving the skills and understanding of high-quality PE sessions.</p> <p>Pupils – participation in high quality PE sessions.</p> <p>Assessment.</p>	<p>Assumptions:</p> <p>£8500 – cost of external coaches</p> <p>£1000</p>

More intra-house competitions.	All pupils.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils participating in a range of different sports throughout the school year. More pupils leading different sports.	Assumptions: £300 – equipment
Set up a girls' football team alongside Sportily Football sessions.	All girls.	Key indicator 5: Increased participation in competitive sport.	More girls participating in sporting activities leading to competitive events.	Assumptions: Transport - £1750
Continue to host QLC sporting events.	All pupils.		All pupils have access to competitive sporting events.	

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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</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/No</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/No</p>	

Signed off by:

Head Teacher:	<i>Kate Moss</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Olivia Williams</i>
Governor:	<i>John Coles</i>
Date:	