



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
To develop TA skills in delivering PE activities	Staff from across the school have worked with sports coaches throughout the year which has led to further development of their skills to lead activities that follow our PE curriculum. Members of staff are now confident to lead small groups and a member of staff is now able and often does take groups to external sporting events – the children across the school are now involved in an ever-increasing number of these.	Tas are more confident in understanding the types of activities suitable for each age group, how to encourage them and develop skills in the children – this is often clear outside of PE lessons such as in unstructured times such as break and lunch and during outdoor learning opportunities.
To engage those less engaged with sporting activities	The school has entered inclusive events aimed at those not currently participating in the sports and ensured that we have invited specific children. We have appointed and engaged year 6 Sports Leaders, who have	Sport leaders from the pupil body mean that the children have great role models. This has also meant there is a pupil voice when designing activities which enables us to provide opportunities that children

<p>Involvement in a wide range of sporting events/activities that include as wide a range of pupils as possible.</p>	<p>delivered inclusive events for all including sports day with had events for all abilities, and other school team-based sporting events throughout the year and help to support KS2 sporting opportunities at lunchtime.</p> <p>Our pupils have taken part in competitions, tournaments and activities in the following sports throughout the year: Netball matches/tournament/inclusive netball, football matches, speed stacking, year 2 athletics, Yr6 sports hall athletics, cross country, dodgeball, Southam Athletics, Rugby, sports day, inclusive football tournament/football tournament, swimming in KS2, dance assembly, year 6 residential, activity day at Horley Scout camp and at Blackwell, forest school on site and off site.</p>	<p>want to be engage with.</p> <p>The range of activities that we have offered has captured the interest of pupils in every year group with opportunities spread out at regular intervals, with a variety of competitive and non-competitive nature.</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
<p><i>Develop the opportunities for extra-curricular sport during lunch times led by internal and external sports leaders.</i></p>	<p><i>Pupils across the school will have access to more sporting opportunities.</i></p> <p><i>Pupils who are unable to access afterschool clubs will get the opportunities to take part in extra-curricular activities.</i></p> <p><i>Lunchtime supervisors and TAs will continue to develop skills that enable children to be more active.</i></p>	<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> <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>More children will be able to access a range of activities, develop a range of skills and become confident in completing them.</i></p> <p><i>Use sports leaders to identify the activities and sports that children have most enjoyed and help to develop new ideas for children to participate in.</i></p>	<p><i>£6,000 – 6 hours of additional sports coaching/leadership during lunch time sessions per week.</i></p> <p><i>1 additional member of staff on Monday and Thursday.</i></p> <p><i>2 additional members of staff on Tuesday and Wednesday.</i></p>

<p><i>To increase the variety of afterschool activity and sporting clubs offered to engage a wider range of children.</i></p>	<p><i>Pupils will be able to access a wide range of afterschool activities that develop key sporting skills.</i></p> <p><i>More pupils from a wider range of year groups will be able to access sports clubs.</i></p> <p><i>Pupils will be able to use clubs to prepare for competitive sports such as football, rugby and netball etc.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <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>	<p><i>Physical activities will continue beyond the end of the school day, for many children becoming part of their routine for while they are on site.</i></p> <p><i>Activities being run every afternoon after school will ensure that a significant number of children have the opportunity to participate.</i></p> <p><i>Activities will cater to interest of our pupils’ encouraging engagement.</i></p>	<p><i>£6,000 – 6 hours of additional sports coaching/club activities afterschool per week.</i></p> <p><i>1 additional member of staff on Monday and Thursday.</i></p> <p><i>2 additional members of staff on Tuesday and Wednesday.</i></p>
<p><i>Development of the curriculum to ensure progression of skills and knowledge from Reception to Year 6.</i></p>	<p><i>Pupils will benefit from a well sequenced progression of skills, helping them to build on previous knowledge.</i></p> <p><i>Teachers and TAs will be able to plan and teach lessons that are appropriate to age and</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all 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>Curriculum development leads to a long-term consistent programme of study. Once resourced correctly can be delivered year on year.</i></p> <p><i>Teachers will be</i></p>	<p><i>£500 Scheme of Work – outline of progressive curriculum.</i></p>

<p>Increase number of competitive and non-competitive sporting opportunities for KS1.</p> <p>Continued development of staff across the school to effectively</p>	<p>stage, identifying gaps and planning activities that allow these skills to develop.</p> <p>KS1 children with a range of abilities, who will be able to take part in sports alongside children from other settings.</p> <p>TAs and teachers will continue to develop PE teaching skills to a wide range</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE</p>	<p>confident delivering PE curriculum to any year group, improving flexibility of staffing across the school.</p> <p>Children will engage with other from different settings in a variety of activities, giving them confidence to demonstrate skills and knowledge of sports and physical activities.</p> <p>They will enjoy engaging in activities in a group setting – with some level of competition, but also encouraging team work, sportsmanship, support and shared success.</p> <p>Staff will be able to teach PE effectively across the whole</p>	<p>£600 – Coaching from Coventry Rugby Club to run mini-tournaments x 2</p> <p>approx. £500 transport costs to and from events.</p> <p>approx. £500 cost of participation in external events.</p> <p>CPD and Coach training £5,000 across the academic</p>
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<i>deliver PE through paired teaching/collaboration with external PE coaches</i>	<i>of children – in particular in light of staff moving to work in different year groups.</i>	<i>and sport.</i>	<i>primary age range with more confidence, delivering PE teaching for a range of sports and sporting skills.</i>	<i>year.</i>
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Key achievements 2024-2025

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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>77%</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>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>No</p>	<p>We use the instructors at the local swimming pool to teach swimming. Teachers and TAs are present for behaviour management, safeguarding children, health and safety.</p>

Signed off by:

Head Teacher:	<i>Beth Hanna</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emma Shepherd</i>
Governor:	<i>Full Governing Body</i>
Date:	15/07/2024