



# 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 (from last year's PEESPA)	Impact	Comments
Increase the funding being spent to support with the teaching of those who have further needs, whether it be for SEND, Communication Needs, or for our more able children.	Much more focused has been placed in extra-curricular clubs with SEND/PP focus, as well as competitions and events within and out of the school.	Allocation of external provider for a club to be looked into for next academic year.
A continuation of the sports premium supporting with the playground initiative to ensure a wide variety of sports opportunities can take place at breaks and lunchtimes.	Budget has been spent on playground equipment to support our "Active Play" provision.	PE Leader already working on next order documents for a restock and increase in variety of playground equipment.
Our children passed this knowledge down to other year groups in the school during our sports themed week. They taught Goalball and Boccia to their peers. The concept of different/new sports will be continued next academic year, with: - Archery - Street Tennis	We have implemented a range of themes and topics within the whole school curriculum, from cycling in EYFS, to Boccia in 3/5, to Orienteering, Problem Solving and Game Sense Invasion.	Archery club in place with 10 spaces filled but a reserve list of 30 children in total. This will roll into next academic year and run for 2 terms.
The legacy of cricket will continue with additional provision already being factored into next year's sports premium funding on the back of the Rapid-Fire Cricket Festival.	Engagement and enjoyment of the sport across Years 3 and 5 has lifted, resulting in this becoming a permanent fixture in the PE curriculum here.	We have used a Cricket Charity this year to provide lessons to Year 5, developing links that will hopefully be rolled out to other year groups in the next academic year.



## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

### Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

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 a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport



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>To ensure all children are participating in <b>two hours a week of high quality PE</b> by focusing on teacher training:</i></p> <p><i>Active Play to be reintroduced during Term 1 and rolled out across KS2, with staff involvement increased during break sessions</i></p>	<p><i>All children in KS2 and all teaching staff on “break duties”.</i></p>	<p><b>Key Indicator 1</b> Children will engage more actively in the 15-20 mins each day they receive at breaktimes</p> <p><b>Key Indicator 3</b> Staff will be trained in how to use the active play equipment and become more responsible for the activities that take place</p> <p><b>Key Indicator 2</b> Pupils will engage more actively in breaktimes and so the profile of PE is raised, as they discuss what they are doing with staff each day</p>	<p>Impact: children will be using the vocabulary of what they are learning more often, as well as increasing the likelihood of the involvement in sporting activities.</p> <p>Sustainability: Staff will all be confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE.</p>	<p>New equipment to support this on the playground (multiple orders of resources through the year).</p>

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>To introduce physical education at the earliest possible age.</i></p> <p><i>Cycling lessons provided by a charity to be brought in from January 2024 for EYFS children to begin with.</i></p>	<p><i>EYFS children will be exposed to sporting activity at a young age</i></p>	<p><b>Key Indicator 1</b> Children will engage more actively in the sporting activity</p> <p><b>Key Indicator 3</b> Staff will be trained in how to use the active play equipment and become more responsible for the activities that take place</p> <p><b>Key Indicator 4</b> Children will be given the chance to experience a broader range of sporting activity</p>	<p>Impact: children will be experiencing a broad range of sports that are inviting them into non-invasion games</p> <p>Sustainability: Staff will all be confident and competent. This will lead to more provision and opportunity for further key stages.</p>	<p>Financial cost of £2000 for the whole scheme, used every week in the term, implemented well and extremely positive feedback</p>

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>Ensure enrichment and extracurricular sporting activities are being provided for key demographics, as well as being a much wider variety.</i></p> <p><i>More involvement of INCLUSION games and clubs at Fleetdown</i></p>	<p><i>All children in Year 3 and Year 5, as well as key demographics targeted for sporting clubs</i></p> <p><i>BOCCIA is being trialled in these two year groups this year</i></p>	<p><b>Key Indicator 1</b> Children will engage more actively in the sporting activity after school</p> <p><b>Key Indicator 4</b> Children will be given the chance to experience a broader range of sporting activity</p> <p><b>Key Indicator 5</b> Increased involvement in competitive sport in after school clubs and leagues</p>	<p>Impact: children will be experiencing a broad range of sports that are inviting them into non-invasion games</p> <p>Sustainability: Children in PP, SEND and other vulnerable groups will have the opportunity to engage in sports in a way that does not follow them being a “skilled athlete”</p>	<p>Teacher run clubs and ECB charity provision of Cricket in Year 5 (free)</p> <p>New equipment for clubs taken into account (awaiting finance details of new archery)</p>

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>Involvement and inclusion of staff CPD from outsourcing where possible</i></p> <p><i>More involvement of INCLUSION games and clubs at Fleetdown, meaning that teacher CPD is required</i></p>	<p><i>All teaching staff and therefore children within their lessons</i></p>	<p><b>Key Indicator 3</b> Staff will develop a more in depth knowledge of teaching the subject, leading to higher engagement levels of all learners, especially those classified within vulnerable groups</p>	<p>Impact: teachers will develop their knowledge of warm ups and warm down activities in particular, to make sure children engage in the theory of physical exercise, as well as the practical</p> <p>Sustainability: Teachers can take these lesson skills further to teach other year groups and other topics.</p>	<p>N/A as yet – rolled out within next academic year</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
Two hours per week of high-quality PE lesson teaching	<p><u>From earlier in report:</u>  <i>Impact: children will be using the vocabulary of what they are learning more often, as well as increasing the likelihood of the involvement in sporting activities.</i></p> <p><i>Sustainability: Staff will all be confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE.</i></p> <p>Topics and themes have been chosen to reflect the inside and outdoor spaces available. Teams have stuck to this and ensured that they are teaching a wide range of topic themes.</p> <p>We use our “curricucolour” slides, meaning that key vocabulary is taught at the start and during every lesson, meaning that equipment used is much more sustainable and used in the correct manner.</p>	<p>This year, the themes taught in PE:</p> <ul style="list-style-type: none"> <li>Ball Skills</li> <li>Dance</li> <li>Games for Understanding</li> <li>Gymnastics</li> <li>Health and Fitness</li> <li>Inclusion Games</li> <li>Multi-Skills and Athletics</li> <li>Net and Wall</li> <li>OAA</li> <li>Striking and Fielding</li> </ul>
Introducing PE at the earliest possible age range	<p><u>From earlier in the report:</u>  <i>Impact: children will be using the vocabulary of what they are learning more often, as well as increasing the likelihood of the involvement in sporting activities.</i></p> <p><i>Sustainability: Staff will all be confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE.</i></p> <p>EYFS engaged in weekly cycling lesson, starting with balance and demonstration, then moving into physical cycling. This proved extremely effective and is a scheme already being looked at for 2024-2025.</p>	<p>The scheme we use is CompletePE (£300 annually). This scheme has proved effective for Years 1-6, therefore using <b>CycleMe Tots Ltd</b> has proven effective for beginning PE at an early age.</p>

<p>More involvement of Inclusion Games and use of clubs and Fleetdown</p>	<p>From earlier in the report:</p> <p><i>Impact: teachers will develop their knowledge of warmups and warm down activities, to make sure children engage in the theory of physical exercise, as well as the practical</i></p> <p><i>Sustainability: Teachers can take these lesson skills further to teach other year groups and other topics.</i></p> <p>Staff have been using warmup and warm down activities regularly in each lesson. Using Boccia equipment has proven effective is exposure for Year 3 and Year 5 to new and accessible spots. Feedback from children and assessment data has shown many expected and greater depth in this area.</p> <p>Use of Trust funding has meant that we have hosted football matches for other Trust schools and attended tournaments within the Trust (including Benchball tournament for PP).</p>	<p>This to be rolled out to other year groups in 2024-2025, meaning that new budget will be used to buy more accessible sporting equipment (including more seated volleyball equipment).</p> <p>Running after school clubs, including recent provision of <b>ARCHERY</b> has proven effective in accessibility, in that 10 spaces received 20 requests for child participation.</p> <p>Many SEND and PP children have taken part in competitions and clubs, including external football club (JMF AllStar). data show that we exceed targets for SEND/PP inclusion.</p>
---	---	---



## 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 5 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	Data for 26 children 21/26 = 81%	Data given to PE Leader was a mix of Beginner, Improver and Advance Swimmers
What percentage of your current Year 5 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	Data given for 48 children 10m Front = 26 children 10m Breast = 18 children 15m Back = 25 children	Data given to PE Leader was a mix of Beginner, Improver and Advance Swimmers

What percentage of your current Year 5 cohort are able to perform safe self-rescue in different water-based situations?	19/22 are able to float with and without aids	Data for this only shown for 22 of the children assessed
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/ <b>No</b>	Data given to PE Leader will need to be reflected on when the children move into next academic year (Year 6).
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ <b>No</b>	This has been run through an external provider (Fairefield Leisure Centre Pool)

Signed off by:

Head Teacher:	<i>Alice Harrington</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alex Burnett, PE and Sports Premium Leader</i>
Governor:	<i>Helen Michel</i>
Date:	<i>Term 6</i>