



# 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 (from last year's PEESPA)	Impact	Comments
To ensure all children are participating in two hours a week of high-quality PE by focusing on teacher training: Active Play to be reintroduced during Term 1 and rolled out across KS2, with staff involvement increased during break sessions	Children take part in indoor and outdoor PE lessons every week. These exist in a range of topics and themes and are then rehearsed during break and lunch times.	Children have provision of new equipment to engage in Four Square, Football, Basketball, Skipping and Funnel Ball.
To introduce physical education at the earliest possible age. Cycling lessons provided by a charity to be brought in from January 2024 for EYFS children to begin with.	Engagement was excellent during each session and children are beginning to ride a bike from an early age. The progression into Year 1 PE of hand eye coordination and movement topics link well.	This may continue again in 2025 if funding provisions allow from current budget.
Ensure enrichment and extracurricular sporting activities are being provided for key demographics, as well as being a much wider variety. More involvement of INCLUSION games and clubs at Fleetdown	Boccia has been taught in Years 3 and 5 this year and has resulted in a high level of green and purple statements regarding assessment of hand eye coordination and control.	A passion of the PE Leader is to widen the range of sports taught across the school, to involve more inclusive and diverse abilities. Therefore, Boccia will continue to be rolled out across the school and has taken its firm place as a "wet PE lesson" theme too.

<p>Involvement and inclusion of staff CPD from outsourcing where possible</p> <p>More involvement of INCLUSION games and clubs at Fleetdown, meaning that teacher CPD is required</p>	<p>Provision of after school clubs in the world of sport was lower than hoped, therefore more inclusive and diverse, staff-led clubs, are being rolled out for 2025 academic year.</p>	<p>This year, we will see the likes of Boccia, Seated Volleyball and more feature in our after-school club provision.</p> <p>Staff CPD will take the form of online and in person training by the PE Leader too.</p>
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## 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 provision to continue and result in structured sessions run by a mixture of staff and students at breaktimes and lunchtimes</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: provision of new equipment allows this to happen and staff to be trained on running break activities, as well as with the help of our new Year 6 Play Leaders, leading across the school at break and lunch times.</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 widen the opportunities children have to engage in a wider range of sporting activity and games <b>from the earliest possible age</b></i></p> <p><i>Allocation of spending to EYFS (£2000) to allow for more equipment and climbing frame areas, in line with PD and EA ELG)</i></p>	<p><i>All children from Year EYFS-6, during the more inclusive curriculum and increased opportunity</i></p>	<p><b>Key Indicator 1</b> Children will engage more actively in the sporting activity</p> <p><b>Key Indicator 2</b> The profile of sport and PE across the school is raised as children engage in a range of sports</p> <p><b>Key Indicator 4</b> Children will be given the chance to experience a broader range of sporting activity, with scope for KI5 in regard to competitions and involvement</p>	<p>Impact: children will be experiencing a broad range of sports that are inviting them into non-invasion games</p> <p>Sustainability: Children will engage in a wider range of sport, including the use of more table tennis.</p> <p>This will also be seen through the use of more after school clubs, staff-led, in the world of inclusive sport (boccia, seated volleyball etc).</p> <p>Children will be given the chance to participate and contribute to team sports, improving fitness and aptitude to various games.</p>	<p>£300 plus for new table tennis tables and associated equipment</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, along with the provision of PATHWAYS.</i></p>	<p><i>Children across KS2 in PATHWAYS, as well as staff running after school clubs</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: our pathway clubs offer targeted provision in the world of sport for children from disadvantaged backgrounds, including SEND and PP.</p>	<p>Dependent on events that take place as per PATHWAYS provision this 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>Involvement and inclusion of staff CPD from outsourcing where possible</i></p>	<p><i>All teaching staff and therefore children within their lessons</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 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: Due to exposure in the clubs, this can eventually lead to more involvement in the curriculum, as well as outsourcing within Dartford community hub events.</p>	<p>Dependent on clubs run and fee associated with Dartford hub events involvement</p>

## 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 5 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?		
What percentage of your current Year 5 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		

What percentage of your current Year 5 cohort are able to perform safe self-rescue in different water-based situations?		
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>	
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>	

Signed off by:

Head Teacher:	<i>Toniann Braniff (Acting Head of School)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alex Burnett, PE and Sports Premium Leader</i>
Governor:	
Date:	