



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Awaiting governor review

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 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 2025.**

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 provide additional staffing for lunchtimes (mainly in KS2) to develop relationships with pupils and to engage pupils in play during lunchtimes.	The impact engaging pupils in regular physical activity has been: The use of additional staffing providing support to pupils at lunchtimes has enabled pupils to be taught specific games whilst at lunchtimes and learn how to interact positively with others. MDAs have also completed positive play training; as a result of this new arrangements were introduced on the playground at lunchtime to encourage a more positive environment. The playground is split into zones with an organised activity, led by MDAs in each - this does not include football as this was an activity that pupils identified as causing disputes between pupils. Children continue to respond positively to the different zones in the playground.	Continue to ensure that sufficient staffing levels are maintained to develop relationships with pupils to engage pupils in play during lunchtimes.

<p>To continue to embed the school's approach to teaching physical education. This approach supports all teaching staff with the delivery of the PE curriculum.</p> <p>To provide regular dance lessons for two year groups so that they develop dance skills that are then transferable to other areas of the PE curriculum.</p>	<p>The impact of raising the profile of sporting activities across the whole school has been: Teaching staff are continuing to develop and embed their knowledge and understanding of the Complete PE approach to teaching PE. Teachers' confidence in teaching PE lessons using the approach has increased and pupils are enthusiastically participating within a range of sports.</p> <p>Years 2 and 3 pupils have developed their knowledge, skills and understanding of dance and have participated within dance lessons throughout the year. Pupils are enthusiastic and are able to perform dance routines with multiple moves. Many of the pupils also attend the dance after school club and have practiced dance routines that they have confidently performed to an audience.</p> <p>Year 3 benefitted from having a cricket coach teaching them cricket during the spring term, pupils thoroughly enjoyed this experience and were able to explain the rules of cricket and participated confidently within the lessons.</p> <p>The cricket coach delivered an assembly to pupils to promote the sport and the local cricket club.</p> <p>The targeted provision at lunchtime enables pupils to develop their skills and understanding in a particular sport (e.g. basketball, netball, hockey). As the year has progressed more pupils have participated in these activities during lunchtimes.</p> <p>The football teams participated in competitive matches with local schools. This is an area of PE that we will continue to develop and provide more opportunities for pupils to participate in across the next academic year.</p>	<p>Continue to embed the approach for teaching PE, especially for new members of teaching staff.</p> <p>Continue to develop teacher's pedagogical content knowledge to build their confidence, knowledge and understanding when teaching PE lessons.</p>
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<p>To continue to develop teachers' pedagogical content knowledge in PE.</p>	<p>The impact of increasing teacher confidence, knowledge and skills has been:  Teachers are able to use the approach (Complete PE), and are now more confident in doing so.  A range of PE genres are being taught across the school.</p> <p>Teachers have a curriculum map to outline the skills, knowledge and vocabulary across the school. These are progressive and clearly outline the outcomes in each year group for each PE genre.</p> <p>Teachers' confidence to teach cricket in year 4 has developed as a result of a cricket coach coming into school.</p>	<p>Continue to develop teacher's pedagogical content knowledge to build their confidence, knowledge and understanding when teaching PE lessons.</p>
<p>Continue to offer a range of sporting activities as 'after school clubs' to all pupils. Consider which clubs are being offered and what pupils would like to participate in.</p>	<p>Sporting clubs were offered to pupils throughout the year (football, tennis, dance and balance bikes). These clubs were well attended and many had a waiting list.</p> <p>Pupils were asked which clubs they would like to participate within and these have been reflected in the sporting clubs that have been offered.</p>	<p>Continue to review the provision that is offered to pupils to ensure that there is a range of out of hours provision available to pupils.</p>
<p>Swimming instruction (lessons) for pupils in Year 5 and Year 6 by qualified swimming coaches at local sports centre. Pupils receive one term of swimming instruction (30 minutes x 10 weeks). If a pupil attends in Years 5 and 6 they will receive a total of 30 hours if the pupil attends all sessions available to them.</p>	<p>Pupils in years 5 and 6 have attended swimming lessons, taught by qualified swimming instructors. Each class attends a 30 minute lesson for 10 weeks of the academic year.</p> <p>62% of the cohort in year 6 are able to swim 25m - this is an increase of 10% compared to the previous year.</p> <p>56% of the cohort in year 6 can use a range of strokes effectively - this is an increase of 25% from the previous year.</p>	<p>Continue to provide swimming instruction to pupils in Year 5 and 6.</p> <p>Increase the number / percentage of pupils who are able to swim 25m and are able to use a range of strokes effectively by the end of year 6.</p>

<p>To participate in a greater number of competitive sporting events, particularly for pupils in KS1.</p>	<p>Pupils have had some experience in competing in competitive sports. This included the sports day events where pupils participated in their house teams. An overall winning house was announced in assembly.</p> <p>The football teams competed in competitive football matches.</p>	<p>Continue to identify opportunities for pupils to participate in competitive sports.</p>
<p>Sports Captains devising and supporting pupils with an inter-house dance competition that was held at lunchtime.</p>	<p>Pupils have grown in confidence to perform in front of an audience.</p> <p>House Captains have developed organisational skills and have been able to support other pupils when performing.</p>	<p>Sports Captains to arrange and organise further competitions for pupils to participate in during lunchtimes.</p>

## Key priorities and Planning - 2024 - 2025

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
Continue to engage pupils in play during break and lunchtimes.	<p>Midday assistants and supervisors - as they need to lead the activity</p> <p>Pupils – as they will take part.</p> <p>Teachers - if they are leading an additional club during this time.</p>	<p><u>Key indicator 2:</u> 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><u>Key indicator 4:</u> 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.	£9,000 costs for MDA support lunchtime.
Continue to offer a range of sporting activities as 'after school clubs' to all pupils. Consider which clubs are offered and in which term so that pupils have a range of clubs throughout the year.	Pupils as they have additional opportunities to participate within sporting activities after school.	<u>Key Indicator 2:</u> Engagement of all pupils in regular physical activity	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	<p>£3,500 Dance Club run by external dance coach. Two after school cubs (2 x 1 hour) and one lunchtime club (1 x 30 minutes).</p> <p>Teaching staff also volunteer to lead a club 'out of school hours'.</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>Developing teachers' pedagogical content knowledge within the PE curriculum.</p>	<p>PE curriculum team, supported by the curriculum lead (DHT).</p> <p>Teachers as they are developing their knowledge and skills of teaching the PE curriculum.</p> <p>Pupils as they are being taught a range of sporting activities across their primary education.</p>	<p><u>Key Indicator 1</u>: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p><u>Key indicator 5</u>: Increased participation in competitive sport.</p>	<p>Teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Increased confidence, increased knowledge and understanding of how to teach the PE curriculum.</p> <p>Increased confidence in progression of different sports that are taught within the curriculum.</p> <p>Teachers build on their confidence, knowledge and understanding throughout the year. Curriculum team to identify areas of development and action plan to incorporate these.</p>	<p>No cost that impacts on the Sports Premium</p>
<p>To provide regular dance lessons for years 2 and 3 pupils so that they develop dance skills that are then transferable to other areas of the PE curriculum.</p>	<p>PE curriculum team, supported by the curriculum lead (DHT).</p> <p>Pupils as they are being taught a range of dance genres which is progressive across years 2 and 3.</p>	<p><u>Key indicator 4</u>: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils, in years 2 and 3, meeting their daily physical activity goal, more pupils encouraged to take part in PE and sport activities.</p>	<p>£4,625 - for external dance coach</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
To develop pupils ability to be able to swim the expected length (25m) confidently.	Pupils as they will have the opportunity to learn a life skill and how to keep themselves safe in water (learning to swim confidently).	<u>Key Indicator 2:</u> Engagement of all pupils in regular physical activity	Pupils are engaged with swimming lessons and learn how to swim confidently.	£9088.20 - cost for external swimming lessons for year 5 and 6.  £3720 - cost for coaches
To continue to develop the use of House Captains to include more inter-house sporting events.	PE Curriculum Team, along with input from House Captains, to arrange inter-house events throughout the school (potentially one per term).  Pupils as they will have opportunities to compete competitively within a range of sports.	<u>Key indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.  <u>Key Indicator 5:</u> Increased participation in competitive sport.	Pupils engage with and participate in competitive sport.  Pupils develop and build resilience when competing competitively.	No additional cost
To explore possibilities of inviting guest speakers into school (e.g. athletes, dance troops, gymnastics etc.) to inspire pupils to participate within a sport, attend a sporting club or to become more active.	PE curriculum team, supported by the curriculum lead (DHT).  Pupils as they will be inspired by the guest speakers and see the impact on individuals / teams by the outcomes of the speaker.	<u>Key Indicator 3:</u> The profile of PE and sport is raised across the school.	Pupils are engaged and inspired by guest speakers.  Pupils have aspirations to become a sports person or to go into a profession where sports activity is promoted.	No additional cost - use of Inspiring the Futures Programme
To explore the possibility of external agencies delivering extra curricular activities after school.	DHT	<u>Key indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils	More pupils engage with a wider range of sporting activities after school.	Up to £3,500

## 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?	2023/2034 cohort = 62% of the cohort.  2022/2023 cohort = 52% of the cohort	Pupils in years 5 and 6 receive a 10 week block session of swimming instruction. This is 10 x 30 minute sessions in year 5 and in year 6.  All swimming instruction is taught by qualified swimming instructors and pupils attend the local swimming pool to complete their swimming lessons with school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	2023/ 2024 cohort = 56% of the cohort  2022/2023 cohort = 30% of the cohort	The majority of pupils have no prior swimming instruction before starting swimming lessons with the school. The vast majority of pupils are unable to swim confidently and many require support to submerge their heads and to use their arms and legs to be able to swim effectively.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	2023 - 2024 cohort = 8% of the cohort  2022/2023 cohort = 20% of the cohort	Due to the lack of swimming experience pupils have outside of school; the percentage of pupils who are able to perform safe self-rescue is very low.  Pupils in year 5 do not always have the opportunity (depending on their starting points) to develop this skill and time is spent on developing pupils' knowledge and understanding of basic swimming strokes for them to be able to swim effectively.
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/No	Current national data for pupils being able to swim 25 metres is 75%.  Currently around 75 per cent of pupils leave primary school

		able to swim 25 metres. But this figure drops to 42 per cent in the most deprived areas of the country. <a href="#">Swim England</a>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	All swimming instruction is taught by qualified swimming instructors and pupils attend the local swimming pool to complete their swimming lessons with school.

Signed off by:

Head Teacher:	Mrs Georgina Delmonte
Subject Leader or the individual responsible for the Primary PE and sport premium:	Miss Catherine McCleallan
Governor:	Mr Brian Davy
Date:	18th September 2024