



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
- NPECTs trained staff to run lunchtime games.	Adult-led games available for all to access at lunchtimes – improving focus, behaviour and activity levels.	Ensure rotation / timetable of games being offered.
- Sensory Circuit trial provision.	Access to sensory circuits in Reception and KS1 are enabling regulation for several children.	We now need to ensure the Sensory Circuit areas are protected from the elements to enable access throughout the year.
- Gross Motor Skills provision.	A good range of resources in full use across the Nursery and Reception classes.	Assess Gross Motor skills provision across KS1.
- OAA learning across the school and cross-curricular.	Bespoke orienteering maps with control markers in full use – including a focus on phonics/numbers and 'special days.'	Full CPD given to all staff / use of 'special days' and cross-curricular activities to be encouraged.
- Active Animals for active lifestyles.	Each class is now creating their active lifestyles scrapbook and sharing lunchtime or out-of-school activities with each other.	Staff meeting completed – I now need to follow-up with scrapbooks and the sharing of information about local clubs with parents.
- Dance workshops to help staff confidence in dance provision.	Workshops in Autumn and Summer term are improving staff confidence with teaching dance.	Access further workshops to consolidate this provision.
- Lead PE team teach / transitions	Access for team teaching with staff to share knowledge and ideas / transition sessions for pupils moving up to KS2, especially SEND pupils.	Valuable time has enabled some good sharing of practice across the staff and the transition sessions were fantastic in lessening fears of the

<ul style="list-style-type: none"> - Membership of AfPE - Outdoor Learning week family fun sessions. 	<p>Access to up-to-date information and advice around PESSPA in schools.</p> <p>Chance for children to access different sports and activities they don't usually have access to. Staff and families building community cohesion whilst enjoying a variety of activities.</p>	<p>pupils transitioning up to KS2.</p> <p>Easy quick way to stay informed.</p> <p>Invaluable annual opportunity for building community spirit.</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
Dance Workshops to consolidate previous CPD / extra provision	Pupils – Diwali / Christmas dance workshops to enjoy Staff – chance to see dance covered by dance instructors to magpie ideas and improve knowledge.	Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.	Improve staff confidence and knowledge – provide ideas on how to deliver the dance element of the PE curriculum. Enable pupils to access a wider variety of provision.	£280 Jayadance £808 Christmas Panto dance workshops. + Morris dance workshops for outdoor learning week.
PE Conference and AfPE membership	PE lead – gain up to date information from attended workshops and cascade to other staff.	Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Increase the knowledge of the PE lead in order to share information and new ideas with staff.	£115 £100
Sensory Circuit provision in KS1 and Reception expanded to permanent location/availability.	Pupils – access for aiding regulation. Staff – resource available for regulation of pupils (staff led intervention activity).	Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement.	Provision of permanent all-weather availability of Sensory Circuits to aid regulation across the year.	£1000 resources £4000 all weather area provision.
Introduce Lunchtime Zones – led by NPECTS trained staff and upskilled MSAs.	Pupils – a variety of activities available to all to participate in at lunchtimes. Staff – provide a variety of adult-led or supported activities across lunchtime play.	Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 3 – The profile of PESSPA being raised across the school as a tool for	Pupils – meet their daily activity goals. Participation in competition-type activities (skipping challenge/ stackers etc).	£5000 resources and upskilling training £1800 NPECTS adult-led activities.

<p>Subject Leader time to support staff in teaching of PE / upskill MSAs for lunchtime activities / transitions of pupils to KS2 at WJS</p>	<p>PE Lead – Team teach time with staff / transition sessions with WJS. Staff – access to team teach time with PE Lead to improve confidence, knowledge and skills. Pupils – supported transitions for pupils as they move up to KS2.</p>	<p>whole school improvement. Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils. Key indicator 5 – increased participation in competitive sport.</p> <p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement. Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Staff knowledge improved upskilled and then provide a wider range of activities and games. Active focused children enjoying activities to aid overall school improvement.</p> <p>Greater confidence and knowledge of the PE and sport offered at WW for staff delivering lessons and extra activities. Lunchtime provision to raise the profile of active lifestyles, embedded in their everyday school life. Transitions enable pupils to learn the new school layout using OAA activities with staff from both schools supporting.</p>	<p>£1500</p>
<p>Assess Gross Motor skills provision in KS1</p>	<p>Pupils – Improve access and abilities. Staff – Provide focused activities to build better pupil skills.</p>	<p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Awareness of gross motor skills and development within the PE curriculum provision. Improved gross motor skills across the year groups.</p>	<p>£2000</p>
<p>Active Animals – Share/promote local provision with parents</p>	<p>Pupils – raise awareness for families about local opportunities</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils. Key indicator 5 – increased participation in competitive sport.</p>	<p>Sharing of local provision of clubs and activities available to pupils outside of school.</p>	<p>£500</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

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

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	n/a	
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?	n/a	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	n/a	

Signed off by:

Head Teacher:	<i>Mrs H Kemp</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs D L Newby, PE Lead.</i>
Governor:	
Date:	October 2023