



# 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
<ul style="list-style-type: none"><li>-To provide all children with the opportunity to be physically active at school.</li><li>-Introduce a skills-based approach to the teaching of PE to engage all learners; Develop and use our assessment system to equip learners to overcome the barriers to enjoyment and progress in PE; Support learners with a SEN by providing positive experiences to overcome barriers to progress.</li><li>-Offer a lunchtime physical activity club to each KS2 class; Purchase equipment and resources to be used during break times to increase physical activity</li><li>-To offer a high standard of engaging PE, school sport and physical activity that contributes to pupil well-being</li><li>Working in partnership with the Boston School Sport Partnership (SSP);</li><li>-Promote the value of PESSPA through our partnership with Discovery Sport</li><li>-To raise the confidence and skills of staff in the delivery of PE and sport through equip staff to confidently support the delivery of PE and Physical activities by working in partnership with Discovery Sport.</li></ul>	<p>Pupils are actively engaging in PE lessons and participating in after-school clubs. Additionally, pupils are encouraging others to participate in active lunchtime games. Pupils also have access to a range of lunchtime games under supervision of a PE coach. Lunchtime activities are linked to PE Lessons.</p> <p>Y6 Playground leaders have been praised for their engagement with KS1 pupils in leading them in active games and activities during lunchtime.</p> <p>During PE lessons, pupils have developed their skills through consolidation and choice of adapting their learning activities to meet the needs of their chosen groups. This has built up the confidence of reluctant pupils and they are being more actively engaged in the lessons.</p>	<p>We would like to open up opportunities for pupils to compete with nearby schools during lunchtimes or afterschool.</p> <p>We are developing our TAs to become more active and confident in supporting the class teacher and coach during PE lessons.</p> <p>Very positive feedback from pupils in regards to the format of our PE lessons which gives them more a 'voice' during PE.</p> <p>We would like to further raise the profile of PE through awards, informing parents of PE lessons and assessing pupils' skills.</p>

## 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>1a)Continue providing pupils with physically active games during playtime breaks.</p> <p>1b)Train Playground Buddies to engage KS1 pupils in active play activities (under supervision of staff)</p> <p>2)Provide pupils with access to a range of sports and active, engaging activities.</p> <p>3)Use of qualified coaches to support delivery and planning of PE lessons.</p> <p>4)Pupils to compete competitively within school and with other schools.</p>	<p>Teaching assistants, external coaches and lunchtime supervisors.</p> <p>Pupils, TAs, Lunchtime supervisors.</p> <p>Teachers, Teaching assistants, external coaches and lunchtime supervisors</p> <p>Teachers, teaching assistants and external coaches.</p> <p>Pupils, coaches and staff.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity –</p> <p>KI 2</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 5 Increased participation in competitive sport</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Y6 pupils will be trained through Schools Sports Partnership. KS1 pupils will actively participate in activities and Y6 pupils will display strong leadership skills.</p> <p>Increased sports including archery (soft tip), tri-golf, golf-frisbee, cricket and basketball.</p> <p>Teachers and staff will be more confident in planning, delivering PE lessons and assessing pupils' progress.</p> <p>Pupils will have more gain more experience of applying their sporting skills and will have developed as an individual as well as a team.</p>	<p><i>Discovery Sports</i></p> <p><i>School Sports Partnership (David Ross Educational Trust)</i></p> <p><i>£1472</i></p> <p><i>£374 Playtime equipment.</i></p> <p><i>Discover Sports (external coaching)</i></p> <p><i>Break times and supporting staff.</i></p> <p><i>£15884</i></p> <p><i>Discovery Sports and School Sports Partnership</i></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
1&2)Physical activity provision during breaks.	Pupils are activity engaged with games during lunchtime break (other than football.) Pupils makes use of activity boxes and equipment on a rota basis. Ie: basketball/netball, adventure play, skipping, hoops, tennis/raquet skills, and coach led additional activity such as: tri-golf, archery, cricket, athletics.	Due to more organised, play pupils have displayed positive behaviours. Playground leaders have been successful role-models as well to younger pupils.
2&3)Use of external coaches	Through the Discovery Coaching partnership we have been trialling the Beyond the Physical programme of study. This has had a positive impact on the engagement of pupils during PE and given pupils an active voice during their lessons.	We wish to continue developing this further in 2024-2025.
4) Competitions w/in and other schools	Pupils have participated in Cricket, Athletics, Netball tournaments.	This is a continued target for next year. We would like to engage local schools even more- for school v school to include more year levels and range of pupils of different skills levels.

## 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?	60%	<i>10 of the pupils in this cohort started in stage 1 as non-swimmers- started as walking across leading to immersing their head under water etc.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	21%	



What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	<i>We did not have time/facilities for this at the local pool.</i>
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	Also through local sports partnership.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/a	Local qualified instructors at the pool.

Signed off by:

Head Teacher:	<i>Mrs Gleed -Thornley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Bruce Johnson (Yr 6 teacher)</i>
Governor:	
Date:	12 <sup>th</sup> July 2024