



# 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  |
|---|---|---|
| Extra swimming lessons for years four and five. | More children are now competent swimmers.   | Extra swimming will continue into the next academic year.   |
| Funding of new equipment for PE and playtimes.  | More equipment for the children to use mean better outcomes in skill development                            | The school must improve its offer of clubs to the children. |
| Purchase of the new sports equipment shed.      | More storage space means more equipment can now be purchased  |   |
| Staff CPD.                                      | Improving staff knowledge and capability to teach a variety of sports has improved the quality of teaching. |   |

## 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   |
|---|--|---|---|---|
| <ol style="list-style-type: none"> <li>1. Ensure all children engage in and recognise the importance of regular physical activity for their mental and physical well-being.</li> <li>2. Integrate physical activity into the school day through active travel to and from school, active playgrounds, active ten and active lessons.</li> <li>3. Children (and adults) act as role models for mental and physical well- implementation of Sports Leaders to champion sport in the school.</li> <li>4. Children will have a wider opportunity to participate in sports &amp; games during breaks</li> <li>5. Specific sport equipment bought to play with at playtime.</li> <li>6. Purchase high quality, sustainable equipment and kit for lessons and clubs.</li> <li>7. Provide extra swimming lessons beyond the national curriculum for years 3-6.</li> <li>8. Increase staff confidence and knowledge to be able to deliver a wide range of sports by taking part in CPD run by PE leads.</li> </ol> | <ol style="list-style-type: none"> <li>1 – 7. This impacts the children.</li> <li>8. Staff.</li> <li>9-12. Children</li> </ol> | <ol style="list-style-type: none"> <li>1-7. Key indicator 1</li> <li>8. Key indicator 3</li> <li>9-10. Key indicator 4</li> <li>11-12. Key Indicator 5</li> </ol> | <ol style="list-style-type: none"> <li>1-7. More children will be involved in sport and physical activity.</li> <li>1-7. More children will understand the impact of healthy lifestyle and physical activity on their health and well-being.</li> <li>1-7. More children will be able to swim competently by the time they reach year 6.</li> <li>8. Staff are more comfortable teaching a variety of sports to a higher level.</li> <li>9-10. The children will have more opportunity to take part in a variety of sports after school and received coaching to improve their skills and understanding.<br/>The equipment purchased will enable the children to</li> </ol> | <ol style="list-style-type: none"> <li>1-7. £8314 – play equipment, swimming costs, staff costs for running sports at lunchtime</li> <li>8. £100 - CPD</li> <li>9-10. £10,506 – costs of equipment for clubs and lessons.</li> <li>11-12. £300 - subscriptions</li> </ol> |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>9. Improve the range of clubs offered to the children after school by improving the sports academy offering.</p> <p>10. Replace and replenish damaged equipment in a variety of sports.</p> <p>11. Provide children with opportunities to participate in competitive events within the confederation (opportunities for children who don't often participate in sports and for those talented children).</p> <p>12. Provide children with opportunities to participate in competitive sport, both intra-school and inter-school competitions by liaising with Active Surrey.</p> |  |  | <p>continue taking part in sports for years to come.</p> <p>11-12. All children will be able to take part in a variety of competitive events run by Active Surrey and the schools in the local area.</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  |
|---|---|---|
| <p>A greater number of clubs offered to the children.</p> <p>The school has purchased a wide range of equipment for play times as well as clubs and lessons.</p> <p>CPD has been offered to staff to teach subjects such as handball and football.</p> <p>Implementation of sports leaders.</p> <p>Lunchtime games and in school competitions.</p> <p>Swimming lessons purchased for years four and five.</p> | <p>The number of clubs has greatly increased along with the variety of sports offered. This has led to greater participation and more children taking up sports outside of school after being inspired by lessons within.</p> <p>With the purchase of new equipment, lesson quality and club quality has improved as well as the engagement with sports across a variety of year groups.</p> <p>Staff feel more confident to teach various sports as well as running clubs after school for the children.</p> <p>Sports leader implementation has been a huge success and has encouraged children to take part in sport with their role being very visible across the school.</p> <p>Lunchtime games and competitions have been a huge success with hundreds of children taking part in the various games organised by staff.</p> | <p>There have been several successful ventures this year and we hope that the investment made will continue to encourage children to take part in sports and develop strong athletes.</p> <p>We hope to be more competitive in school competitions next year.</p> |

|  |   |  |
|--|---|--|
|  | <p>Swimming lessons offered to years four and five have been very successful and has improved the children's confidence around water and ability to swim.</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><br><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?       | 90%           | 10% not meeting the expected standard due to during one term with SATs and other school commitments both year 6 class had access to a lower amount of sessions so limiting their exposure to the pool. The slot we were given from the local pool was not ideal for our timetable so created timetabling issues within our school. Discussions are underway to have this changed with the local pool. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke? | 90%           | As there is only one local leisure centre pool, access to facilities is limited for some of the children outside of the school providing lessons. This means most of the children only experience swimming through school and don't get to master multiple swimming strokes outside of lessons.   |

|  |               |  |
|--|---------------|--|
| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>   | <p>90%</p>    | <p>As the above but with this also comes a higher focus for those children in the lessons on the strokes as opposed to water-based rescue skills as they are still needing to practise the main 4 strokes.</p> |
| <p>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?</p> | <p>Yes/No</p> | <p>Extra swimming lessons are offered to years four and five to improve swimming proficiency before the core lessons in year six.</p>  |
| <p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>   | <p>Yes/No</p> | <p>Our swimming lessons are delivered by swim coaches at the local leisure centre.</p>   |

Signed off by:

|  |   |
|--|---|
| Head Teacher:  | <i>Mr Gregory West</i>                        |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Frank Morton and Emily Owen</i>            |
| Governor:  | <i>Mrs Sue Shovellor – Chair of Governors</i> |
| Date:  | 23/07/2024                                    |