



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 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
<p><i>Increase levels of physical activity during lunchtimes by introducing playground leaders.</i></p> <p><i>CPD for teachers. – Coaching through BCFC sports coach / Pe leader / Other where appropriate.</i></p> <p>Continued to employ Sports coach to provide CPD to</p>	<p>This had a big impact on lunchtimes with more children engaged in activities and the leaders more becoming more confident. The leaders also helped to run and organize sports day. Children's voice shows higher levels of engagement as have observations of lunchtimes. Introducing daily mile has also been positive to increase activity for all during afternoon break.</p> <p>Weekly release time for subject leader enabled staff to work alongside for coaching and development. Staff who were identified for support all felt more confident and enhanced their practice.</p> <p>Support and coaching from independent coach provider was not as effective.</p>	<p>This will be continued and embedded further with new leaders being trained.</p>

<p>staff on a weekly basis.</p> <p>Increase participation in sporting events</p>	<p>School engaged in local sporting events and sporting events within the MAC. Most notably football, netball, athletics, cricket, golf and cheerleading.</p>	<p>Continue to review opportunities for competitive sport. Focus on attending some local SEND specific competitive sporting events.</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
<p><i>Increase levels of physical activity during lunchtimes by introducing playground leaders.</i></p> <p><i>Resourcing for this – games, equipment etc</i></p>	<p><i>Pupils – both in terms of their leadership of sport / activity. Also in terms of levels of participation and engagement for all pupils.</i></p> <p><i>Teaching assistants / lunchtime supervisors – working with PE lead to monitor this provision / in turn enhancing their skills and knowledge</i></p>	<p><i>Key indicator 2 -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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>Cost for release for subject leader to: work with pupils / coaching and developing</i></p> <p><i>Setting up</i></p> <p><i>Monitoring / evaluating / enhancing</i></p> <p><i>Resourcing.</i></p> <p><i>£3000</i></p>

<p>CPD for teachers. – Coaching through AVFC sports coach / Pe leader / Other where appropriate. Local area - ECT PE courses</p>	<p>Teachers – increased confidence. Pupils – better outcomes for pupils. Increased enjoyment and engagement.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p>	<p>£10000 for coach.</p>
<p>Develop new PE lead working alongside experience PE lead PE leadership to enable lead to coach and support others.</p>	<p>As above</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. New PE lead confident in leading subject.</p>	<p>£3000</p>

<p><i>Increase participation in after school activity / competitive sport.</i></p>	<p><i>Pupils – more options to be available for after school activity increasing levels of physical activity.</i></p> <p><i>Particular focus on improving SEND participation in after school clubs/ competitive sport.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p>Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>Children more engaged and active.</i></p>	<p><i>£3000 – subject leader time.</i></p>
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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?	94%	We attended swimming lessons for half a term. This amounted to 6 swimming lessons in total. One of the pupils who was unable to swim this distance only joined the school in November 2023. They therefore had not had the opportunity to attend swimming lessons in previous school years.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87%	A few pupils who were able to swim 25 metres were not confident in all strokes and could only swim on their front. This is why this percentage is lower.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87%</p>	<p>The pupils who were not proficient in a range of strokes worked on achieving confident swimming in all strokes before they were able to complete the self-rescue activities, so did not achieve this.</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>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>Highly trained swimming instructors at Tudor Grange Leisure Centre taught pupils from Y3, 4, 5 and 6 last academic year. School staff were able to observe the swimming instructors and learn from their good practice.</p>

Signed off by:

Head Teacher:	<i>C FLAHERTY / L HIPKISS</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>L KENDALL</i>
Governor:	<i>A Matthews</i>
Date:	October 2023