



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
Fit Fortnight Visitors	Pupils introduced to a wider variety of sports and expertise (qualified coaches) Confidence in the participation in Outdoor and Adventurous Education.	New opportunities for children to be active.
Active Travel-Tots on Tyres', Mini Movers, Scoot Safe Bikeability/Bike Fix, Dance From The Heart	All KS2 pupils receive between 1 hour and 1.5 hours of additional sport per week (at lunchtime – organised games)	New opportunities for children to be active.
Change For Life Inclusion Events Playground Leaders training, Welfare Training Athletics Festival	Teachers delivering higher quality lessons. Pupils being exposed to new sports. Better lessons structure, assessment and tracking via the PE Passport.	New opportunities for children to be active.
Replenish old or damaged equipment.	Children/staff can use equipment safely and when needed. Children/staff can use the new scheme of work and the equipment needed to deliver outstanding lessons.	Resources to support high quality teaching in school.
PE Passport.	Staff can access high quality detailed plans which they can use and adapt for their children and deliver high	Resources to support high quality teaching in school

<p>Coaching Sessions in school.</p> <p>Release for PE subject leader to audit resources and organise sports events.</p> <p>Participation in TASA Events Participation in external sporting events (South Ribble Sports Partnership)</p> <p>TA hours to organise/run sporting activities on new back playground for half an hour each lunchtime (one class per day) and each morning playtime.</p>	<p>quality lessons. Staff can evidence, assess and track pupils progress easily and feedback to parents/subject leader.</p> <p>CPD for teacher to support teaching in PE lessons. CPD for all teaching staff to support high quality teaching and learning High quality lessons which will enthuse the children and create a love of sport and healthy lifestyles.</p> <p>Continued opportunities to take part in competitive sport including football and netball friendly matches, athletics; competitive events through South Ribble Sports Partnership.</p> <p>Improved attitude towards sporting activities, especially from children who have previously been less active.</p> <p>Development of new skills. Encourage children to take part in various playground sports and activities.</p>	<p>Resources to support high quality teaching in school</p> <p>Continued participation in external competitions</p> <p>Develop key skills and regular physical activity in all children.</p> <p>Develop key skills and regular physical activity in all children.</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
Fit Fortnight Visitors. June 2023	All staff in school – opportunity for CPD from a variety of different specialist coaches from different sports. Pupils – children have the opportunity to try new and different sports they might not have tried before. They also get the chance to work with new coaches.			
<i>Introduce lunchtime sport sessions/activities for pupils.</i>	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i> <i>pupils – as they will take part.</i>	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£1000 costs for additional coaches to support lunchtime sessions.</i>
Play leader Training	All Y6		Whole school teach	
Active Travel				

Subject Leader Cover				
PE Passport				£450

<i>CPD for teachers.</i>	<i>Primary generalist teachers.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	<i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i>	<i>£5000 for 5 teachers to undertake CPD.</i>
TASA Competitions				
SRSC Competitions				
SCARF-Wellbeing resources.				
Resources	<i>How much are we paying for kit</i> <i>Mats, replenish stock</i>			

Forest School Training	<i>Chloe need to book.</i>			
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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
Fit Fortnight Visitors/coaches/trip	Pupils introduced to a wider variety of sports and expertise (qualified coaches) New challenges and confidence building when participating in Outdoor and Adventurous Education.	New opportunities for children to be active.
Active Travel -Tots on Tyres, Mini Movers, Scoot Safe Bikeability/Bike Fix, Dance From The Heart	All KS2 pupils receive between 1 hour and 1.5 hours of additional sport per week (at lunchtime – organised games)	Engaging children in physical activity throughout the school day.
Change For Life Inclusion Events Playground Leaders training, Welfare Training Athletics Festival	Teachers delivering higher quality lessons. Pupils being exposed to new sports. Better lessons structure, assessment and tracking via the PE Passport.	Staff well-trained and confident to teach all aspects of PE.
Replenish old or damaged equipment.	Children/staff can use equipment safely and when needed. Children/staff can use the new scheme of work and the equipment needed to deliver outstanding lessons.	Resources to support high quality teaching in school.
PE Passport – PE planning		Continued participation in external competitions
Release for PE subject leader - audit resources and organise sports events.	Staff can access high quality detailed plans which they can use and adapt for their children and deliver high quality lessons. Staff can evidence, assess and track pupils progress easily and feedback to parents/subject leader.	Develop key skills and regular physical activity in all children.
Participation in TASA and South Ribble Sports' Partnership Events Participation in external sporting events (South Ribble Sports Partnership)	CPD for teacher to support teaching in PE lessons. CPD for all teaching staff to support high quality teaching and learning High quality lessons which will enthuse the children and create a love of sport and healthy lifestyles.	Develop key skills and regular physical activity in all children.
TA hours - organise/run sporting activities on new back	Continued opportunities to take part in competitive	

<p>playground for half an hour each lunchtime (one class per day) and each morning playtime.</p>	<p>sport including football and netball friendly matches, athletics; competitive events through TASA and South Ribble Sports Partnership.</p> <p>Improved attitude towards sporting activities, especially from children who have previously been less active.</p> <p>Development of new skills. Encourage children to take part in various playground sports and activities.</p>	
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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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	