

# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

Updated July 2024

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
<p>This should be completed as a review. It could include reflections on the impact of spend across a range of the 5 KPIs.</p> <p>1. Funding used to allow SSP Sports Coaches to provide 2 free morning sports clubs per week with the aim of engaging more and different children in regular physical activity.</p>	<p>This section should include both measurable (data) and anecdotal impact. For example, as a result of the actions are more children now active / how many / what % increase? It could also include notes from staff about changes in attitudes / engagement etc.</p> <p>1. As a result of this project, between 15-20 children attended the morning clubs. This helps to make sure more children are taking part in physical activity.</p>	<p>This section is open to interpretation but include comments on what helped to make this successful or barriers to success. Partnerships/ organisations you worked with.</p> <p>1. Staff commented that children settled into lessons better following their attendance at club. A greater number of children from Year 3 and 4 took part in morning clubs.</p>

<p>2. Introduction of scheduled active lessons for English and Maths.</p> <p>3. Improved attendance at festivals to improve attendance of pupils with SEND or children disinterested in PE, taking part in physical activity.</p>	<p>2. Children are having active lessons or activity breaks each day to boost children's physical activity, attainment and concentration levels.</p> <p>3. More children with SEND or disinterested in PE were engaged in physical activity. Children were given new opportunities to experience new sports and gain their own interest in physical activity.</p>	<p>2. Staff commented that children were more engaged in active lessons and attainment in lessons improved. Children commented that lessons were fun, and it didn't feel like normal learning.</p> <p>3. Some of the children that attended festivals began attending sports clubs at school.</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>SSP Basic Membership Model (see attached) To impact on KS2 students and staff / including working with targeted cohorts and the least active within the school population.</p>				<p>£6,300 SSP Basic Membership which allows access to all listed + additional add-ons</p> <ul style="list-style-type: none"> <li>• Team teaching</li> <li>• 2 paid morning sports clubs</li> <li>• First Aid training for Year 5</li> </ul> <p>(see attached)</p>

<p>1. SSP Active Kids/ Character and Multi Skills Festivals</p> <p>2. SSP Conference attendance including sessions from Teach Active and an Introduction to Physical Literacy</p> <p>3. SSP staff inset session in school for gymnastics - rolls.</p>	<p>1. Identified students to benefit from attending intervention festivals all designed to inspire through a positive experience of physical activity</p> <p>2. PE Subject Leads, Maths and English Leads, teaching and support staff</p> <p>3. All staff in school</p>	<p>1. Key Indicator 1 – Engagement of all pupils in regular physical activity</p> <p>2. Key Indicator 1 – Engagement of all pupils in regular physical activity</p> <p>3. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence, knowledge and skills of all staff</p>	<p>1. Profile of students and tracking of attendance in physical activity. School staff accessing new ideas and concepts to take back to school. Ideas used as interventions for some SEND children.</p> <p>2. Audit of cross-curricular activity pre and post training. Staff records of attendance. Measure use of resources and approach.</p> <p>3. Details of staff audit, topics covered, track quality of delivery and levels of confidence. (Staff training has had to be rearranged for the next academic year)</p>	
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<p>4. Engage with Team teaching opportunities through SSP projects (PALS &amp; lesson team teaching)</p>	<p>4. Primary Teaching, Support staff, PE apprentice and selected Year 5 and 6 children</p>	<p>4. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence, knowledge and skills of all staff</p>	<p>4. Levels of confidence, access to resources and knowledge remaining with teaching staff. Pupils can confidently lead activities for the Year 3 and 4 pupils.</p>	<p>(Add-on from membership)</p>
<p>5. Distribution of SSP termly newsletter to raise awareness and profile across the wider school community</p>	<p>5. The whole school community including families and parents</p>	<p>5. Key Indicator 2 – the profile of PESSPA being raised across the school</p>	<p>5. Longer term support and engagement from stakeholders regarding the importance of PESSPA</p>	
<p>6. Access to SSP CPD central training programme and courses</p>	<p>6. Primary teaching staff</p>	<p>6. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence, knowledge and skills of all staff</p>	<p>6. Attendance records, course details and continued monitoring of delivery. BH – Monday 6th November – ‘Delivering Outstanding Dance Lessons’ MC - Friday 9th February – ‘Delivering KS2 Games Lessons’</p>	

<p>7. Access to the SSP full calendar of events, festivals, leagues and competitions</p>	<p>7. Students across the selected to attend the most appropriate events / staff gaining knowledge and ideas</p>	<p>7. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils and Key Indicator 5 – Increased participation in competitive sport</p>	<p>7. Records of events entered:</p> <ul style="list-style-type: none"> <li>- Badminton</li> <li>- Basketball</li> <li>- Boys Football</li> <li>- Girls Football</li> <li>- Cricket</li> <li>- Rounders</li> <li>- Cross Country</li> <li>- Netball</li> <li>- Athletics</li> <li>- Mini Tennis</li> <li>- Tag Rugby</li> <li>- Paralympic Festival</li> <li>- Performance Festival</li> <li>- Team Sport Festival</li> </ul> <p>Greater level of participation from a range of children across the school.</p> <p>Success in competition promotes excitement and interest in the sport – more children willing to participate in future events.</p>
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<p>8. SSP PALS training for Year 5/6. Training of students to support peers and engage less active students in physical activity. Access to SSP Sports Leaders training.</p>	<p>8. Students receiving training and those benefiting from increased opportunities at lunch time.</p>	<p>8. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>8. Increased number of children active at lunch time and participating in clubs. Retain an infrastructure for PALS and Sports Leaders within the school.</p>	
<p>9. Engaging a range of students in SSP performance-based opportunities such as Performance Festival and Virtual Dance Events</p>	<p>9. Students and staff attending events</p>	<p>9. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>9. Tracking of students involved and levels of activity. Whole school engagement with Virtual Dance events.</p>	
<p>10. Replenish sports equipment so staff have enough equipment to deliver the sessions effectively</p>	<p>10. Students, staff and visitors of the school</p>	<p>10. Key Indicator 1 – Engagement of all pupils in regular physical activity and Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>10. Increased involvement in lessons as children have more opportunities to use equipment with less idle waiting time.</p>	<p>£670.15 Sports Equipment</p> <ul style="list-style-type: none"> <li>● Footballs</li> <li>● Dodgeballs (for dodgeball and for basketball)</li> <li>● Tennis balls (Different types for different abilities)</li> </ul>

<p>11. Use the Sports Apprentice to engage children with regular physical activity.</p>	<p>11. Sports Apprentice, staff and students</p>	<p>11. Key Indicator 1 – Engagement of all pupils in regular physical activity Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils Indicator 5 – Increased participation in competitive sport</p>	<p>Staff feel supported in lessons and learn strategies for delivering lessons. Students have a positive female role model to promote physical activity. Training of children for competitions gives them confidence to compete competitively.</p>	<p>£9,175 PE Apprentice</p>
<p>12. Improve the attendance in sports clubs</p>	<p>12. Students and staff</p>	<p>12. Key Indicator 1 – 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>12. Providing 2 paid morning clubs allows for more pupil involvement. Variation of clubs each term allows for different children to become active in a sport they enjoy.</p>	<p>(Add-on from membership)  £1,360 Coach travel</p>
<p>13. Coach travel to events</p>	<p>13. Students and staff</p>	<p>13. Indicator 5 – Increased participation in competitive sport</p>	<p>13. Greater number of children able to attend and experience events.</p>	<ul style="list-style-type: none"> <li>• Indoor Athletics Festival</li> <li>• Performance Festival</li> <li>• Cross Country Competition</li> <li>• Swimming Gala*</li> </ul> <p>*Unable to attend the Gala due to the school being closed and used as a polling station (July 4<sup>th</sup>)</p>

<p>14. First Aid training for Year 5 pupils</p>	<p>14. Year 5 pupils and staff</p>	<p>14. Key Indicator 3 – Increased confidence, knowledge and skills of all staff</p>	<p>14. Children and staff will have a better understanding of dealing with minor and serious injuries and knowing how to react in an emergency.</p>	<p>(Add-on from membership)</p>
<p>15. Bikeability offer for all Year 6 children</p>	<p>15. Year 6 pupils</p>	<p>15. Key Indicator 1 – Engagement of all pupils in regular physical activity and Key Indicator 3 – Increased confidence, knowledge and skills of all staff</p>	<p>15. Children will have the confidence to ride their bike safely on the roads in preparation for travelling to their new secondary school.</p>	<p>£1,650 Teaching resources</p> <ul style="list-style-type: none"> <li>• Get Set 4 PE (3-year subscription)</li> <li>• Teach Active for Maths (2 years)</li> </ul>
<p>16. Continue memberships for schemes of learning</p>	<p>16. Staff and pupils</p>	<p>16. Key Indicator 1 – Engagement of all pupils in regular physical activity, Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence, knowledge and skills of all staff</p>	<p>16. Staff have improved confidence and resources to deliver outstanding lessons. Children experience greater levels of physical activity through active lessons and more engagement in PE lessons.</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
<ol style="list-style-type: none"> <li>1. Team teaching for all staff in areas of PE where they had the least confidence</li> <li>2. Through the SSP calendar of events and offer of sports clubs we were able to provide a wide range of opportunities for students to attend events, clubs and represent the school</li> <li>3. Greater success in competitive events with teams/ individuals improving on previous achievements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff received personalized support and the quality of lessons improved</li> <li>2. An opportunity for the school to celebrate all students. Increased sense of belonging and raised profile of being active</li> <li>3. Creating a winning mentality amongst children to try their best to succeed. Children are keen to take part in clubs and events to share in the success.</li> </ol>	<ol style="list-style-type: none"> <li>1. This approach worked well in areas such as Tennis and Gymnastics. These are areas identified by many staff that require support.</li> <li>2. This will remain a key aim for our school in future years.</li> <li>3. Reaching the County Finals for Boys Football and an individual County Finalist in Cross Country was a first for the school.</li> </ol>

## 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*

<b><u>Question</u></b>	<b><u>Stats:</u></b>	<b><u>Further context Relative to local challenges</u></b>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	58%	We don't have a swimming pool on site, so we will travel to Waterside Sports Centre by coach. Children take swimming lessons in Year 4 with the school. Many other children have swimming lessons outside of school hours. Top-up swimming lessons were offered to all parents in Year 6.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58%	Children were asked if they could competently, confidently and proficiently swim at least 25m. We don't have a swimming pool on site, so we will travel to Waterside Sports Centre by coach. Children take swimming lessons in Year 4 with the school. Many other children have swimming lessons outside of school hours. Top-up swimming lessons were offered to all parents in Year 6.
		Children were asked about what strokes they believe they're efficient in.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>67%</p>	<p>We don't have a swimming pool on site, so we will travel to Waterside Sports Centre by coach. Children take swimming lessons in Year 4 with the school. Many other children have swimming lessons outside of school hours. Top-up swimming lessons were offered to all parents in Year 6.</p> <p>Children were asked if they felt they were able to perform safe self-rescue in different water-based situations.</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</p>	<p>We don't have a swimming pool on site, so we will travel to Waterside Sports Centre by coach. Children take swimming lessons in Year 4 with the school. Many other children have swimming lessons outside of school hours. Top-up swimming lessons were offered to all parents in Year 6.</p> <p>Swimming information of children who attended Top-up sessions was sent to the school.</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>No</p>	<p>We don't have a swimming pool on site, so we will travel to Waterside Sports Centre by coach. Children take swimming lessons in Year 4 with the school. Many other children have swimming lessons outside of school hours. Top-up swimming lessons were offered to all parents in Year 6.</p> <p>We don't have access to our own pool, so teaching of swimming isn't required. Qualified</p>

*staff at Waterside Sports Centre provide the teaching of children in Year 4 and during Top-up sessions.*

Signed off by:

Head Teacher:	S. Townsley
Subject Leader or the individual responsible for the Primary PE and sport premium:	Middleton
Governor:	Leanne Clark
Date:	16-7-2024