



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

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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
<ol style="list-style-type: none"> <li>1) Restock and increase array of sports equipment</li> <li>2) Playtime/lunchtime equipment introduced for all classes</li> <li>3) Sports sessions provided by external provider</li> <li>4) Attend a range of sports competitions throughout the academic year</li> <li>5) Developing CPD for staff</li> <li>6) Provision of swimming instructors for year 5 and 6 to maximize swimming opportunities</li> <li>7) PE leader to give training to sports leaders on activities to run at breaktimes and lunchtimes</li> </ol>	<ol style="list-style-type: none"> <li>1) Teachers have been able to continue to teach high quality PE lessons and children have been able to engage in these lessons with access to the appropriate equipment.</li> <li>2) Children are more engaged with activities at lunchtime. There are improvements in fitness levels</li> <li>3) All children receive specialist teaching of different sports which is linked to the curriculum.</li> <li>4) Children increased involvement in sport and physical activity to encourage love of sport, appreciate benefits of leading healthy, active lives and promote further participation out of school.</li> <li>5) Up-skilling of staff to improve the profile of PE across the school and to ensure an inspiring PE curriculum is being provided to all children</li> <li>6) Children in year 5 and 6 go swimming for a week where they are assessed and then taught the necessary skills based upon their needs. All children made progress from their individual starting points.</li> <li>7) Sports leaders were successfully trained and provided children with further opportunities to be active.</li> </ol>	<ul style="list-style-type: none"> <li>• Plan more whole school competitive events</li> <li>• Continue with CPD for all staff especially with new members of staff joining the school</li> <li>• -The schools existing P.E assessment system needs reviewing and updating- keep it in line with the schools P.E Skill progression document</li> <li>• Explore introducing a program at lunchtime for the children to engage in e.g. Opal</li> </ul>

## 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
1) Introduce a lunchtime programme e.g. Opal	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part. Play leaders to develop the activities SLT to explore different outdoor play and learning programme's to introduce.	1) Key indicator 2 - The engagement of all pupils in regular physical activity 1) Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	1) More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	1) £8500
2) Effective P.E assessment system put in place.	2) P.E leader needs time to plan and organise - supply costs.	2) Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	2) The P.E assessment system will link to the school skills progression document and effectively identify children that need further support to make expectation. It will also help to identify those that need challenging clearly.	2) £650
3) Increase the amount whole school competitive events children participate in.	3) P.E leader needs time out of class to plan and deliver events.	3) Key Indicator 5: Increase participation in competitive sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	3) More pupils encouraged to take up an interest in sports in and outside of school. Also increasing activity levels.	3) £2000

4) Targeted CPD for teachers in the teaching of Games and PE	4) Coaches to deliver the sessions. Children participating in the lessons. P.E leader to plan, review and observe.	5) Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	5) Staff more confident at teaching a wide range of P.E to help deliver an impactful curriculum.	4) £1000
5) Teachers gain CPD in Outdoor and adventurous activities. Hampshire services providing the CPD.	5) Teachers- Inset Day	5) Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	5) Staff more confident at teaching a wide range of P.E to help deliver an impactful curriculum.	5) £1050
6) Resources replenished and sourced to enable the teaching of a high quality curriculum for all pupils. Also to support/increase the participation in competitive events.	6) P.E leader needs release time to order appropriate resources. P.E leader needs release to plan P.E leader needs time out of class to assess old equipment and order.	6) Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: increase participation in competitive sport. Key indicator 2 -The engagement of all pupils in regular physical activity.	6) All children able to have appropriate equipment and teachers to be able to teach a broad and rich curriculum. Children are also more prepared for competition. Playtimes are more active.	6) £4000
7) T-shirts purchased for children to wear when they participate in sporting competition	7) PE leader needs time to order appropriate t-shirts	7) Key Indicator 5: increase participation in competitive sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	7) All children participating in competitions will have appropriate clothing and be proud to represent Fryern.	7) £1000
8) New subject leader will need training and to be able to attend the PE conference	8) PE leader needs release time to attend training	8) Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	8) PE leader more confident in leading PE.	8) £900

## 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?	77%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	77%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	77%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This is because swimming is taught by swimming instructors who are not members of our school staff.