



# 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
<ul style="list-style-type: none"> <li>PE scheme in place to support and increase staff's confidence, knowledge and skills when teaching PE.</li> <li>Children are involved and engaged in additional, daily physical activity throughout the school day (becoming physically active).</li> <li>Some children are accessing active extra-curricular clubs run by staff and sports coaches.</li> <li>PE Leader to raise the profile of physical activity, physical education and sports provision in school.</li> <li>Children have taken part in sports workshops to provide a broader experience of a range of sports and activities.</li> <li>Children have taken part in festivals and events with other schools in the local area to increase participation in competitive sport.</li> </ul>	<ul style="list-style-type: none"> <li>All staff accessing the GetSet4PE scheme.</li> <li>Most children are receiving 2 sessions of PE each week.</li> <li>Some children are becoming active by accessing daily movement breaks throughout their school day.</li> <li>Some children have accessed a sports extra-curricular club.</li> <li>All children have accessed various sports workshops introducing them to a broader range of sports.</li> <li>Some groups of children have taken part in a competitive event with local schools.</li> </ul>	<ul style="list-style-type: none"> <li>Staff accessing scheme and confident when navigating the website.</li> <li>Implement a step by step process for staff to begin delivering sessions (alongside sports coach).</li> <li>Need to encourage <b>all</b> children to become active throughout their school day.</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
All children to become physically active throughout their school day.	Children, Staff, PE Lead, Middays	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.	PE Lead delivered information to staff, throughout the year reiterating and reminding staff of the importance of being physically active (from previous ‘Becoming Physically Active’ training).  Children are more aware of the importance of being physically active. Children engage in regular physical activity, mindfulness (Take 5) and movement breaks throughout the day.	<b>£400</b>
Engage children in a range of active extra-curricular clubs run by staff and sports coaches.	Children, Staff, PE Lead, Middays	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	High participation in lunchtime clubs and after school clubs – led by Bolsover Coach and mid-day staff	<b>£4,000</b>
Provide engaging and safe equipment that supports and encourages extra-curricular physical activity at playtimes and lunchtimes	Children, Staff, PE Lead, Middays, Head			<b>£1,270</b>
To maximise engagement for all children (including PP, SEND, FSM & Girls) and encourage those who are less active.			DG led a Lioness Girls Football Club which encouraged less active/low confidence children to become involved in sport. Equipment purchased to support football club and FunFit sessions.	<b>£650</b>

<p>Staff to work alongside sports coach to deliver a high quality PE scheme to children.</p> <p>Implement a dynamic curriculum map that meets the needs of the children in our setting.</p> <p>Provide sports workshops to introduce children to a broader range of sports and activities.</p> <p>Provide opportunities for competitive sports within school and between local schools.</p>	<p>Children, Staff, Sports Coach, Head, PE Lead</p> <p>PE Lead &amp; Head</p> <p>PE Lead, Children, External Coaches</p> <p>Children, PE Lead, Staff</p>	<p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><b>Key indicator 3:</b> The profile of PE and sport is raised across the school as a tool for school improvements.</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p>PE leadership: development and monitoring</p> <p>Children in KS1 are receiving 2 sessions of PE each week.</p> <p>PE Lead introduced a stepping stone process for the scheme to be implemented across the academic year. (Observing Sports coach in Autumn Term, Team teaching in Spring Term and Independent Teaching with Sports Coach support in Summer Term). This ensured the scheme was embedded for staff's knowledge, understanding and confidence when delivering high quality PE.</p> <p>(Staff in EYFS providing physical development opportunities in both indoor and outdoor provision.)</p> <p>Long Term curriculum map designed and shared with staff and sports coaches – continually dialogue throughout school year.</p> <p>Children accessed Dance workshops in addition to usual curriculum.</p> <p>As part of our involvement with MSSP, some children have represented the school and experienced various festivals/competitions with other</p>	<p><b>£1000</b></p> <p><b>£5,000</b></p> <p><b>£1,500</b></p>
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<p>To raise awareness of competitive sport and provide the children with the skills needed to enable them to take part in competitive sport.</p> <p>To further develop the role of PE Leader in driving improvement and raising the profile of physical activity, Physical Education and sports provision in school.</p>	<p>Children, PE Lead, Staff, Sports Coach, Head, Middays</p> <p>PE Lead &amp; Head</p>	<p><b>Key indicator 5:</b> Increased participation in competitive sport</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p><b>Key indicator 3:</b> The profile of PE and sport is raised across the school as a tool for school improvements.</p> <p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>schools from the local area. Minibus transport was provided to ensure the children were able to attend.</p> <p>All children took part in our annual competitive sports week, showing an understanding of taking part, winning and losing. The children showcased and celebrated their achievements with each other.</p> <p>As a school, we raised awareness of the Summer Olympics – introducing the children to a broader range of sports and activities.</p> <p>All staff aware of the importance and expectation of PESSPA for children at Hetts Lane.</p> <p>PE Lead continually monitoring and developing PE across school to drive improvement.</p>	<p><b>£650</b></p> <p><b>£2,700</b></p>
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**£17,170**

## 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
<ul style="list-style-type: none"> <li>• PE scheme secure in supporting staff when teaching high quality PE.</li> <li>• Children are involved and engaged in additional, daily physical activity throughout the school day (becoming physically active).</li> <li>• Children are accessing some active extra-curricular clubs run by staff and sports coaches.</li> <li>• PE Leader continued to raise the profile of physical activity, physical education and sports provision in school.</li> <li>• Children have taken part in some sports workshops to provide a broader experience of a range of sports and activities.</li> <li>• Children have taken part in festivals and events with other schools in the local area to increase participation in competitive sport.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff confidently accessing PE scheme.</li> <li>• All staff have observed a specialist sports coach in the delivery of the scheme (Autumn Term), team taught the scheme (Spring Term) and then independently taught the scheme with the sports coach present (Summer Term).</li> <li>• Staff are now independently delivering PE sessions, using the scheme.</li> <li>• Most children are becoming more active throughout school day – aiming to meet the CMO’s guidelines.</li> <li>• All children have accessed a Dance workshop, in addition to usual PE curriculum.</li> <li>• Positive PE culture in school – staff and children becoming more aware of the importance of being active and the impact that this has on our health and our learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff now confident delivering scheme – need to purchase more equipment to ensure we have what is needed for all units.</li> <li>• Need to monitor all year groups to ensure <b>all</b> children are accessing daily movement breaks.</li> <li>• Provide a wider range of extra-curricular sports clubs next academic year.</li> <li>• Attend more festivals to enable more children to participate in competitive sport.</li> </ul>

## 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?	N/A	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>N/A</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>N/A</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>N/A</p>	

Signed off by:

Head Teacher:	Lucy Stancliffe
Subject Leader or the individual responsible for the Primary PE and sport premium:	Laura Hays – Year 2 Class Teacher and PE Lead
Governor:	Nick Crew – Chair of Governors
Date:	July 2024