



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
Access to high quality resources during P.E sessions. Enough quantity of resources to enable access for all	The funding has ensured that all P.E sessions have been fully resourced leading to greater participation and active minutes in lessons	Continue to monitor P.E resources for wear and tear – purchase new items when necessary
Access to an increased range of high-quality resources to facilitate active play	Observations include increased participation with the new playtime equipment. Children enjoy their new equipment and have come up with some new games to play	Continue to monitor playtime equipment and ask children for their suggestions to ensure continued interest and participation
Provided additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety	85% of children in Year 6 (11 out of 13) met the national curriculum requirements for swimming. 100% of children in Year 6 met the national curriculum requirements for water safety	We need to continue the top-up swimming if the sports premium continues as this is extremely important and beneficial as we live near open water

Improved children's emotional and mental wellbeing through Forest Schools	All children throughout schools engaged in at least half a term's forest school sessions. Children learnt new skills and their wellbeing improved. They became more resilient. Teachers had the correct equipment to deliver the sessions successfully and safely. Teachers have been able to develop their skills	Forest school lessons will continue throughout school on a regular basis. Trained staff will deliver the sessions to other classes so all children are able to take part
Offered sports after school clubs	Children were able to engage in after school dance, dodgeball, mindfulness craft and cricket club. Children have developed their skills in these areas	We need to maintain links with external coaches
Purchased cross-curricular orienteering	All classes have been taught orienteering for 1/2 a term as part of the P.E curriculum. It had also been used during lessons such as SPaG, maths and science. Children have really enjoyed taking part in these lessons	We will continue to use these resources across all lessons and during our orienteering sessions. Annual subscription of £400
Purchased new sports kit to raise the profile of P.E	Children took part in competitions with our branded Ambleside kid	Continue to monitor P.E resources for wear and tear – purchase new items when necessary
Sports coaches came in to deliver high-quality lessons	Enhanced planning and teacher confidence in the delivery of a variety of sports following observation of externally led sessions. Assessment is more accurate. Children were able to take part in a variety of sports	Maintain links with external coaches. Teachers use their learnt skills when delivering future sessions.

Purchased Complete PE Programme	Staff now feel more confident with delivering the P.E curriculum and how the children progress in each area throughout school. Assessment is online and is in a clear format for the staff to follow each half term. Children enjoy the lessons	Keep renewing the subscription if sports premium money allows
Introduced children to new sports/activities to encourage them to take part in the physical activity	Children developed and learnt new skills and they enjoyed taking part in the sessions	Book more sessions in the future if Sports Premium continues
Transport was always available to transport children to and from sporting competitions/activities	Children enjoyed taking part in the competitions against other children from local schools. They have developed their skills in the different events to help them go further in the future.	Hopefully children can still be transported easily to future competitions

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
Launch the OPAL play scheme to improve pupil wellbeing and their experiences of playtime	Lunchtime supervisors / teaching staff as they need to lead the activity	Key Indicator 2	Children have access to a broader range of activities that promote physical activity and pupil wellbeing. Children are able to be more active but OPAL has led to few incidents and accidents. Children are more engaged with physical activity and have the chance to be more creative. This has been our first year of implementing OPAL and we have an action plan to develop this even further.	£6,000
Sports coaches to broaden the range of sports being delivered	Pupils and teachers' subject knowledge	Key Indicator 1, 2, 3 and 4		£4,000

New playtime equipment	Pupils	Key Indicator 2	£2,700
P.E Curriculum & CPD	Teaching Staff	Key Indicator 1	£1,900
Top-up swimming	Pupils	Key Indicator 3	£1,200

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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
Implemented OPAL	All staff have had relevant training delivered by OPAL leaders. They have worked with the staff to open their minds to the range of activities that could be on offer to the children in addition to what was already being done. As a result, the children are now participating in more adventurous and active play – less incidents and accidents. OPAL happens whatever the weather so they are encouraged to be active even when it's raining.	Feedback from parents and children has been positive Fewer incidents and accidents at break times which is leading to more enjoyment and less disruption for teachers in an afternoon
Had sports coaches in – dance teachers, kwik cricket and orienteering	Staff have been able to observe and work alongside skilled coaches in a range of sports. KS2 has taken part in The Brewery Arts Dance Platform for the first time this year giving them an opportunity to display their enthusiasm and learning in dance on a professional stage.	Staff have enjoyed the opportunity to work alongside coaches and develop their skills. We have also appreciated the opportunity to use coaches beyond school hours and offer children after school clubs.
Children now have access to a broader range of equipment for them to play with at school	Children have been more engaged and more enthusiastic about play times. They are able to engage in traditional games and sports but can also use their imagination to	It has been pleasing to see the older children initiating games with the younger children.

<p>Top-up swimming for children in UKS2</p>	<p>develop their own games.</p> <p>More children are now confident and competent swimmers.</p>	<p>We are very lucky to have access to a pool at a local primary school. We hope that we can carry on using this pool as we are aware of how expensive it is to run.</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?	82%	9 out of 11 children. We use a local primary school's outdoor swimming pool.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	82%	9 out of 11 children. This has been delivered over a 3 year period with a half term of swimming lessons every year.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	82%	9 out of 11 children. Treading water HELP – heat, escape, lessening, posture
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?	Yes	Following Covid, we recognized the need to provide additional swimming lessons. Also, we are not located in an area that is close to a leisure important and it's paramount that the children have access to swimming lessons as we live near lots of open water.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We use a swimming teacher that is employed by the local primary school. The class teacher is present during the lessons.

Signed off by:

Head Teacher:	Alison Broom
Subject Leader or the individual responsible for the Primary PE and sport premium:	Megan Rimmer
Governor:	Ruth Porter
Date:	04.07.24