



# 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.

2022-2023 Budget (with carry forward)	Spent	Carry Forward	Allocated for 2023-2024	2023-2024 Budget – including carry forward
£19,874	£12,885.51	£7,133	£17,060	£24,193

**There is a large portion of funding set aside for the maintenance of the current equipment due to us having an invoice processed from an equipment inspection carried out in the summer holidays. The invoice is for £2,228.99 that will come out of the budget for this year. There is a second invoice for the repairs to the bridge of £475 which will also come out of the 2023-2024 budget.**

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Academic Year: 2023-2024	Total fund allocated: £17,060	Date Updated:		
<b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Whole School: For all Pupils' knowledge and skills in foundation subjects to be strong by giving them the opportunity to practise what they have learned in foundation subjects before they move on to the next topic.</b>				Percentage of total allocation: £7000 28.9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that skill of progression are planned for and that staff understand how key skills develop.	<p>To investigate into and implement an updated scheme of work for PE.</p> <p>The scheme of work should highlight how skills build.</p> <p>The scheme should enable the children to revisit and develop skills they are learning and apply them in future lessons to help ensure the children's understanding is deepened.</p> <p>SC (PE lead) to find away (possibly through the use of a new scheme)</p>	<p>£2500 for schemes of work.</p> <p>£2000 for the addition of equipment that may be needed to support the new scheme of work.</p> <p>£2500 for coaches (33% of overall coach costs)</p>	<p>PE lessons will be progression focused and pupils will be able to embed and deepen their understanding of key skills.</p>	<p><b>Autumn</b> – SC has been researching into potential new schemes of work. She has spoken to other settings and staff who have used other schemes and has narrowed it down to a choice a two.</p> <p>SC has spoken to the other teaching staff who would be happy to take part in trial versions of the schemes before making a decision.</p> <p>SC to set up free trials and share with staff. SC to then gather staff and pupil feedback on both to help decide which would be best for our school.</p>

for staff to be able to keep a simple but clear assessment of the children to help identify who is on track and where gaps are in pupils learning.

Staff to work alongside our sports coaches to then be able to embed strategies, skills and vocabulary that the coaches are modelling.

Coaches to provide planning prior to lessons so staff are able to use key parts in their own planning and lessons.

Rachel our dance coach has provided us with planning prior to the lessons and has been able to plan in additional key vocabulary which has been share and developed through each lesson.

Our other sports coaches are being more consistent with the use of key vocabulary, however planning isn't always provided prior to the lessons. SC is speaking with the lead coach about this.

**Spring** – The new scheme has been purchased and staff now have access to all the resources. Staff are using the summer term to trial the scheme and get to know it and then training will be held on the September training day. Staff will be able to ask any questions that may have come up from where they have already been exploring the scheme.

Curriculum maps, progression and vocabulary are all included within scheme to help staff understand the aims of each lesson and what the children need to achieve by then end of the session of the unit.

**Summer** – We have had a change in coaches to help ensure that our children are receiving the best possible PE lessons. We are now are working with a key gymnastics coach as gymnastics is an area in which the staff feel they would benefit from more training.

Feedback from teachers has been very

				<p>positive about the new coach and we will be looking to continue to work with this coach next academic year.</p> <p>The new PE scheme has been implemented and all teachers have been able to trial this for the summer term. Again, feedback so far has been positive. Additional training on the scheme has been arranged for our September training day, along with some planning time to allow staff to become increasingly confident with the new scheme.</p> <p>PE lead will contact the teaching team to find out if there are any specific areas of the new scheme they would like to ask questions about or know more about. PE lead is to focus on assessment to find an effective but manageable way that KS1 staff can assess the children for PE.</p>
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<b>Key indicator 2:</b> Engagement of all pupils in regular physical activity <b>Whole School: To increase the number of pupils, including disadvantaged pupils, achieving age related expectations in writing through creating resilient writers.</b>			Percentage of total allocation: £4500 18.6%
Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  Sustainability and suggested next steps:



<p>For staff and pupils to know and understand the benefits of PE and being active in developing pupils fine and gross motor skills.</p> <p>(This will in turn support their abilities to physically be able to focus and write for longer periods of time and for extended pieces of writing).</p>	<p>SC to investigate into how as a school we can earn the 'Healthy Schools' award, through the promotion of PE and sports in particular.</p> <p>SC to work with other subject leads such as science and PSED/SMSC leads to help achieve this award.</p> <p>Sports coach lessons are to start with a multi-skill focus to teach staff and pupils about different types of movements and activities that can help develop fine and gross motor skills but also co-ordination and control.</p> <p>Staff are to then work on transferring some of these skills into regular brain breaks throughout the day/week.</p>	<p>£2000 for resources and the development of key areas to achieve 'Healthy School'</p> <p>£2500 (33% of total coaches cost)</p>	<p>That pupils and staff understand the benefits of keeping active and healthy.</p>	<p><b>Autumn</b> – The sports coaches are incorporating multiskill opportunities within the PE lessons that focus on fine and gross motor as well as following instructions and co-ordination development.</p> <p>Some key Reception children have been taking part in a gross motor intervention run by the sports coaches that helps to target children who need to develop their gross motor.</p> <p><b>Spring</b> – Healthy School award is currently being applied for. SC has had the first interview with the Healthy Schools advisor. This interview was extremely helpful and we have had some supportive guidance about where we need to go next. We need to continue to develop the website for ensure we meet all the needed criteria for the HSA.</p> <p>SC is needing to work alongside a range of other staff to gather evidence for the Healthy Schools Award, including the Head (School Travel Plan), Nicky Oliver (Mental Health and Wellbeing Lead), Wendy Dunn (Healthy School lunches etc).</p> <p>SC has also got an upcoming meeting set up with the local School Games rep to discuss where we can go next but also to discuss the possibility of balance ability.</p> <p>SC is also look how we can get involved in some intra School Games events based on KS1 activities.</p>
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				<p>Summer – The final Healthy Schools application has been submitted and the PE lead will have an interview with the schools commission in September.</p> <p>Time during a staff meeting was used to allow other staff the opportunity to input on the application form too.</p> <p>SC held a meeting with the School Games rep and has emailed the School Games organisers. As an infant school, we are not eligible to apply for School Games kite marks, however we are looking into how we can get more involved with some of the S.G activities.</p> <p>In the summer term, we took part in National Skipping week as a trial of how we might be able to take part in school games in the future. Sports Leaders were incorporated in to this and supported children in taking part at lunchtime. We came 6<sup>th</sup> nationally.</p>
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<p><b>Key indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p><b>Whole School: To increase the number of all pupils achieving age related expectations in Maths through creating fluent, confident and resilient learners.</b></p>			<p>Percentage of total allocation:</p> <p>£6500</p> <p>26.8%</p>
Intent	Implementation	Impact	



Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For staff and children to continue to develop the use of outdoor learning and the cross curricular orienteering course, to support learning in other subjects (in particular, Maths).	<p>SC is to ensure that all staff (especially new staff) know how to access the website and login for the cross curricular activities.</p> <p>SC to remind staff about the spare orienteering boards within school and how these can be used.</p> <p>EY staff to investigate into other methods of encouraging maths work within their outdoor spaces, to help increase language and fluency around skills being taught. This will help ensure that they are able to apply these skills into real life situations</p> <p>Continuing to develop our outdoor spaces to make outdoor learning as easy as possible for staff to be able to carry out.</p>	<p>£2000 on the development of the outdoor spaces.</p> <p>£4500 on the upkeep, maintenance and repairs to outdoor equipment.</p>	Children are active in more of their learning and use this time to apply and embed skills they are learning in other subjects.	<p><b>Autumn</b> – There is evidence across the school and in a range of subjects where lessons have been taught outside and using our outdoor environments. This has helped children to be more activity in a cross-curricular manner. This needs to continue, especially during the colder months.</p> <p>SC has encouraged the KS1 staff to revisit the orienteering package during Autumn 2 and this has been the focus of their teacher led sessions.</p> <p>Additional equipment has been purchased with the sports funding to help these sessions be carried out in full and with ease.</p> <p><b>Spring</b> – The KS1 team all used the cross curricular orienteering units during the Spring term to help reengage them with this.</p> <p>SC needs to check all the outdoor boards as some may need replacing.</p> <p>SC to check on the OAA website to promote any upcoming links.</p> <p>The other subject leads are also considering and monitoring how outdoor learning can be</p>

				<p>used for cross-curricular links.</p> <p>Early Years team are going to be building in spatial awareness learning opportunities into their PE lessons to support the development of the Numerical Pattern area of learning.</p> <p><b>Summer</b> – The storage shed has now been put together and so equipment for outdoor learning and use of the Spinney can now be set up ready for classes to use in September. SC to organise this over the summer to ensure that it is ready.</p> <p>An alternative outdoor provision space is being put together for some of our SEND children moving into Year 1 and 2 as they do not have access to a garden space like in EY.</p> <p>Outdoor learning as a whole is seen in books across a range of subjects, however this could still be improved on. As the outdoor spaces continue to be developed, this should support it being more manageable.</p>
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<p><b>Key indicator 4 + 5:</b> Broader experience of a range of sports and activities offered to all pupils + Increased participation in competitive sport</p> <p><b>Whole School: To narrow the gaps in learning for multilingual and vulnerable pupils across all areas of the curriculum so that they are achieving and progressing similarly to all pupils.</b></p>			<p>Percentage of total allocation:</p> <p>£6000</p> <p>24.8%</p>
Intent	Implementation	Impact	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that multilingual and vulnerable children are given more opportunities to join in with extra-curricular activities throughout the day (especially lunchtimes) and develop their language and vocabulary linked to sports.	<p>SC and Sports coaches are to continue to develop the use of sports leaders during lunchtimes. These leaders can be targeted to include as many multilingual and vulnerable children as possible. Once the leaders have begun their training, they are then encouraged to bring in other children from across the school to join in with their games and activities.</p> <p>SC to meet with the sports coaches to help develop sports and games from other cultures and countries and embed these into everyday lessons and the activities in which the sports leaders run.</p> <p>SC is going to run another sports club with a forest school type approach. Language and vocabulary will be built into this club.</p> <p>Vocabulary flowers are currently being used in EY as part of language and vocabulary training that the EY staff have received. These vocab</p>	<p>£1000 for the continuation of the development of the Spinney area.</p> <p>£2500 (33% of total coaches cost)</p> <p>£1000 for additional lunchtime resources for sports leaders to be able to run their games and activities with children from across the rest of the school.</p> <p>£1500 to update general</p>	The application of language and vocabulary development within sports and PE will support the narrowing gap for our multilingual and vulnerable children.	<p><b>Autumn</b> – The school council have been fully involved in helping us to decide on the purchase of additional sports equipment for lunch times. They also ran an assembly to help introduce this equipment.</p> <p>SC is to support staff in being able to use this equipment and then collect some pupil feedback to help see which children are frequently accessing it.</p> <p>Sports Leaders club is continuing to focus on PP and EAL children to help their engagement in additional sports activities during lunchtimes as well.</p> <p><b>Spring</b> – EAL and PP children have continued to be targeted through sports leaders club and engagement of pupils has been high.</p> <p>In the Summer term, SC will be taking over the sports leaders club. We will be investigating into taking part in the Sports Games Skipping Week and using the sports leaders to help support the running of this activity.</p> <p>SC is due to have a meeting with the local</p>

flowers are to introduced across KS1 this year too. These vocab flowers are to be used within PE, with SC setting up some examples to share with the rest of the staff.

Vocab flowers can target key vocabulary from the PE curriculum map to help ensure its coverage during lessons.

lunchtime equipment

School Games rep to see how else we can get involved.

Many of the PE lessons being run by the sports coaches have tried to include key vocabulary and word of the days. SC has worked with the new sports coach due to start after the Easter holiday, on being able to embed this even further.

EY are trailing bringing in vocab flowers into their gymnastics lessons base on the vocabulary from the new scheme of work.

Summer – Participation in extra curricular sports activities for our EAL children has increased from 66.6% (2022-2023) to 77.7% (2023-2024)

Engagement in extra curricular sports activities has increased as a whole school from 75.6% (2022-2023) to 77.5% (2023-2024)

This increase is largely due to the development of the Sports Leaders. We have selected these children carefully and then during these sessions, the sports leaders then encourage other children from across the school to become involved too.

Taking part in the National Skipping Week also helped to increase participation with many children wanting to take part during lunchtimes.

Language and vocabulary is becoming a higher proity during lessons and coaches are



				using key vocabulary well. This needs to continue to be developed next year too, to support the children in being able to discuss and fully understand their learning within PE.
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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

## 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	<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]?	N/A	<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>N/A</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>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:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Cort – PE Leader</i>
Governor:	<i>(Name and Role)</i>
Date:	