



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 |
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| <ul style="list-style-type: none"> • Worked alongside JMAT PE Lead and Live and Learn Sport to improve provision and CPD for staff. • Progression document/curriculum map updated as necessary • Sports experience day to inspire children to take up sports out of school time and try a range of activities outside of the norm • Raise the profile of PE through whole school initiatives. • Took part in inter school sports events and showcases • PE equipment replenished regularly. • JMAT PE Lead used to enhance SEND/SEMH provision | <ul style="list-style-type: none"> • Children enjoy PE and engage well • Larger uptake in after school clubs • More boys taking up dance and gymnastics, and increase girls taking up football • Children excited about sport and more aware of alternative opportunities • Staff are confident in what they are teaching • All children are able to access lessons and have enough equipment • KS1 playground has been more engaging and children are busy with a range of activities • SEND/SEMH Children are more confident and regulated. | <p>Actions to develop this year –</p> <ul style="list-style-type: none"> • Invest more into Sports experience day to ensure all providers are of higher quality • Review of external PE provision to ensure it is tailored to our needs as a school • Re-audit equipment and replenish where necessary • Further develop assessment tools for use across school |

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 |
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| <p>To ensure all children are participating in two hours a week of high quality PE by providing high quality PE lessons, playtime provision and a wide variety afterschool offer.</p> <ul style="list-style-type: none"> • A broad range of different physical activities provided at lunchtimes on a daily basis and additional after-school clubs to increase pupil physical activity. • Healthy Living and wellbeing to be a key driver of our school curriculum to raise profile of subject and to improve children’s lifestyles. • A wide variety of playground equipment available to enhance participation in physical activity at play times. • PE equipment available so pupils access a broad PE curriculum. • Sports experience day to be delivered by a range of professionals in areas not usually accessed by the | <p>Every pupil as they access two hours of HQPE every week.</p> <p>Every pupil as they access further opportunities throughout the week to get active.</p> | <p>Key indicator 1: The engagement of all pupils in regular physical activity</p> | <ul style="list-style-type: none"> • Children’s skillsets have improved. • Children enjoy the clubs and ask for them to be repeated. • Increase in children participating in playground activities. • Skills taught are progressive and tailored to needs of children. • All areas of PE Curriculum now successfully being covered. • Children enjoy moving and dancing in different ways and are finding new ways to express themselves. • Working with specialists employed for after school clubs to further enhance uptake and variety. • Using participation to raise aspiration through the Children’s University Initiative. • Regularly replenish PE equipment • Staff are made aware of classroom PE opportunities • Children find PE exciting and engaging. • All abilities catered for in lessons and extra-curricular activities | <p><i>Live and learn after school clubs £2812</i></p> <p><i>City limits Dance afterschool club £1700</i></p> <p><i>Pivotal fitness yoga afterschool club £650</i></p> <p><i>PE/playground equipment £301</i></p> <p><i>Sports Experience day fruit £92.34</i></p> |

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| <p>children.</p> <p>Staff to be advocates of PE and encourage participation of all children to promote inclusivity and confidence.</p> <ul style="list-style-type: none"> • Ensure all are following progression document including external providers. • Use Dojo to inform parents of expectations, activities and achievements • PE used in classrooms where possible. • SEND and SEMH Children being given opportunity to access a group to target core strength and co-ordination • Profile of PE raised through promoting importance of active lifestyle and through celebrating sporting successes. • Raise interest and aspirations in PE • Promote PE to parents • Work with other PE leaders, Dan Bennett, City Limits Dance, Pivotal fitness and Live and Learn to develop new ideas to inspire children. <p>Staff to feel confident in delivering PE to all children and identifying those who need further support.</p> <ul style="list-style-type: none"> • Provide relevant CPD for | <p>All children, particularly those with SEND/SEMH will be able to access a sport/activity.</p> <p>All class teachers as we build confidence and competence.</p> | <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching</p> | <ul style="list-style-type: none"> • Involve PE in topics throughout school. • Promoting Healthy living through the school website. • Further promote awareness of the importance of PE to enable a healthy lifestyle. • Reward participation in extra-curricular activities through Children’s University and the schools Proud Pod. • Provide ‘team t-shirts’ for partnership events. • Curriculum map to be followed by all to ensure progression. • Celebrate school achievements using Dojo for cluster events. • Children’s sporting aspirations further developed. • Children’s knowledge and understanding of health and self-care has improved. • Children’s self-esteem during PE has improved and children enjoy PE. <ul style="list-style-type: none"> • The school continues its commitment to broker external support. | <p><i>Live and learn PE support £10,027</i></p> <p><i>Dan Bennett (JMAT) SEND/SEMH support £0</i></p> |
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| <p>teaching staff so they are confident in delivering PE lessons.</p> <ul style="list-style-type: none"> • Provide tools in school to ensure quality games/athletics can be taught • JMAT lead to support PE lead to develop skills and help to provide better support for other staff in school. • Progression document to be updated as necessary. • Develop assessment tool to be used across school | | <p>PE and sport</p> | <ul style="list-style-type: none"> • Access to PE specialist through JMAT • Improve skills and knowledge in highlighted areas by members of staff. • Continue CPD for subject leader. • Documents to be adjusted and updated as necessary in relation to staff CPD and monitoring outcomes. • Staff feedback • Staff confidence raised through peer support and PE specialists • Lesson Observations more informative and used to adjust progression documents. • Monitoring PE within school • Progression document updated and shared with all staff and SLT. | |
| <p>Offer all children a wide variety of sporting opportunities.</p> <ul style="list-style-type: none"> • A broad range of activities and sports offered as lunchtime and extra-curricular clubs. • Sports Experience Day to widen children's options with a view to offering different after-school clubs or encourage children to take part in sporting activities outside of school. • External providers to interact with children • Children given opportunities to take part in cluster events • Timetable broad range of activities throughout the year | <p>Every pupil as they access further opportunities throughout the year to get active.</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <ul style="list-style-type: none"> • Children have enjoyed activities and are always keen to take part/develop new skills. • Increased confidence and breadth of experience. • Children have a healthy view of PE and are resilient and enthusiastic when trying new things. • Children have experienced opportunities out of their norm eg. Pound Fitness, Boxercise, Yoga, Circus skills • Dance club performed confidently within school prior to the Cluster event to showcase their routine. • Continue to broaden possible | <p><i>Green Top circus skills (sports experience day) £674</i></p> <p><i>Creative Urban Activities (sports experience day) £400</i></p> <p><i>Martial arts instructor (sports experience day) £0</i></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 |
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| <ul style="list-style-type: none"> • Pupil premium children offered free afterschool club • SEND/SEMH children supported to take part in a range of sports and activities • Delivery of quality PE, Sports Experience day, accessing sport in other environments through the Wales Cluster, afterschool clubs. • Assessment tool has been developed to identify those who need further support in PE | <ul style="list-style-type: none"> • Children accessing afterschool clubs who wouldn't usually • The confidence of all children has improved and most will now try new sporting opportunities. • Children's enthusiasm and interest towards sport has increased • Staff feel confident to identify and support children who are not at the expected level for PE. | <p>Going forward we will be working with external providers to improve the quality provision in PE resulting in more impactful CPD for staff and more tailored approach for our children. We hope to continue to offer workshops and opportunities for our children to try new/alternative activities.</p> |

Signed off by:

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| Head Teacher: | <i>Tracy Harper</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Natalie Gordon – Class Teacher</i> |
| Governor: | <i>Margaret Carr - Chair</i> |
| Date: | 2.7.24 |