



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
Sporting opportunities to build character and embed values of teamwork, fairness and respect.	Revised long term plans and extra-curricular offer to further develop key skills and values of team sports.	LTP in place and demonstrates opportunities to participate in a variety of sports and clear progression across the school.
The profile of physical wellbeing is raised across the school from EYFS onwards.	Recruitment of PE specialist teacher has improved planning and raised the profile of sports.	PE specialist teacher has had positive impact on the provision and opportunities for children across the school.
Promote new sports and wider sporting opportunities to the children to develop skills, knowledge and understanding of a broader range of sports.	PE specialist teacher has revised and improved the long term planning across the school. Lunchtime and after school provision has been reviewed and improved.	Plans in place to further develop outside links, competitive sport opportunities and widen the variety of sports opportunities across the coming academic year.
Celebration of sports in school and outside of school. Pupils developing core values of respect, celebration, teamwork and resilience.	All children invited to share sporting achievements outside of school at celebration assembly each week.	All teaching staff to take a role in monitoring of foundation subjects including PE.
Continue to work with PE coaches and cluster schools to oversee and organise a variety of sporting opportunities and competitions throughout the year.	PE specialist has developed a Fosse MAT Interschool Sports Competition to link four Trust schools as well as liaising with outside providers and organisations.	

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
<i>Continue to develop sports and play leader roles to provide lunchtime sport sessions and activities for pupils.</i>	<i>Lunchtime supervisors, teaching staff, coaches - as they need to supervise the activities and collection/return of equipment.</i> <i>UKS2 pupils - as they will lead activities for KS1.</i> <i>KS1 pupils will take part in activities.</i>	<i>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.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£1000 costs for additional coaches to support lunchtime sessions.</i> <i>£500 for Sports/Play Leader training.</i>

<i>CPD for staff - including OPAL (Outdoor Play and Learning) principles and ongoing CPD for teaching staff.</i>	<i>Primary generalist teachers.</i> <i>TAs and midday supervisors supporting implementation of OPAL.</i> <i>Governors and parents/carers on OPAL working party.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> <i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i>	<i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, and as a result vast majority of pupils achieve ARE in PE.</i> <i>Pupils and staff confidently engaged in purposeful play and activities. Increased opportunities for physical activity through OPAL approaches.</i>	<i>£1000 for staff CPD.</i> <i>£5000 to implement OPAL – audit, risk assessments, working party and ongoing mentor support.</i> <i>£2000 – OPAL resources.</i>
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<i>Increase opportunity for children to participate in a wide variety of competitive sports.</i>	<i>Teaching staff, TAs and parent/carer support to run clubs and sports sessions.</i> <i>PE Lead – release time to facilitate planning for interschool fixtures.</i> <i>PE Lead – release time to plan and resource Sports Day.</i> <i>Parents/carers transporting pupils.</i>	<i>Key Indicator 5: Increased participation in competitive sport.</i>	<i>Increased opportunities for pupils of all abilities to participate in a variety of interschool sports events with other MAT schools and interschool events within the local area.</i> <i>All children have the opportunity to participate in Sports Day for their House team.</i>	<i>£8000 specialist sports coaching support to be used across school.</i> <i>£500 for Sports Day resources.</i> <i>£2000 sports coaching after school.</i>
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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
<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	CPD for all staff completed. Ongoing review and staff development. Staff development including OPAL and PE led by PE specialist teacher.	Ongoing training and inclusion of OPAL training in induction for new staff. All staff report feeling more confident to lead play sessions and PE.
<i>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.</i>	Introduction of OPAL and embedding principles has ensured minimum of 60 minutes quality physical activity per day in addition to PE lessons. PE coaching continues with four out of five classes. Two PE specialists on staff.	Enthusiasm for and engagement with physical activity has increased in both children and adults at school. Wider variety of activities available for children to encourage more physical activity.
<i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i>	Development of OPAL Working Party including all stakeholders has had greatest impact on raising profile of physical activity. All stakeholders included and children taking greater role in planning and discussion. School improvement impact evident in behavior, attitudes to learning, personal development and H&S.	Working Party continues into 2024 – 2025 academic year. Children will take on a greater role as OPAL ambassadors.
<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	Both OPAL and further development of Fosse MAT Interschool Sports has offered a wider variety of sports and activities to the	All children encouraged to take part in new activities, sports and events. SEND children selected for events

<i>Key Indicator 5: Increased participation in competitive sport.</i>	children. Fosse MAT Interschool Sports and reestablishing links with local interschool events has ensured all children have been given an opportunity to be included in a competitive sports event.	catered to needs. Continue to offer opportunities through involvement in all local sports competitions and through Trust. Continue to work with parents and carers to provide transport to ensure all children can access opportunities.
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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?	88%	12% pupils have not had access to swimming lessons due to in-year transfers and swimming not being offered in earlier year groups in previous settings.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	88%	Those who can competently swim are proficient in a variety of strokes.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	82%	12% pupils are not yet competent swimmers and cannot perform safe self-rescue. 6% pupils need further support for safe self-rescue in different situations.
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	Sports Premium and Pupil Premium funding has been used to support additional top-up sessions where necessary. Children have been given the opportunity to attend swimming lessons outside of their year group to ensure all children have the opportunity to acquire basic swimming skills.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	NA	Qualified swimming coaches used to support swimming teaching.

Signed off by:

Head Teacher:	<i>Paige Allister</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jodie Simpson/Paige Allister</i>
Date:	Review completed July 2023 Last update July 2024