



# 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)

Activity/Action	Impact	Comments
Purchase new equipment for PE lessons and playtimes.	Ensuring enough equipment for lessons with a range has ensured teachers can offer lessons with breath and variety to develop skills. At playtimes there has been high levels of use of equipment to use as but also to develop play and activity.	At lessons and playtimes it is rare to see a pupil not engaged and active.
Develop wide range of after school clubs.	Some clubs have changed their focus each term ensuring a broader range of pupils have become involved and as that habit of attending has developed pupils have attended the next club.	Increase in activity at Swallows after school club as pupils are generally more active.
PE lead to monitor delivery of provision	PE Lead able to ensure quality of provision and monitor progression. Teachers able to discuss and work with Lead looking at delivery and next steps of a lesson	Establishment of good working relationships

Increase range of activities for all pupils – use of local outdoor pursuits centre, inclusion of new to Eardisley sports including some taster sessions	Engagement of pupils who see themselves succeeding at a range of sports.	On going provision to develop skills of resilience, team work, social interaction and confidence, as well as underdeveloped skills of coordination and sport linked skills, following Covid.
Participation in School Games competitions and inter school fixtures.	Impact of competitive sport on pupils is seen in whole school improvement with pupils openly being more motivated and showing confidence and greater resilience. Improved wellbeing and inclusion.	Being a part of a team and winning or being placed has had a big impact on not only individuals and teams but on the whole school.

## Key priorities and Planning

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
<p>To build confidence amongst staff for delivery of PE and physical activity.</p> <p>To revise the curriculum and after school provision to provide further ongoing training and support to give opportunities to</p>	Primarily teachers who will gain confidence and knowledge. This will impact a wide range of pupils, increasing the levels of physical activity and skills in lessons and clubs. Greater take up of clubs by all pupils, staff delivering high quality sequenced learning. Greater celebration of learning in PE and physical activity through assessment and monitoring achievement. PE lesson	<p>Key Indicator 1 PE lessons to be observed, staff audit on their views of PE and physical activity and how they want their specific needs met.</p> <p>Use high quality resources for teaching and learning.</p> <p>Key Indicator 5 – increased participation in competition.</p>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. This will be more sustainable as staff develop their skills in their roles.	£9300

<p>develop fundamental skills and go deeper within the sports covered. This will be through 1:1 coaching, Inset training and CPD sessions. Planning lessons and supporting staff delivering clubs.</p>	<p>delivery will develop and grow through a supportive relationship between staff and PE lead.</p>			
<p>Review after school club provision by asking pupils what they would like in term of physical activity. To survey what pupils do for their 60 minutes a day activity. Plan for gaps and target the least active pupils. Encourage, with support opportunities for pupils to take responsibility of their own physical activity.</p>	<p>All pupils, those already engaged to have a voice and determine how the school achieves its 60 minutes and their role within that and to meet the needs of the pupils currently not involved by identifying who they are and what their needs are in order to increase their levels of physical activity and inclusion.</p>	<p>Key Indicator 2 – review and develop further, in a targeted way our after-school club activity. Key Indicator 5 – increased participation in not only competitive sport but also targeted events. Key Indicator 4 to develop a broader and more equal range of sports clubs offered.</p>	<p>To regularly revisit the pupils needs – ask what they would like but also introduce new ideas and practices.</p>	<p>£4000</p>

<p>To maintain and develop “active” lessons. Staff supported to include activity within lessons and to use some time from the 60 minutes target within the school day to promote a healthy and active life style.</p>	<p>All pupils, as breaks of 20 minutes plus give time for brains to grow new cells and be ready for learning again. This creates a positive and inclusive happy approach to learning.</p>	<p>Key indicator 3 whole school improvement through celebrating achievement of sport and academic milestones. Realising the impact sport has on all pupils and the proved link to academic achievement. For all staff to “sign up” to this knowledge</p> <p>Key indicator 5 increased levels of competition either in school/ between schools or at Stride Active provision</p>	<p>More pupils hitting the 60 minutes daily target and joining out of school activities, as well as improvement across the curriculum.</p> <p>In terms of a healthy and active lifestyle the impact and sustainability is a life long habit for all pupils.</p>	<p>£5100</p>
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## Key achievements 2023-2024

Activity/Action	Impact	Comments
<p>This year we have focused on developing and deepening staff knowledge by offering Inset training, sport coach to work with teachers to learn how to broaden and deepen a skill, all of KS1 staff to individually have 1:1 specialist support in lesson development and delivery</p>	<p>Staff have a wider range of tools at their disposal and are aware of current pedagogy and whole school progression.</p>	<p>Staff are seeing new ways to deliver PE and clubs</p>
<p>Extend offer to ensure that activity is more appealing to a wider range of pupils.</p>	<p>Playground and field activity has grown and more children engaged with the activities and resources on offer.</p>	<p>Look at ways to ensure this is consistent across the school.</p>
<p>To offer “free to user” clubs to all pupils and to attend Stride Active sessions. PE lead attending Stride Active sessions to ensure school is supported in CPD and new initiatives.</p>	<p>Growth in the number of pupils attending clubs particularly in EYFS and KS1.</p>	<p>A real a buzz and “can do” attitude in PE and across the curriculum. Has promoted resilience. Greater activity levels for a range of pupils.</p>
<p>Development of 2 year rolling programme and curriculum to offer pupils a broader range of PE Develop links with local clubs in a range of sports.</p>	<p>Pupils developing skills in different sports areas. Greater take up in local clubs – Rugby and cricket</p>	<p>Mix of boys and girls in cricket.</p>
<p>Increased activity in competitions where possible – cross country, local competitions, and Stride Active competitions package</p>	<p>Motivated and enthusiasm for taking part which has promoted self esteem and confidence. Opportunities for pupils who do not attend out of school clubs</p>	<p>Difficult to maximise due to transport costs, staffing and curriculum needs</p>

## Swimming Data

<u>Question</u>	<u>Stats:</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	94%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	94%
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?	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	<u>Yes</u>  Attendance at “support with swimming” training



Signed off by:

Head Teacher:	<i>Bridget Knight</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Susan Mealand, Assistant Head</i>
Governor:	<i>Phil Whittal, Chair</i>
Date:	<i>9th July 2024</i>