



# 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
1. Team teaching with SSP staff for staff in all areas of PE, including where they had the least confidence.	1. Staff received personalised support and has a positive impact on quality of lessons.	1. This approach worked well in areas such as Gymnastics and Dance. These are the areas identified by the majority of staff with lacking confidence.
2. Through the SSP calendar of events we were able to provide an opportunity for as many students as possible to attend an event and represent the school.	2. An opportunity for the school to celebrate all students. Increased sense of belonging and raised profile of being active.	2. This will remain a key aim for our school in future years. The aim is for all students to have an opportunity to attend an event and represent the school. A barrier to achieving this aim is the budget to provide transport to these events.

<p>3. WOW Walk to School Initiative</p>	<p>3. This initiative saw an increase of over 30% of children earning a badge from the first month to the last. The children often commented on how their parent parked in a different place, so they could have a longer walk to school.</p>	<p>3. This initiative worked well and children became invested in earning the badges. However, this was at a reduced rate and unfortunately on-going the budget cannot sustain this cost.</p>
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## 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
<p><i>SSP Basic Membership Model (see attached)</i>  <i>To impact on Foundation Stage and Key Stage 1 students and staff / including working with targeted cohorts and the least active within the school population.</i></p>				<p><i>SSP Basic Membership £1,750 which allows access to all listed (see attached)</i></p>

<p>1. SSP delivery of Ready4Action club to Reception – 10 weeks.</p>	<p>1. Targeted year of students and teaching and support staff as a CPD opportunity</p>	<p>1. Key Indicator 1 – Engagement of all pupils in regular physical activity</p>	<p>1. Unfortunately, this did not take place this year. SSP have transferred across the payment to cover a block of Ready4Action in the Spring term 2024-2025.</p>	<p>£300</p>
<p>2. SSP Active Maths Festivals</p>	<p>2. Identified students to benefit from attending intervention festivals all designed to inspire through a positive experience of physical activity</p>	<p>2. Key Indicator 1 – Engagement of all pupils in regular physical activity</p>	<p>2. Date – March 2024 Staff – PE Lead and Maths Lead attended to access new ideas and concepts to take back to school. Profile of students and tracking of attendance in physical activity.</p>	
<p>3. SSP Conference attendance including sessions from Teach Active and an Introduction to</p>	<p>3. PE Subject Lead and Maths Lead attended</p>	<p>3. Key Indicator 1 – Engagement of all pupils in regular physical activity</p>	<p>3. Audit of how physically active the children are during Maths lessons. Staff records of attendance.</p>	

<p><i>Physical Literacy</i></p> <p>4. Engage with Team teaching opportunities through SSP projects <i>Ready4Action – targeted for Reception children</i></p> <p>5. Distribution of SSP termly newsletter to raise awareness and profile across the wider school community</p> <p>6. Access to SSP CPD central training</p>	<p>4. Primary Teaching and Support staff</p> <p>5. The whole school community including families and parents</p> <p>6. Primary teaching and support staff</p>	<p>4. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p> <p>5. Key Indicator 2 – the profile of PESSPA being raised across the school</p> <p>6. Key Indicator 2 – the profile of PESSPA being raised across the school and Key</p>	<p><i>Measure use of resources and approach from September 2025 as purchased Teach Active – Maths.</i></p> <p>4. Levels of confidence, access to resources and knowledge remaining with teaching staff</p> <p>5. Longer term support and engagement from stakeholders regarding the importance of PESSPA</p> <p>6. Attendance records, course details, certificates</p>	
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<p><i>programme and courses</i></p> <p>7. <i>Access to the SSP full calendar of events, festivals, leagues and competitions</i></p> <p>8. <i>Engaging a range of students in SSP performance based opportunities such as Dance Festival and Virtual Dance Events</i></p>	<p>7. <i>Students across the selected to attend the most appropriate events / staff gaining knowledge and ideas</i></p> <p>8. <i>Students and staff attending events</i></p>	<p><i>Indicator 3 – Increased confidence, knowledge and skills of all staff</i></p> <p>7. <i>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils and Key Indicator 5 – Increased participation in competitive sport</i></p> <p>8. <i>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>if required and continued monitoring of delivery.</i></p> <p>7. <i>Records of events entered and participation levels of children attending / longer term impact on access to PESSPA</i></p> <p>8. <i>Tracking of students involved and levels of activity - Dance festival register and those who attend an outside dance and gymnastics clubs.</i></p>	
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<p>9. Purchased resources and storage</p>	<p>9. All children and staff.</p>	<p>9. <i>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</i></p>	<p>9. Ensure all equipment is kept to a good standard to allow for children to access a wide and varied PE curriculum.</p>	<p>9. £920.77</p>
<p>10. SSP staff to run activities during lunchtimes 3x a week for any pupils who would like to participate.</p>	<p>10.SSP staff, Midday Assistants, children.</p>	<p>10.<i>Key Indicator 1 – Engagement of all pupils in regular physical activity. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</i></p>	<p>10. Behaviour and children’s engagement with focused play is higher at lunchtimes. Less incidences occurring. More children get to participate in non-competitive sports and activities. Also used for preparation for booked events e.g. Kwik Cricket.</p>	<p>15. £3,510</p>

<p>11. Purchased Teach Active - Maths</p>	<p>11. PE lead, Maths lead, teachers, LSAs, children</p>	<p>11. Key Indicator 2 – the profile of PESSPA being raised across the school Key Indicator 1 – Engagement of all pupils in regular physical activity</p>	<p>11. Aim is to increase the amount of time in lessons our children are active. At least one Maths lesson a week should be in the form of an Active Maths lesson from September.</p>	<p>11. Partly funded through Essex Year of Number. School amount - £200</p>
<p>12. In-house CPD – Teach Active – Maths</p>	<p>12. Maths Lead, PE Lead, teachers</p>	<p>12. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence, knowledge and skills of all staff</p>	<p>12. Follow up email to ensure all teachers receive the same messages and for clarity. In September, will arrange Active Maths training from the company itself to ensure the program is being used to the best ability by all teachers.</p>	<p>12. free</p>

<p>13. Transport to events</p>	<p>13. PE lead, Finance Manager</p>	<p>13. <i>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</i>  <i>Key Indicator 5 – Increased participation in competitive sport</i></p>	<p>13. The cost of transport is extortionate and has a big impact on budgets. We will aim to book events in good time to try and ensure we get transport at the best possible price.</p>	<p>13. £2,715 (cost of minibuses/coaches for events this year and some for next, too.)</p>
<p>14. SSP team teaching PE lessons with teachers, LSAs and Nursery staff</p>	<p>14. SSP staff, teachers, LSAs, Nursery staff, children, PE Lead</p>	<p>14. <i>Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence, knowledge and skills of all staff</i></p>	<p>14. <i>Levels of confidence in teachers and LSAs have increased. Access to resources and knowledge remain with teachers and LSAs in school.</i></p>	<p>14. £7,020 and £1,170 = £8,190</p>
<p>15. First Aid course for Year 2</p>	<p>15. Year 2 children, teachers and LSAs.</p>	<p>15. <i>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</i></p>	<p>15. All Year 2 children understand a basic level of first aid. First Aid training requires a qualification meaning even though teachers and LSAs are also</p>	<p>15. £200</p>

			<p><i>upskilled throughout, they cannot teach the course themselves. This means this area requires on-going funding.</i></p>	
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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
<p>1. Team teaching for staff in areas of PE where they had the least confidence.</p> <p>2. Through the SSP calendar of events we were able to provide an opportunity for as many students as possible to attend an event and represent the school.</p> <p>3. Funding used to allow SSP Sports Coaches to support lunch time activities for 3 days per week with the aim of engaging more and different children in regular lunch activity.</p> <p>4. Purchased Balanceability resources (balance bikes, pedal bikes, teaching</p>	<p>1. Staff received personalised support and the quality of lessons improved.</p> <p>2. An opportunity for the school to celebrate all students. Increased sense of belonging and raised profile of being active.</p> <p>3. As a result of this project, between 15-20 children were active each day at lunch who were not previously taking part in focused physical activity at lunchtimes. This means an increase in 20% of children achieving 1 hour of physical activity per day.</p> <p>4. Bikes have now been built and storage purchased and built. PE Lead</p>	<p>1. This approach worked well in areas such as Gym and Dance. These are the areas identified by the majority of staff.</p> <p>2. This will remain a key aim for our school in future years. The aim is for all students to have an opportunity to attend an event and represent the school. A barrier to this is school budget to provide transport to these events.</p> <p>3. Staff commented that there were less behavior incidents on these days. More girls joined in because the female staff acted as role models and provided dance clubs.</p> <p>4. The aim is run an after-school club and run sessions for blocks of PE</p>

<p>resources, training, storage)</p> <p>5. Booked and arranged transport for a variety of SSP events next year.</p>	<p>attended training in April. This is now ready to run in 2024-2025.</p> <p>5. These events will ensure all children in Year 1 and Year 2 (120 children) will participate in a sporting or physical activity event offsite in the academic year 2024-2025.</p>	<p>lessons leading to every pupil being able to ride a bike by the end of Year 2 ready to access Bikeability program in the Juniors.</p> <p>5. Using remaining money to fund transport for next year means we can ensure we reach the target of all children participating and experiencing a sporting or physical event. We will need to arrange an event for Reception – this could be a sports taster day provided by SSP for an additional fee.</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?	%  N/A – Infant School	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.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%  N/A – Infant School	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

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>N/A – Infant School</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>Yes/No</p> <p>N/A – Infant School</p>	<p>Please note SSP TOP UP SWIMMING PROGRAMME DOES THIS COLLECTIVELY ACROSS THE AREA</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>Yes/No</p> <p>N/A – Infant School</p>	

Signed off by:

Head Teacher:	<i>Sandra Dorrington</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Helen Maynard Deputy Headteacher / PE Lead</i>
Governor:	<i>(Name and Role) FGB Meeting September/October '24</i>
Date:	<i>30/7/24</i>