



# 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
<ul style="list-style-type: none"> <li>➤ Provide Forest School teaching and learning for all pupils</li> <li>➤ Play Trail: To use pupil voice to make decisions on and install a new play trail to provide opportunities for pupils to be physically active</li> <li>➤ Through PE and Science lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>➤ CPD for staff to deliver Stormbreak programme</li> <li>➤ Subject Lead to monitor implementation and impact of PE curriculum</li> </ul> <p>*For fuller impact/evaluation refer 2022/23 evaluation column.</p>	<ul style="list-style-type: none"> <li>➤ Forest School sessions for whole school (weekly ½ day session for EYFS and Yr 1 – 6 to access half term of weekly sessions for every term)</li> <li>➤ Educate children in the value and benefits of a healthy active lifestyle.</li> <li>➤ Positive attitudes to health and well-being Improved pupil concentration, commitment, self-esteem and learning behaviour</li> </ul>	<p>Importance of physical and mental health through forest school/outdoor learning/exercise recognized by staff and pupils alike, gathered via pupil feedback</p> <p>Stormbreak activities pursued in all classes with daily mile and brain break activities embedded.No regular time slot;staff using time slots throughout the day depending on need</p> <p>Staff confident with delivery of units of work and support from Sports Partnership coaches when required. Videos from complete PE particularly useful in supporting units</p> <p>Growing numbers of children being encouraged to try a wider variety of sporting/outdoor physical activities. This is representative across the school age YR -Y6.</p>

## 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
<ul style="list-style-type: none"> <li>➤ Introduce lunchtime sport sessions/activities led by pupils (sports ambassadors) for pupils.</li> </ul>	<p>Lunchtime supervisors; PE Leader to support, advise and guide sports ambassadors, liaise between lunchtime staff, chn in all classes and School Council to identify effectiveness and impact; pupils from YR-Y5/6</p>	<p>Key Indicator. <b>2</b> The engagement of targeted pupils in regular physical activity (Chief Medical Officer guidelines recommend 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). Key Indicator <b>4</b>: pupils receive a broader experience of a range of physical activities (offered to all pupils) during lunchtime plays Mon-Fri.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE / physical activity/ Sport Activities.</p>	<p>Costs covered as part of subscription to Purbeck Sports Partnership who led sports ambassador training (£1800)</p>
<ul style="list-style-type: none"> <li>➤ Educate children in the value and benefits of a healthy active lifestyle.</li> <li>➤ Ensure our high quality PE and school sport offer nurtures competent and confident movers with the aim of inspiring lifelong</li> </ul>	<p>Through PE and Science lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. Sports Coach lunchtime sessions to facilitate organised sports activities: x2 lunchtimes</p>	<p>Key Indicator. <b>2</b> The engagement of targeted pupils in regular physical activity (Chief Medical Officer guidelines recommend 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). Key Indicator <b>4</b>: pupils receive a broader experience of a range of physical activities (offered to all pupils)</p>	<p>Positive attitudes to health and well-being maintained; Improved pupil concentration, commitment, self-esteem and enhanced classroom behaviour; Pupils` physical activity time (during the school day) increased/ maintained; Curriculum map reviewed; Register of participation in</p>	<p>Complete PE annual membership £180</p> <p>AJM Sports Coaching £8765 sports coach: x1 hr p/ wk p/class x2 30min lunchtime sessions x1 after school session</p>

<p>participation in physical activity.</p> <ul style="list-style-type: none"> <li>➤ Timetable additional opportunities during the school day for movement breaks to increase physical activity levels.</li> <li>➤ To ensure safe storage of PE resources which ensures accessibility and enables provision to be effective; ensure resources available in quantity and quality for staff to deliver curriculum</li> </ul>	<p>Staff to regularly deliver Stormbreak and daily mile activities</p> <p>Staff can deliver, and pupils can access, the PE curriculum</p>	<p>Key Indicator. <b>2</b> The engagement of targeted pupils in regular physical activity (Chief Medical Officer guidelines recommend 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). Key Indicator <b>4</b>: pupils receive a broader experience of a range of physical activities (offered to all pupils)</p>	<p>school inter-sports competitions Pupils` extra-curricular activities attendance data updated; Pupils able to explain importance of physical and mental health through exercise and gather pupil feedback about positive impact of physical movement on mental health. Increase in positive behaviour, and a sense of <i>fair play</i> enhanced (by using Sports Ambassadors, School Council members etc. as role models)</p>	<p>Sports Safety contractor to deliver annual checks</p> <p>PE resources renewed and increased £1400</p>
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<ul style="list-style-type: none"> <li>➤ Identify CPD requirements for teachers</li> </ul>	<p>Primary generalist teachers questioned about support requirements and evaluation of Complete PE as a support/scaffolding tool (for teachers and pupils) incl pupils with SEND needs.</p> <p>Year 6 pupils to swim in Summer Tm (x6 sessions TBC)</p> <p>Swimming staff changed with loss of lifeguard/ swim instructor: member of staff to be trained as lifeguard (who? TBC)</p>	<p>Key Indicator <b>1</b>: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator <b>5</b>: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school;</p> <p>Swimming and water safety taught; as a result improvement 70% of pupil's attain 25m unaided swim in PE.</p>	<p>Time (PE leader and class teachers).</p> <p>Staff member needs one day lifeguard training Transport and Pool: £450 (5 x£90)</p>
<p>Personal development opportunities for pupils</p> <ul style="list-style-type: none"> <li>➤ Develop Sports Ambassadors to take a more proactive role, supporting <i>active</i> playtimes and support enrichment activities during lunchtimes</li> <li>➤ Engage with inter-school competitions</li> </ul>	<p>Enable pupils to engage in Bronze Ambassador training as part of Purbeck Sports Partnership</p> <p>Support the sports Ambassadors in their role</p>	<p>Key indicator <b>5</b>: Increased participation in competitive sport</p> <p>Key Indicator. <b>2</b> The engagement of targeted pupils in regular physical activity (Chief Medical Officer guidelines recommend 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).</p> <p>Key Indicator <b>4</b>: pupils receive a broader experience of a range of physical activities (offered to all pupils)</p>	<p>Participation in events targeting a range of pupils incl SEND, PP, KS1 and KS2</p> <p>To encourage sportsmanship, team-building, fair play and self-confidence</p>	<p>Purbeck Sports Partnership: £1800</p> <p>Transport to Purbeck Sports Events: £300</p>

<p>➤ Provide Forest School teaching and learning for all pupils</p>	<p>Forest School sessions for whole school (weekly 1hour session for EYFS and Yr 1 – 6); access weekly sessions for every term. xl SEND session</p>	<p>Key Indicator. 2 The engagement of targeted pupils in regular physical activity (Chief Medical Officer guidelines recommend 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). Key Indicator 4: pupils receive a broader experience of a range of physical activities (offered to all pupils)</p>	<p>A small SEND forest school group which meets at lunchtimes has built social skills, understanding, listening skills, co-operation. All classes enjoy Forest School with older children beginning to recognize how being active outside relaxes them and two stating they can cope better inside school with forest school on the weekly curriculum.</p>	<p>Forest School (including resources and staffing cost): £11,610</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
<ul style="list-style-type: none"> <li>➤ Introduce lunchtime sport sessions/activities led by pupils (sports ambassadors) for pupils.</li> <li>➤ Develop Sports Ambassadors to take a more proactive role, supporting <i>active</i> playtimes and support enrichment activities during lunchtimes</li>   <li>➤ Ensure our high-quality PE and school sport offer nurtures competent and confident children with the aim of inspiring lifelong participation in physical activity</li>   <li>➤ Engage with inter-school competitions</li> </ul>	<p>Expanded use of sports ambassadors (Yr5-6) building lunchtime sessions gradually throughout the year; YR-Y4 children</p> <p>New sports coach had a positive impact notably with KS2 chn incl PP Variety of PE curriculum, popular with chn in KS1 and KS2. Small growth in chn participating in clubs outside school incl mixed martial arts, horse riding, dance, team sports</p> <p>Range of activities over the year targeting anxious chn, those pupils less inclined to participate in PE as well as competitive sport for chn disinclined to join sports clubs. Aims included building resilience, teamwork, strategy, confidence and fun through physical activity 3 x pupils attended end of year Purbeck Sports inter schools awards evening</p>	<p>Supporting the lunchtime staff by occupying groups of children, the sports ambassadors took their role seriously. Leadership skills were identified and built with ambassadors growing into the role. The younger chn and lower KS2 ch were most enthusiastic. Only rain inhibited further impact.</p> <p>PE remains a popular subject for chn throughout the school; pupils citing specific PE units as favourites, highlighting the importance of a varied curriculum with a variety of skills and contexts to appeal to differing individuals</p> <p>For some chn they relished the competition. For others, being with similar chn emphasized they are not alone in avoiding mainstream sports and that sport can be about the social aspect not the competitive aspect.</p> <p>The success of the Purbeck Sports Partnership in bringing chn from differing schools while targeting a wide range of chn continues to be successful.</p> <p>From KS1 multi-sports events, “new” sports, competitive events for KS2 chn, all chn who attended (44% of KS2 chn took part in an event), were enthusiastic and very positive about the</p>

<ul style="list-style-type: none"> <li>➤ Provide Forest School teaching and learning for all pupils</li>   <li>➤ Timetable additional opportunities during the school day for movement breaks to increase physical activity levels.</li> </ul>	<p>The range of activities which pupils experience build personal development skills. Positive feedback from pupils and parents/carers about impact seen in pupil confidence, team skills, resilience and problem solving.</p> <p>Pupils are able to concentrate better when given regular movement breaks.</p>	<p>experience. Co-operation, teamwork, confidence building was very evident and elicited positive comments from parents after the events</p> <p>As ever, the range of activities that all classes took part in, built comradeship, team-building, problem solving, enjoyment of the outdoors, improved mental health awareness, taught new skills, interest and enthusiasm for the natural world.</p> <p>All classes participate in movement breaks daily depending on age of chn, individuals within classes eg SEND, weather , certain times of year. All staff positive about the benefits of daily-mile or brain-breaks or Stormbreak activities.</p>
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## Swimming Data

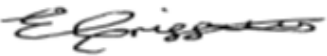

Meeting National Curriculum requirements for swimming and water safety.

*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?	36% before water confidence lessons  84% after water confidence lessons swam 25m or more	Pupils who can swim 25m before lessons start and can swim confidently. Some pupils are having or have had swimming lessons outside school. Appears number of lessons have dropped due to cost of living crisis.  Front crawl and back stroke mixed. One child used breaststroke *A further 14 % swam 25m using a float
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	32% competently demonstrated front crawl, breast stroke, back stroke A further 38% demonstrated two strokes competently (front crawl, backstroke along with breast-stroke legs) = 70%	Pupils may be able to swim 25m but all favour one stroke (front crawl) All can swim on their backs. Attainment on leaving primary school at the end of the summer term 2024: 70%

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100 %</p>	<p>100% were able to demonstrate safe self-rescue exercises An increase on the last cohort largely due to all chn being water confident even if they were non-swimmers. All can tread water, rescue a child</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>Information passed to secondary schools</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>Staff attending swimming lessons incl ex-qualified swim instructor who advised. High quality teaching resources used by staff. One member of staff qualified as a lifesaver after engaging in CPD</p>

Signed off by:

Head Teacher:	 Ellie Griffiths Headteacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr J Charman  PE lead
Governor:	
Date:	