



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
Ensure all PE provision links back to Fundamental Movement Knowledge and connects curriculum provision, brain breaks, active playtimes and extra-curricular after school clubs.	The curriculum is progressive and shows skills and teaching development throughout the different milestones across the academy.	Next steps: Staff CPD to be continued. As will in class training. Ofsted conducted a Deep Dive of PE during our inspection (October 2022) and commented on staff enthusiasm and knowledge of the subject. This is something we will look to capitalise on further.
Work alongside SSP and other curriculum and physical activity/Sport provision partners to offer more experiences, opportunities and activities for the children.	More children across the academy have been able to attend sport events and physical activity opportunities as well as join more after school clubs offering a range of different activities.	We will endeavour to build more partnerships with external providers who match our curriculum intent and academy values and offer a wide range of opportunities to the children.
All staff to receive additional CPD opportunities linked to PE and Sport and active lifestyle which builds upon previous training, monitoring and teacher feedback on areas they would like more support with.	Teachers on the whole enjoy teaching PE more and demonstrate more knowledge and interest than previously expressed. Pupils say they learn more in PE sessions now than previous years.	

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 (KI)	Impacts and how sustainability will be achieved?	Cost linked to the action
Develop links with other external partners and maintain the current relationships we have in respect of PESSPA.	Building on our relationship with the SSP as well as other partners like TRIN and Kickstarters to offer more opportunities, experiences and resources for the school to use and children to enjoy and participate in.	KI 1 – All pupils engaged in physical activity KI 2 – PESSPA profile raised across school KI 3 – Increase knowledge and skills of staff to teach PE	Relationship with external partners has grown and provided us with increased opportunities. All partnerships to continue into the future.	£3862
Ensure as wide a range as possible after school and extra-curricular provision is offered to pupils.	After school clubs to be changed on a termly basis with a wide range of clubs and activities offered. Fully resource all clubs with the equipment required.	KI 4 – Experience a range of sports and activities KI 5 – Increase participation in competitive sport	Internal staff have delivered a range of clubs with a selection of external partners providing additional provision over the terms.	£4500
Continue to embed FMKs and PE journeys into the curriculum with an increased understanding of application of skills and how to live a	More staff CPD from the Lead PE teacher as well as organised CPD opportunities from external partners and curriculum developers. Relationships and partnerships built on to keep this work going into the long-	KI 2 – PESSPA profile raised across school KI 3 – Increase knowledge and skills of staff to teach PE KI 4 – Experience a range of sports and activities	Staff report more confidence in teaching and delivering PE sessions. Moreover, teaching teams are happy to share journey ideas and implement	£2300

<p>healthy lifestyle.</p> <p>Offer more teacher training and CPD to support with responsive teaching, PE assessment and individual teacher confidence.</p> <p>To provide an extensive amount of equipment and resources enabling teachers and children to teach, learn and benefit from all the PE curriculum has to offer.</p> <p>To attend more events and activities so the children represent the academy and develop the skills they need and have opportunity to</p>	<p>term.</p> <p>In line with wider academy development goals, staff to receive more CPD on responsive teaching with the PE led and other external partners to put this into context related to PESSPA.</p> <p>Response to teacher and pupil voice as well as club and extra-curricular demands. Equipment audit to be carried out and any gaps filled to ensure teachers and pupils have access to the required resources.</p> <p>Partnership with SSP continued. Organised events linked to pupil and staff interests as well as curriculum opportunities. Transport costs covered and time allocation / planning.</p>	<p>KI 1 – All pupils engaged in physical activity</p> <p>KI 2 – PESSPA profile raised across school</p> <p>KI 3 – Increase knowledge and skills of staff to teach PE</p> <p>KI 4 – Experience a range of sports and activities</p> <p>KI 1 – All pupils engaged in physical activity</p> <p>KI 2 – PESSPA profile raised across school</p> <p>KI 3 – Increase knowledge and skills of staff to teach PE</p> <p>KI 4 – Experience a range of sports and activities</p> <p>KI 5 – Increase participation in competitive sport</p> <p>KI 1 – All pupils engaged in physical activity</p>	<p>CPD learning into teaching practice.</p> <p>All staff have experienced both internal and external CPD with plans for teachers to conduct sharing of practice during an allocated staff meeting next year.</p> <p>Fully resourced to deliver curriculum across the milestones. Teachers are to have more CPD and play opportunities with different equipment to take into lessons.</p> <p>Get Glowing Active Maths Skipping and Dance Festival attended. Events held across the alliance including Foot Golf and also a Let Girls Play event held across</p>	<p>£3954</p> <p>£805</p>
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<p>apply them.</p> <p>Bikeability and Sports Leaders to be delivered to help with life skills, safety and developing individual responsibility.</p>	<p>Delivered through SSP and partnership with Inspire Lincolnshire.</p> <p>Subsidies for any pupils without bikes and helmets. Active playtimes to be encouraged and equipment to be purchased to develop playtime provision alongside sports leaders.</p>	<p>KI 1 – All pupils engaged in physical activity</p> <p>KI 2 – PESSPA profile raised across school</p> <p>KI 4 – Experience a range of sports and activities</p>	<p>the academy.</p> <p>All Year 6 children took part with Bikeability planned for the next academic year.</p>	<p>£487</p>
<p>Playtimes and playgrounds to see some investment and additional resources to encourage more active, safe and connected playtimes and lunches.</p>	<p>Sports Leaders trained. Empathy Heroes trained. Resources selected and ordered and added to the playgrounds. Research conducted around what provision is most practical. Playground training to take place for staff.</p>	<p>KI 1 – All pupils engaged in physical activity</p> <p>KI 2 – PESSPA profile raised across school</p> <p>KI 4 – Experience a range of sports and activities</p> <p>KI 3 – Increase knowledge and skills of staff to teach PE</p>	<p>Sports Leaders / Empathy Heroes are across KS1/2 playgrounds.</p> <p>Playground resources and equipment to be represented and accessible on the playground for all children.</p>	<p>£3300</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
Increased and deeper partnerships with external providers.	More partners are wanting to partner with YA and offer different parts of provision which is enhancing our offer.	SSP partnership to be continued next year with further partnerships to be explored and confirmed for 2024/25.
Sports Days held across the academy alongside a range of events and activities for children to participate throughout the year.	More SSP / Alliance events attended in relation to previous years showing a trend which is increasing year on year.	
Staff CPD and training to further embed FMK and responsive teaching when assessing and adjusting provision within PE.	Following our Ofsted Deep Dive the knowledge and enthusiasm of our staff was mentioned with FMK and PE journeys more embedded with staff growing in confidence.	Staff CPD to explored next year with a number of new staff (ECTs) joining the academy.
Wide range of extra-curricular clubs held after school for the children to experience of range of different physical activities.	Children enjoy clubs and a further pupil voice will be taken to establish what they might want to experience during the next academic year.	Pupil voice to be completed before the end of Summer term to ensure clubs can be organised efficiently.
Playtimes more active with additional resources provided for both playgrounds during lunch and break times.	Children are enjoying playtime more and taking advantage of different opportunities to deliver more physical activity.	Playtimes to be monitored in Autumn term.

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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	92%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>85%</p>	<p>Some children explained that while they could swim confidently they have not completed safe self-rescue in different contexts. The majority of the children did express confidence to enter and leave the water safely.</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>No</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>No</p>	

Signed off by:

Head Teacher:	Hannah Albery
Subject Leader or the individual responsible for the Primary PE and sport premium:	Alex Pickerden (PE and Sport Premium Lead Teacher)
Governor:	Rebecca Freeman
Date:	17/07/2024