



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.

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
Use playground equipment to encourage play based activities and improve all key areas highlighted by the national curriculum.	<p>AL to audit all current equipment – create a list of equipment that needs to be updated.</p> <p>Whole team meeting to gain views on current cohort of pupils to tailor spending to the changing needs of pupils.</p> <p>NW to place order</p>	Key indicator 1	<p>Pupils are now regularly using the outside areas and have developed confidence in going outside of the classroom.</p> <p>The main change has been pupil confidence over time. At the start of the year, many pupils were anxious about going outdoors due to their neuro-diverse needs. This has significantly reduced with now 100% accessing play each day.</p> <p>Equipment will need to be regularly updated to ensure safety of use.</p>	Total amount spent £1615.91

<p>A key difficulty that our pupils face is the ability to socialise, work as a team, become leaders and take turns. We have found previously, that going on a school residential has really given our pupils the opportunity to showcase these skills.</p> <p>We believe this has a positive impact when they return to school after the residential; therefore, the positivity has an impact on the wider school as behaviours are improved and relationships become tighter knit.</p>	<p>AL to book residential and undertake thorough risk assessments of the pupils and venue.</p>	<p>Key Indicator 2</p>		<p>Total cost spent £2700</p>
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<p>Bespoke PE interventions to improve overall fitness and stamina taken from baseline assessments, specifically working on resistance training, personal training and emotional coaching.</p> <p>Wider holistic offer of intervention to include emotional wellbeing, healthy eating, motor skills and confidence. New coach has been allocated to support with this wider offer.</p>	<p>AL to hold discussions with the sports coach to further tailor individual plans with clear SMART targets to show progression.</p> <p>AL to monitor impact and check progress.</p>	<p>Key Indicator 4</p>	<p>AL conducted thorough monitoring of the impact that these interventions were having on our pupils' physical and mental health.</p> <p>SMART targets set were not being met and the coach was changed after the first term for another coach within the company.</p> <p>Unfortunately, with further monitoring, AL didn't feel that the second coach was meeting the intended actions and we therefore decided to terminate the contract with the external provider.</p> <p>Next year, we are looking to free up AL to lead on these much needed interventions.</p>	<p>Total cost predicted spend for the year £12,000</p> <p>Total cost spent due to cancellation £8,000</p>
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<p>To offer a broader range of PE activities to meet the ever-changing needs of our pupils.</p> <p>To ensure that PE is progressive, and that equipment is available to meet the intended progression of skills.</p>	<p>AL to audit current equipment.</p> <p>Class teachers to identify pupil working levels including fine/gross motor skills.</p>	<p>Key Indicator 4</p>	<p>Pupil engagement in PE is much improved since lessons have been delivered at the correct pupil level.</p> <p>Pupil progress in PE is good, all pupils with 80% plus attendance have shown clear progression of skills.</p> <p>This is evidenced through AL planning and assessments.</p> <p>Next steps: To continue to update equipment as needed.</p> <p>NW to continue to monitor progress.</p>	<p>Total cost spent £903.57</p>
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<p>To continue to broaden skill set of pupils to engage them in a variety of one-off physical challenge days. Due to the nature of our pupils, they can often find competitive team sports challenging. The idea of the physical challenge days is to take the pupils out of their comfort zone, so that teamwork becomes paramount to the competition.</p> <p>Furthermore, some of our physical challenge days encourage pupils to compete with themselves, pushing themselves to beat their personal best scores.</p>	<p>AL to ensure regular pupil challenge days are booked, risk assessed and evaluated.</p> <p>AL to ensure that there are a breadth of activities offered.</p> <p>NW to monitor impact.</p>	<p>Key Indicator 5</p>	<p>Pupil enjoyment is high and therefore, so is engagement – this is reflected in pupil voice</p> <p>Pupil challenge days have shown a positive impact on behaviour, and there has been a large reduction in incidents of negative behaviour off-site.</p> <p>Pupils able to show team work skills</p> <p>Many pupils overcame fears/challenges in order to complete tasks.</p> <p>PE challenge days have a really positive impact on our pupils and add to our bespoke offer.</p>	<p>Total cost spent £1590.20</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?	70%	Due to catchment area, most children had not accessed swimming outside of school. Due to additional needs, some pupils struggled to close the gaps with age related peers.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	Whilst pupils were able to close the gap, they were further behind peers from their starting point; therefore, did not progress to learning a range of strokes.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	70%	<p>Only those able to swim 25 metres confidently were able to undertake the full range of self-rescue.</p> <p>The remaining 30% were taught how to keep their head above water.</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?	No	However, we do have plans based on baseline data to provide additional top up lessons to younger pupils in order to try to meet national expectations.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>Almut Bever-Warren</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Andrew Langford – Primary PE and Forest School Lead Nicola Webster – Assistant Headteacher and Primary Lead
Governor:	<i>Yvonne Luckin</i>
Date:	22/07/2024