



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
<p>Installation of Emotion/Well-being stations in each of the classrooms and a central area in the school for pupils to use for self-regulation.</p>	<p>Children are beginning to understand the role well-being plays in leading a successful activity, day and lifestyle. Children are developing strategies to support and manage their well-being.</p> <p>Children are developing language around emotions and emotional well-being to support self and peer regulation. They are beginning to see the link between emotions and successful learning.</p> <p>Some children can now use the outdoor area to support their physical and mental fitness, mainly through developing an interest in gardening and nature play.</p>	<p>Continue work on the sensory garden to further develop positive impact on all children, but in specific, children with SEND.</p>
<p>PE leader to implement regular running to increase daily fitness and improve stamina/endurance through Marathon Kids.</p>	<p>Children now have a greater understanding and passion for improving their personal best in running. This includes monitoring and making progress in the overall distance they've ran within one academic year. Children know how to celebrate running success of their own and others, developing sportsmanship skills.</p>	

<p>Quality long-term PE planning following a clear progression of skills considering skills developed by children, seasons and school grounds, and application through sporting events from GetSet4PE.</p> <p>Release time for PE teacher to develop subject knowledge, planning and progression to subject knowledge lead.</p> <p>Train the current sports coach to Level 5 through outside training provider Aspire.</p> <p>Staff take part in and champion Children’s University which will involve PE related activities.</p> <p>Extra-curricular activities are to be available for every child throughout the whole year through school staff and outside providers - Relax Kids and Harris Sports Coaching</p> <p>Sports teacher to audit and order new equipment to ensure the curriculum offer of sports extends beyond the core curriculum aims</p> <p>Purchasing additional resources for specific use in EYFS to develop Gross Motor skills.</p> <p>Forest schoolteacher to provide forest school provision weekly for EYFS and KS1 children and, bi-half termly for KS2 classes.</p>	<p>Children have an increased understanding of the skills within physical education.</p> <p>Children are beginning to remember previous learning more and build upon such learning when exposed to new learning.</p> <p>Children can effectively self-assess, and peer assess, taking and giving feedback.</p> <p>Children know what Children’s University is and why the school takes part in it. Children now have an increased knowledge bank of the variety of extracurricular activities there are. Children have increased the types of extra curriculum activities they’ve taken part in – some finding a previously unexplored passion.</p> <p>After school clubs:</p> <p>Children now have experienced and developed skills and interests in a variety of extracurricular activities which otherwise they would not have been exposed to. Children have been exposed to previously unexplored interests such as gardening, tennis and mindfulness.</p> <p>Children now have access to quality and up to date sports resources to keep active during free play as well as during targeted and guided sessions.</p> <p>Children can apply their skills of specific sports in competitions, representing their team, teammates and school.</p>	<p>School leaders continue to develop the PE curriculum alongside the PE teacher and through pupil voice.</p> <p>School leaders continue to develop understanding of Children’s University and using it to positively impact pupil development and leadership of extra-curricular activities.</p> <p>School leaders ensure the breadth of extracurricular activities are available to children to explore otherwise unexposed activities.</p> <p>Leaders continue to ensure sporting resources are up to date and relevant.</p> <p>Leaders explore alternative ways to sustain Forest School lessons for children.</p>
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Children can now develop their gross motor skills in more ways outside the classroom, during free play and outdoor learning.

Children now have skills otherwise unable to explore, understand and practice through regular Forest Schooling.

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
Full time lunchtime supervisors to increase knowledge of effective play activities for pupils.	Lunchtime supervisors (full time only) as they will lead activities and pupils as they will benefit from professional development.	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>More pupils taking part in daily physical activities and enjoyment of a range of physical activity ideas.</p> <p>Sending all FT lunch staff on the training means knowledge can be shared and retained by the team in the circumstance that one member leaves.</p>	<p>£120 for the course.</p> <p>£20 transport costs for staff to attend.</p> <p>Total £140</p>

<p>Sports coaches, led by Active Aspire, to support in teaching of PE for Years 3 and 4. Coaches will also provide a lunchtime club for KS1 and KS2 and after school club for KS2 pupils.</p>	<p>Pupils who will be taking part.</p> <p>PE teacher who will be exposed to alternative teaching ideas and strategies for the subject.</p>	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>PE data has indicated the Year 3 pupils are at risk of not meeting age related expectations at the end of KS2. These pupils will be provided with PE session led by additional professionally qualified sports coaches. More pupils will take part in physical activities outside of the school day and during free time within the school day.</p>	<p>£180 per day (1/2 day) Spring Term - £1800</p> <p>Summer Term – (full day) £3360</p> <p>Total £5,160</p>
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<p>Weekly running to continue to increase physical stamina and daily fitness. Inspire and promote an active and healthy lifestyle to pupils.</p>	<p>Pupil who will take part in the exercising.</p> <p>Staff who will model and encourage a love of fitness.</p> <p>Pupils who will part take in North Warwickshire cross country competitions.</p>	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>Children will feel the difference of regular exercise and link improvements to fitness to regular movement.</p> <p>Pupil’s achievements will be rewarded weekly and termly.</p> <p>Pupils are able to be physically active for a sustained period of time.</p>	<p>£100 to support resources of track and rewards.</p> <p>£400 to support in transport to cross country competitions.</p> <p>Total £500</p>
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<p>Weekly non-contact time for PE teacher to plan in opportunities to participate in a broad range of PE activities, including competitions outside of school.</p> <p>Non-contact time for the PE teacher and PE lead to quality assure the curriculum, progress of pupils and effective assessment.</p>	<p>Pupils will be in the receipt of an engaging and purposeful curriculum and is progressive to their assessed needs and abilities.</p> <p>Teacher and lead who will obtain a comprehensive overview of the teaching and learning of the subject.</p>	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>Time in the timetable will be protected so that staff can effectively plan, monitor and assess the teaching and learning of PE.</p> <p>Pupils will improve and meet age related expectations by the end of the academic year – 2023/24.</p>	
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<p>Audit of equipment to take place termly to ensure pupils are able to take part in a wide range of sports during free time such as tag rugby, basketball, tennis etc.</p> <p>Invest in non-traditional sports equipment to ensure all pupils are active inline with their personal interests and needs such as pupils with special educational needs and disabilities.</p>	<p>Pupils who will be taking part in the sports.</p>	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>Pupils will lead or at least begin to lead more healthy and active lives.</p> <p>Introducing a wide range of sports and non-traditional playground activities can significantly boost student engagement, promote inclusivity, and enhance physical literacy, while also encouraging creativity, social interaction, and a lifelong appreciation for diverse forms of play and exercise.</p>	<p>Sports play and PE equipment</p> <p>£3082.70</p>
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<p>School to continue links and participation with North Warwickshire school sporting association to provide opportunities of application of PE skills and practice as well as to encourage healthy competitive sport and sportsmanship.</p>	<p>Pupils who part take in the competitions</p> <p>Community links – parents spectating at the events supporting the children.</p>	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>Pupils participating in county sports competitions and local school events</p> <p>experience increased confidence, improved teamwork skills, and a sense of community, while also enhancing their athletic abilities and fostering a positive attitude towards physical activity.</p>	<p>Fee towards NWSS</p> <p>£1745</p>
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<p>Provide Forest school provision for pupils across the school over the school year</p>	<p>Who does this action impact?</p> <p>Pupils - implementing forest school provision can enhance learning in sports skills by fostering teamwork, resilience, and a deep connection to nature through hands-on, experiential activities.</p> <p>School staff – become more knowledgeable about the skills used during forest school and can implement relevant knowledge in other areas of sport during curriculum time and play/lunch times.</p> <p>The forest school area will be continuously developed over the year.</p>	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>Impacts and how sustainability will be achieved?</p> <p>An outside provider for forest schools allows for shared resources, expert knowledge, and flexibility in program delivery without the long-term financial commitment of a full-time hire.</p> <p>Children are in receipt of an expert outdoor curriculum.</p>	<p>£660</p>
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<p>After school clubs support variety, opportunity and engagement for pupils.</p> <p>Some clubs supported by Active Aspire professionals offer specific skills development during lunch times and after school enrichment.</p> <p>Relax Kids enrichment to support mental health areas: resilience, teamwork, goal setting and celebrating.</p>	<p>Who does this action impact?</p> <p>Pupils who are less proactive in taking part in physical activity.</p> <p>Pupils who have high resilience need an appropriate channel to support and further develop this characteristic.</p> <p>Pupils who have low and developing resilience skills.</p> <p>Pupils who perform higher in small groups.</p> <p>Pupils will have low social skills.</p>	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>Impacts and how sustainability will be achieved?</p> <p>This positively impacts children by fostering social skills, enhancing academic performance, and encouraging personal growth through teamwork and creativity.</p> <p>Participating in a school club helps children develop independence by allowing them to make decisions, take on responsibilities, and pursue their interests in a supportive environment.</p>	<p>Relaxed Kids £2160</p> <p>Active Aspire lunch and after school clubs for 3 half terms £3000</p>
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<p>Children's University</p> <p>Encourage alternative activities and explore capabilities. Encourage pupils to track their own activities, linking to obtaining active and healthy lifestyles physically and mentally.</p> <p>Playground leaders to promote games</p> <p>School council to part take in data collecting e.g. pupil voice</p>	<p>Pupils across the school will further develop physical skills and sportsmanship mindset.</p> <p>Younger pupils, new to school, will benefit from a variety of activities that develop their physical movement and development.</p> <p>Staff will be able to assess children's skills in a variety of ways.</p> <p>Staff will be able to develop further insight into the pupils' passions and interests. This will support developing good relationships with pupils.</p> <p>Parents/careers will be able to develop further insights into their child's/children's passions, and extra-curricular activities.</p>	<p>Key indicator – 1 increase confidence, knowledge and skills of all staff in teaching of PE and sport.</p> <p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport</p>	<p>Pupils receiving a rich physical education diet and explore interest in a variety of sports and activities.</p> <p>Pupil exposed to activities that develop their 'grit' by tracking their efforts and hard work against personal achievement.</p> <p>Pupils' exposure to student leadership skills developed through games, organisation and teamwork.</p>	<p>Travel costs to Gold graduation.</p> <p>Pupil achievements awards inc pupil badges.</p> <p>£598.90</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
Teaching and learning PE at school through scheme and sports coaches	Implementing a PE scheme positively impacts teacher knowledge, planning, and teaching by providing structured resources and professional development opportunities, which enhance teacher's confidence, enable more effective lesson delivery, and promote innovative teaching methods that cater to diverse pupil needs.	The next focus will be on using the scheme to cater to mixed year group planning and teaching.
Enhanced physical sports during break and lunch times	Offering better resources and equipment for children to enjoy physical activity during break and lunch times has led to increased participation in active play, improved general fitness, enhanced social skills, and a reduction in sedentary behavior, fostering a more vibrant and healthy school environment.	Increased pupil voice next year to support the 'what' when implementing new and improved break and lunchtime activities.
Involvement in wider school sporting activities and competitions	Involvement in wider school sports competitions has positively impacted children's personal and academic progress by fostering essential life skills such as teamwork, discipline, and resilience, while also enhancing focus, time management, and overall motivation, which can translate	School need to protect, as much as possible, opportunities to compete in wider school sports activities with a reduced school staff capacity.

<p>Broad after school enrichment offer</p>	<p>into improved academic performance and self-esteem.</p> <p>Positively impacted children by providing diverse opportunities for skill development, creativity, and social interaction, leading to increased self-confidence, and improved emotional well-being as they explore new interests and build lasting relationships.</p>	
<p>Increased school provision to support children's mental well being</p>	<p>Learning about the mind, along with breathing strategies and meditation, empowers pupils to manage stress, enhance focus, and improve emotional regulation, which collectively contributes to their overall success and physical well-being.</p>	<p>Complete 1 school year providing My Happy Mind lesson to all pupils across the school and assess impact.</p>

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

Each pupil is worth 5.5%

<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?	39%	<i>This cohort were not able to attend swimming lessons when in Year 3 and 4 due to school and pool closures (pandemic).</i> <i>This cohort took part in swimming lessons for half a term when in Year 5 and again when they were in Year 6.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	<i>This assessment data was collected from their top up swimming sessions which took place when pupils were in Year 6, during the summer term.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>50%</p>	<p><i>The swimming instructors at the local high school pool taught WATER SAFETY 1.</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><i>Top up lessons were provided but sports premium funding was not used for this on this occasion.</i></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>	

Signed off by:

Head Teacher:	<i>Jas Kang</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jas Kang, Head of School and subject leader</i>
Governor:N/a Strategic Lead	<i>Suzie Norton</i>
Date:	31 07 2024