



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

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.

| Academic Year: 2023/24 | | Total fund allocated: £17120 | | Date Updated: | |
|---|--|------------------------------|---------------|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Funding Spent | Evidence, impact and sustainability: | |
| To develop additional physical opportunities for pupils, particularly during playtimes, enabling more children to access equipment targeted at children’s core strength, balance and coordination. | Use of sports coaches during lunch and playtime to create sports and fitness opportunities. | £10,000 | £10,465 | Sport coaches now have lunch times and has great knowledge of every child’s development and PE skills. | |
| To allow children to be active for 90% or more of PE lessons | Use Jump start Jonny as high quality video based content to utilise for in class warm ups and for high wind or very wet days – this will ensure the quality of provision is not compromised by poor weather. | £250 | £250 | This is now being used within most PE lessons as a warm up or in the case of bad weather. This is a high-quality way of getting children warmed up. It is also allowing children to be moving most of the lesson such as times where there is poor weather. | |
| Use of sports equipment at lunch and break times | Purchase storage unit for the field to allow equipment to be kept in good condition and allow children to used during play and lunch on the field. | £300 | £0 | Not purchased due to field permissions however plastic alternative has been used. Funding that is not used for this has gone towards sports coaching during lunch. | |
| Totals | | £10550 | £10550 | | |
| Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement | | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Funding Spent | Evidence, impact and sustainability: | |
| To raise the profile of PE by inspiring children with real athletes visit | Plan a day for Olympic athletes to come into school to inspire children | £589 | £589 | Children had the best day enjoying an assembly watching Olympic footage. They also all got to do a special PE lesson where they were taught by the | |

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|---|---|-------|-------|---|
| To continue to raise the profile of new and alternative physical activities and sports across the whole school. | with a whole school assembly and a PE lesson targeted for each class Plan activity days in spring term to give all children the opportunity to try different sports and physical activity. | £2176 | £2176 | Olympic runner. The children were all inspired and were pretending to be Olympic runners at play time. Teachers all planned a new/ different activity for children to try. Options were – Zumba, football, basketball, skipping and yoga. Children all loved the day and were able to talk about how important PE is and many have tried new sports since. |
| Totals | | £2765 | £2765 | |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Funding Spent | |
|--|--|--------------------|---------------|--|
| Implementation of Active Surrey to allow deeper staff training | To use active Surrey for PE coaches and lead to undertake CPD including a specific gymnastics course | £850 | £850 | Gymnastics course planned for this academic year was cancelled so re-planned for next year. Active Surrey allowed CPD for leaders and allowed us to get in touch with people such as the tri-golf day. |
| Totals | | £1015 | £ 850 | Money saved on active Surrey used to develop sports coaching at lunch. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Funding spent: | Evidence, Impact and Sustainability: |
|---|---|--------------------|----------------|--------------------------------------|
| Offer a wide range of activities during curriculum and | Review of clubs – questionnaire parents and children. | | | |

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|--------------|--|---------|----------|--|
| | | | | They were also given the opportunity to join a team with other schools which allowed to a great sense of sportsmanship and teamwork. |
| Totals | | £2440 | £2440 | |
| Total | | £17,120 | £ 17,120 | |

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 |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | % | N/A |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | % | N/A |
| 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? | Yes/No | N/A |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No | N/A |

Signed off by:

| | |
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| Head Teacher: | <i>(Name)</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Lucy Wilson – PE lead Max Cobley – Sports coach</i> |
| Governor: | <i>(Name and Role)</i> |
| Date: | |