



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.

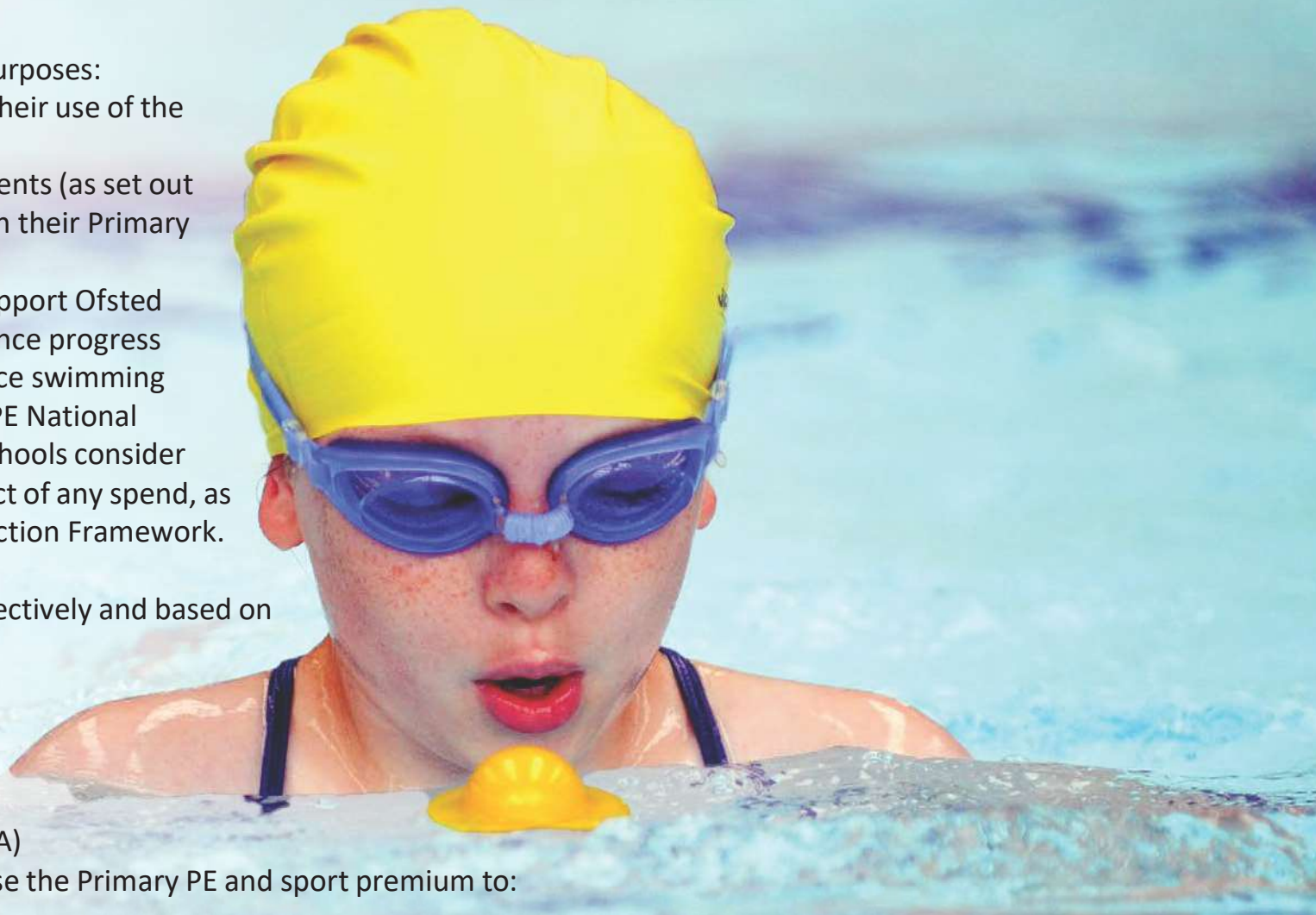
It is important that your grant is used effectively and based on school need.

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
Salary of specialist PE and dance teachers	Staff survey shows that staff feel empowered and more confident with teaching PE sessions on their own.	
Consistent approach to assessing PE across the school.	Consistency shown through evidence collected on PE Passport. PE leader able to check data in real time and implement interventions, if necessary, by responding to need.	Continued to develop this year.
Participation in competitive sporting events	Pupils have been able to experience competitive sport, many for the first time.	Specific focus on attending SEND competitions.

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
Purchased new equipment for daily sporting activities.	Teaching staff Sports Coaches Pupils	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.	<p>Teaching staff and sports coaches know that equipment will be there when planning and teaching lessons. They feel more confident and can deliver high quality PE sessions.</p> <p>Lessons are more accessible to pupils as bigger numbers can participate in the lesson at once.</p> <p>Pupils with additional needs have had their needs met through acquiring specialist equipment.</p> <p>Continue to monitor and track the use of equipment to be used long-term.</p>	£2000

<p>Sports coaches facilitating games and interventions at lunch times.</p>	<p>Pupils Sports Coaches</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</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 have been able to develop their leadership skills, gain confidence and social skills. This has also increased levels of physical activity of pupils during lunch time. Interventions have been used to offer opportunities for children to participate in different sports and learn to play within competitive games. Continue to have sports coaches deliver competition games at lunch times to encourage more children to participate in competitive sports.</p>	
<p>To provide pupils with an education that equips them with the behaviours and attitudes necessary for their success in their next stage of learning.</p> <p>Increase appreciation of PESSPA amongst parents and carers.</p>	<p>Pupils Teachers Sports Coaches</p> <p>Parents/Carers Pupils</p>	<p>Key Indicator 2: The profile of PESSPA being 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>Sports coaches and teachers have been able to provide opportunities for children to participate and engage in more physical activity, this has broadened the profile and increased physical activity at break and lunch times. All sporting events this year have been celebrated in assemblies and all sporting achievements from pupils who participate in extra-curricular sporting activities / events have been shared within assemblies. Some successes and accomplishments have been shared through social media</p>	<p>£490</p>

			platforms. Continue with level of communication between school and parents/carers. Moving Together – allowed children to receive an Arts Award and perform for parents/carers at De Monfort Hall.	
To improve social skills, behavioural development, and academic achievement through access to broadened and improved physical education and activity provision, leading to increased health and wellbeing of all pupils.	Pupils Sports Coaches	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school. Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.	Actions put in place to maintain our gold standard for our School Games Mark. There have been increased standards of pupil attainment, which has been evident and consistently monitored using the PE Passport. Improvements in behaviour after physical activity and engaging lessons. Children have developed their social and leadership skills and have developed positive attitudes to learning and health and fitness. Continue to use the PE Passport as a real-time assessment tool, and assessment document (Excel) to track progress.	

<p>Increased confidence in school staff teaching PE.</p> <p>Consistent approach to teaching PE across the school.</p> <p>Consistent approach to assessing PE across the school.</p>	<p>Teachers Sports Coaches Pupils External Specialist Sports Coaches</p>	<p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Specialist dance teacher and sports coaches' salary paid for, which has enabled staff to feel more confident teaching lessons in a wide variety of sports, including confidence with using different sports equipment.</p> <p>Enabled teachers to meet needs of different pupils in their class by using a variety of different equipment and gaining knowledge from specialist coaches.</p> <p>Sports coaches use the PE Passport and PE lead has shared with new staff how to use the PE Passport, including how to teach lessons from the lesson plans. Sports coaches have supported teachers to use PE passport effectively.</p> <p>All staff teaching PE use the PE Passport for assessment effectively and complete assessments after each unit, staff are more confident using this system. All staff gave positive feedback and showed that all year groups were following the same scheme, they now feel more confident leading PE sessions.</p>	<p>£8000</p>
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<p>A wide range of sports after-school clubs run by staff within school.</p>	<p>Support Staff Sports Coaches Teachers Pupils</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>Staff felt encouraged to provide a varied selection of after-school clubs, as well as Hockey, Basketball, Netball, Football and Multi-sports. Enabling us to support children and meet their needs.</p>	<p>£2000</p>
<p>External agencies to provide after-school opportunities for children.</p>	<p>Moving Together External Agency Sports Coaches Pupils</p>		<p>Moving Together Dance came to provide opportunities to take part in a paid show to parents/carers, pupils felt privileged to share their learning with others outside of school.</p> <p>Total of 14 school staff-led clubs were running weekly from Autumn to Summer Term, there was an excellent take up with 15-25 children per club.</p> <p>Wider opportunities provided such as Bhangra Dancing, Dance and Yoga, enabling children with SEND to participate in a wider variety of sports, which helped them to gain more confidence.</p>	
<p>All children provided with the opportunity over the course of the year to attend after school clubs.</p>	<p>Support Staff Sports Coaches Teachers Pupils</p>		<p>Feedback from staff and children was positive and clubs set up effectively, enabling staff to run their clubs</p>	

			smoothly. PE Lead to make sure that clubs are set up and brought back successfully in 2024/2025 and new ones brought in to include a range of sports.	
<p>Payments for participation in different extra-curricular sporting organisations.</p> <p>Payments allow children to compete in inter-school and sporting competitions across the city.</p>	<p>Pupils Sports Coaches External Agencies</p>	<p>Key Indicator 5: Increased participation in competitive sport.</p>	<p>Children have represented the school at:</p> <ul style="list-style-type: none"> - Sports hall indoor athletics - Basketball - Netball - Dodgeball - TAG Rugby - Cricket - Hockey - Outdoor Athletics - Boccia (SEND Sports) - Football KS2 - SEND Sports Games - Year 5/6 Hockey Teams represented East Leicestershire at the Summer Games at Loughborough University. <p>Children are participating in a wider variety of sports and have now become increasingly confident participating in competitive events.</p>	<p>£2600</p>

			<p>Sports coaches and teachers feel more confident in their abilities to teach and support children at competitive events or teaching them to compete in competitive events.</p> <p>Continue to search for more opportunities to compete at a competitive level throughout 2024/2025 academic year.</p>	
External agencies to provide opportunities for children to enhance and learn new skills.	Pupils External Agency	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children have taken part in Bikeability and Balanceability, both of which have supported children to learn how to ride a bike or enabled them to develop the skills needed to ride a bike. Our demographic needs have been met through external agencies and most children who could not ride a bike before can now do so.	<i>£4500</i>

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
Upskilling staff in specific areas.	Staff feel more confident using the PE Passport as a tool for planning and assessment and can confidently use this when planning and supporting or teaching PE lessons.	Continue to monitor the use of the PE Passport, and support staff with using this.
Increasing the sports clubs available across the key stages.	Children have been given a wider variety of clubs to choose from between Autumn and Summer Terms, including external agencies and support staff with coaching qualifications in different sports such as Bhangra Dancing and Yoga.	PE Lead to set up clubs for 2024/2025 academic year including a variety of different sports.
Updating equipment.	Sports coaches can teach effective lessons and adapt lessons to meet the needs of our children using the new resources provided. Children more engaged in lessons and teachers find teaching lessons easier.	Continue to monitor use of equipment and update where necessary.
Providing Balanceability for KS1 and Cricket for our DSP.	Opportunities for our pupils to develop new skills and build their confidence, matching the demographics of our school. Providing wider varieties of sports linking to the demographics of our school.	Look for other enrichment opportunities for next academic year.

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 meters?	37%	<i>Our school is based in a low socio-economic area, and we have many disadvantaged pupils whose swimming sessions only support them through the Autumn Term, these sessions happen for our Year 4 children and our DSP children. There is also a lack of continuous provision at the pools outside of school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	54%	<i>This has increased since last year, this is an area that we will be continuing to improve on over the next academic year.</i>

<p>What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?</p>	<p>52%</p>	<p><i>Poor attendance for this cohort has led to a significant drop in this area, this is something that will be an aim for next year, and swimming staff at our pool will be notified to support our children further with this.</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>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>Yes</p>	<p>3x swimming pool qualified instructors paid for by school. It is an expectation that teachers observe and support teaching of swimming while at the pool.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jessica Monk Class Teacher & PE Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	