



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 |
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| To support staff with teaching and planning, Teach Active and Complete PE were subscribed to for the year. | By the end of the year, 100% of teachers felt more confident with delivering PE having used Complete PE. Teach Active has improved active/dynamic teaching opportunities across the curriculum. | This costs £2,400 for the subscriptions combined. Both platforms are used by all teaching staff, for whole class and small group teaching. |
| To ensure all children have a wide range of additional sporting opportunities: children in Reception to Year 4 had the opportunity to take part in bounce workshops, as part of Children in Need. | In a survey of Year 2 children at our school, 60% were interested in joining a local trampolining club following this opportunity. | This cost £750 and was very inspiring. Staff also expressed that were keen to attend a local bounce class. |
| To ensure all children have a wide range of additional sporting opportunities: Nursery children took part in a dance workshop, as part of Red Nose Day. | Provided greater opportunities outside the curriculum and ensured that all children had wider opportunities, as part of Red Nose Day. | This cost £60 and was enjoyed by all children. Teachers plan to use this dance workshop with future cohorts. |
| To contribute to a high-quality PE curriculum, equipment was replaced throughout the year for each unit on Complete PE. | This allowed teachers to teach the different units of Complete PE with appropriate equipment to meet the needs of all children. | This cost £2,300. |
| To ensure children are active for at least 30 minutes daily, equipment for break and | Observations during Autumn Term showed that more children were using the equipment, | This cost £90. This was an effective use of spending and equipment will be replaced, when |

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| lunchtime is replaced when needed. As well as ensuring activities are resourced. | becoming more active and trying out more games. | needed. To increase physical activity to 60 minutes daily, a variety of equipment will continue to be provided. |
| Children are taught the physical importance of a healthy active lifestyle. As a result, the Early Years Environment was enhanced with new equipment. | During conversations with Early Years Teachers, they felt more confident with having a variety of equipment for the garden. 95% of Reception children achieved gross motor skills expectations. | The cost was £138. |
| To promote active lifestyles and wellbeing amongst staff bootcamp sessions were provided by a PT to 13 members of staff for weekly fitness sessions. | This contributed positively to staff wellbeing. 95% of staff who took part in bootcamp sessions, wanted them to continue the following year. | This cost £600. Staff had subsidised sessions for two blocks of 6 weeks, the final 6-week block was covered in full by the budget. This was a very effective use of spending. |
| To continue to offer a range of high-quality sports clubs, e.g., tennis, cricket, and tag rugby. | By Summer Term 65% of KS1 took part in an active club. There has also been an increase in the number of children trying tennis, cricket and tag rugby outside of school. | This cost £3,500. It also provided tennis coaching for the year. |
| Invite a GB athlete into school. Courtney Tulloch (GB Gymnast), to deliver an inspirational assembly, including a gymnastics demonstration, followed by fitness circuit workshops for Reception to Year 4 children. | More children were interested in gymnastics, particularly boys. | This cost £750. It inspired more children to try a new sport. |
| To promote sports that engage children, we had a Freestyle Footballer on Red Nose Day, who visited our school to deliver demonstrations and teach the children signature moves. | We have a high number of children who are interested in football. This was a great opportunity for these children to learn some new skills and tricks. It also allowed children who didn't feel confident with football, to try something different. | This cost £653. More children are now interested in football. |
| To support children in receiving a broad and balanced PE curriculum, and upskill class teachers, a coach for the year was provided to work alongside KS1 and KS2 staff. The coach also delivered lunchtime clubs. | Children from KS1 to KS2 all had the opportunity to try different sports, such as tag rugby, with a coach. There was a rugby club throughout the year to support the development of rugby skills and help inspire children to take part. | This cost £3,500 for the Partnership Package and created broader opportunities for the children and inspired many to join new clubs and teams. |
| As part of additional coaching for Year 3 and Year 4, they took part in golf coaching sessions for six weeks. | This allowed children to try something different from the curriculum and increased children's interest in golf. | This cost £750. I will be looking further into golf coaching for next year. |

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| <p>Year 3 and Year 4 received six weeks of cricket coaching from Chance to Shine, to encourage a balanced curriculum. There was also six weeks of Year 1 and Year 2 cricket club at lunchtime.</p> | <p>This was fantastic to see children being able to explore a variety of sports. As a result, some children started attending local cricket clubs.</p> | <p>This was free as it was part of the Chance to Shine charity. The coaching sessions were really inspiring, and I will be looking into cricket coaching next year.</p> |
| <p>As part of Sports and Science week, archery equipment was brought for Reception to Year 4, to learn how to play archery. Teachers were taught how to use the equipment safely.</p> | <p>This provided wider opportunities to children as well. For teachers, it has enabled them to be confident to use them in future PE lessons.</p> | <p>This cost £447.13. Buying archery equipment was beneficial for the school because it will continue to promote a wider range of sport. This is sustainable as it will last for future years.</p> |
| <p>To help children begin to understand how sport and the friends you make through sport, can help overcoming adversity and personal challenges. The children received an inspirational talk from the 401 Challenge. As well as this, the children took part in the Daily Mile in key stages, running alongside (Ben Smith).</p> | <p>More teachers were inspired to continue the Daily Mile. As a result, more classes are continuing to take part in running the Daily Mile, which contributes to being active for 60 minutes of the day.</p> | <p>This cost was £390. This was a reasonable price for an inspirational talk and follow-on activity for each key stage.</p> |
| <p>To promote healthy competition in school, medals were brought for Sports Day to give children the opportunity to experience competition.</p> | <p>This encouraged teamwork and determination of many children. 80% of children in Year 2 were more determined to try their hardest.</p> | <p>This cost £121. This was an effective use of spending because it had a positive impact on the children by encouraging more children to be resilient.</p> |

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 |
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| To introduce new sporting lunchtime clubs, each term. | Coaches who lead the activity. Pupils will take part. | Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officers guidelines recommend that children should engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities are offered. | More children are interested in trying new clubs. | £3,500 for local Partnership Package to provide a coach for a weekly lunchtime club. |
| To provide a range of sporting events and have inspiring athletes visit the school. | Pupils and teachers who take part. | Key Indicator 3: Raise the profile of PE and sport across the school, to support whole school improvement. Key indicator 5: Increased participation in competitive sport. | Children will be more interested in trying out new sports and this will inspire them for their future careers. | £1,500 for athlete visits. |
| To implement a new assessment tool. | Teachers who input data half-termly. PE leader to access PE data across the school. | Key Indicator 1: Increase all staff's confidence, knowledge and skills in teaching PE and sport. | More data will be available from Reception to Year 4. Teachers feel more confident with their own judgement. | £210 renewal for Complete PE |
| To improve confidence in PE teaching in Early Years through CPD coaching. | Teachers who receive CPD coaching. Pupils who learn new skills. | Key Indicator 1: Increase all staff's confidence, knowledge and skills in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officers guidelines | Teachers will feel more confident delivering a variety of sports and games. Children are receiving more sport opportunities. | £1,632 |

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| | | recommend that children should engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. | | |
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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 |
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| To ensure children receive two hours of high-quality PE lessons per week, Complete PE and Teach Active were both renewed for the next academic year. | PE continues to be integrated into other aspects of the curriculum, for example, English and maths. 95% of Reception children now follow Complete PE lessons plans. As well as contributing to children being active for 60 minutes a day both these subscriptions contribute positively to teachers' confidence in teaching and delivering a variety of sports in the curriculum. | £2,410 for both subscriptions for the year. |
| As part of providing additional sporting opportunities, Chris Tawiah, a GB basketball athlete, visited our school to deliver an inspirational talk and fitness circuits for Reception to Year 4. | Children are becoming more inspired to try different sports because of meeting different athletes. | This cost £750. Although costly, it has a positive impact on the children, by them meeting different athletes each year. |
| To continue to engage and excite children, we are linked with our local partnership to provide a coach for a year. This provides us with two hours of high-quality coaching to support class teachers in delivering PE lessons, a lunchtime club and a range of local sporting events. | All of KS1 and KS2 receive coaching for six weeks and as a result more children are interested in trying out local clubs and teams. For the lunchtime club, the sport changes each term. For the Autumn term it was hockey. 57% of KS1 pupils tried out hockey club for six weeks. | This cost £3,500. This package provides children with more opportunities both inside and outside of school and as a result is beneficial for the children. |
| To promote active lifestyles and wellbeing amongst staff, they were provided with the opportunity to partake in weekly fitness sessions with a personal trainer after school. | This positively impacts on staff confidence in PE as well as supporting staff well-being. | This cost £300 for the Autumn Term. 100% of staff who took part in the Autumn, are interested in weekly fitness sessions for the Spring Term. This cost £300 for the Spring Term. Staff have really enjoyed these fitness sessions and it will be starting again in the Summer Term. |

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| | | This cost £300 for the Summer Term. This has supported teachers' wellbeing as well as promoting team building. This will continue the next academic year. |
| To ensure that we teach a wide range of sports and to ensure that there is enough equipment provided and replaced when needed. | Case studies of a Year 2 class showed that by the end of the Autumn Term, engagement in physical activity was very high. | This cost £200 in the Autumn Term. The equipment is used regularly and monitored to check to see if any of it needs replacing. This cost £1,499 in the Spring Term. The equipment is monitored regularly and replaced when needed. This cost £2,142 in the Summer Term. Equipment will be monitored in the next academic year. |
| As part of providing additional sporting opportunities, Laurence Whiteley, a GB Para Rowing athlete, visited our school. He delivered an inspiring assembly and fitness circuits for Reception to Year 4, as part of Red Nose Day. | Children have increased knowledge of wider sports beyond the curriculum. | This cost £750. This is costly, but it is beneficial for the children because it provides wider opportunities. |
| To ensure children receive high-quality teaching, EYFS teachers have taken part in a CPD Coaching Programme. This has enabled teachers' confidence to grow and to provide a variety of knowledge. | Staff feel 80% more confident and have started to implement games and strategies into their PE lessons. | This cost £1,632. Although this is expensive, it has been very useful for teachers. |
| To continue to provide a wide range of sporting opportunities Year 1 to Year 3 took part in a Drumba workshop. This incorporated fitness with music. | We are looking into buying into the subscription and equipment needed to use as part of the curriculum and to offer additional clubs for the children. | The workshop cost £959. This is costly, but as offered a new area to be embedded into the curriculum. |
| To offer a broader experience of sport, selected children in Year 2 took part in events run at St Edmunds Prep School. We hired their minibuses as part of travel to the event. | 50% of children are now taking part in a new club after trying it at one of the selected events. | This cost £255. This was beneficial because it allowed new experiences for the children. |

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| <p>To continue to engage children in regular physical activity and to improve teachers confidence, Year 3 received golf sessions with a coach for 6 weeks.</p> | <p>More children have taken an interest in golf and have started attending local golf sessions.</p> | <p>This cost £500. This was beneficial for pupils and teachers. For the next academic year, this could be useful for Year 3 and Year 4.</p> |
| <p>To raise the profile of PE Year 3 and Year 4 took part in 6 weeks of Cricket sessions. There was also a Year 1 and Year 2 lunchtime cricket club.</p> | <p>Teachers are now incorporating new games and activities learnt from the coaches into their PE lessons.</p> | <p>This was free. Chance to Shine is a charity and offer free sessions to schools. This could be useful for the next academic year for Year 3 and Year 4.</p> |
| <p>To promote healthy competition in school, medals were brought for Sports Day to give children the opportunity to experience competition.</p> | <p>A case study on children in Year 2 found that 70% of children were more determined to try and win.</p> | <p>This cost £73. This was beneficial for the pupils as it increased healthy competition.</p> |
| <p>To promote an active lifestyle, a wider range of clubs and coaches have provided lunchtime and after school clubs.</p> | <p>70% of KS1 now take part in a club in the Summer Term. 60% of Reception have joined an after-school club provided by a coach for Multi- Skills.</p> | <p>This cost £53. This was beneficial as it provided a healthy breakfast to the children.</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

| Question | Stats: | Further context relative to local challenges |
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| 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? | N/A | |
| 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:

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| Head Teacher: | <i>A Greetham</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Ellie Watts, PE Leader</i> |
| Governor: | <i>M Calderon-Athie</i> |
| Date: | 31/07/2024 |