



# 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
<ul style="list-style-type: none"> <li>➤ Provide a range of after school clubs that are based on the children's interests, starting in Autumn 2, including football, glow disco and Zumba.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All clubs were fully subscribed and a range of children were able to participate, including SEND and Pupil Premium. The clubs enabled pupils to develop gross motor and social skills with children across the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ We will continue to offer a wide range of after school sports clubs, giving school council the opportunity to choose from a menu of options.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Provide a x2 weekly lunchtime club for a small group of children to support emotional and social well-being.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A high percentage of the children who attended these last academic year no longer need to attend as they have developed their social and emotional skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ These sessions will continue as we have a number of children who require support with social skills and self-esteem.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Hosting events for Cluster Schools through WNDSSP. Children in EYFS and Key Stage 1 take part in competition events both within our school and with other schools. Events will be skills specific and linked to well-being.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A range of pupils attended and enjoyed taking part in these events, some of which were competition based and some were wellbeing based. These events give pupils the opportunity to meet children from other schools and for secondary age pupils to lead/tutor them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ These events are a key part of our curriculum offer as they cover a wide range of activities that we cannot offer within school due to space and resources.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Continue with Jasmine PE scheme for whole school to ensure there is a consistent approach in the teaching of P.E. Continue with Real PE and Real GYM for whole school access, including training for whole staff.</li> <li>➤ Continue with Jigsaw PSHE to support emotional literacy, social skills, mental health and spiritual development through a whole-school approach.</li> <li>➤ Two MSAs support children at lunchtimes with physical activities, games and promoting well-being.</li> <li>➤ SportSafe to repair outdoor equipment to ensure it is safe for use.</li> <li>➤ Whole school Wellbeing and Yoga day.</li> <li>➤ Trauma Training for a member of staff.</li> <li>➤ New resources identified and purchased to encourage outdoor activities eys.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All staff received a Jasmine refresher training session and an opportunity to team teach with a member of WNDSSP. As a result of this, staff were more confident in using the online scheme.</li> <li>➤ All staff continue to follow the jigsaw PSHE scheme which supports emotional literacy throughout the school. Staff find the resources easy to use and follow.</li> <li>➤ A range of equipment was provided to support children's play and to encourage appropriate and safe play skills. Children thoroughly enjoy using the equipment and are able to develop gross motor skills and social skills as a result.</li> <li>➤ Pupils enjoy using the play equipment and develop skills such as gross motor and turn taking.</li> <li>➤ Pupils and staff enjoyed taking part and were given strategies to use to self regulate.</li> <li>➤ Staff member attended training and has worked with a small number of children to support their emotional wellbeing. Staff member is also able to signpost resources to other staff.</li> <li>➤ Pupils are able to access a wide range of equipment and resources to support their motor skills and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The new subject lead will observe PE teaching to ensure the training is being utilized and will identified further training opportunities.</li> <li>➤ Staff would benefit from additional training in Jigsaw to ensure that the scheme is fully utilised.</li> <li>➤ The new subject lead will set aside time to support a new MSA in setting up games and activities at lunchtime.</li> <li>➤ The wellbeing day was successful and enjoyed by all so will therefore continue next year.</li> <li>➤ We hope that the trauma trained staff member will lead a staff training session to better inform staff of signs, support and strategies to use within the classroom.</li> </ul>
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## 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
Calm Cats – 30 minute wellbeing workshop 2 times per year for Nursery – Year 2.	Pupils – taking part	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils will be able to use the self regulation strategies taught in the session within everyday life. Children have the opportunity to experience a yoga session.	£696.80
Sportsafe - Repairs to trim trail and annual safety inspection.	Pupils – using the equipment	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport.	Pupils will be able to use the equipment at break and lunch times and develop coordination, balance and turn taking skills.	£3984
Resources – sensory circuits	Pupils – using the equipment	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport.	Pupils with SEND and pupils who need support with self regulation.	£137
Resources – EYFS area	Pupils – using the equipment	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport	Pupils in the EYFS have access to a range of physical play activities during continuous provision.	£475

Employee costs – After school sports clubs eg. Football, running and trampolining.	Pupils – attending after school clubs	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	A range of pupils, including SEND and pupil premium can access and enjoy after school sports clubs.	£888
Jasmine PE subscription	Pupils – taking part in PE lessons Teachers – delivering PE lessons	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport. Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport.	Pupils – have access to high quality PE scheme. Teachers – have access to high quality planning and presentations.	£834
WNDSSP subscription	Pupils – access to sports trips and competitions.	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport.	Upskilling staff so that they feel empowered to deliver PE lessons.	£2835
Jasmine CPD	PE lead – support Teachers – training	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key Indicator 5: Increased participation in competitive sport.	Upskilling PE lead to support staff. Networking with other local schools. Giving children the opportunity to take part in a wide range of activities and competitions.	£845
ELSA – 2 times per week with 4 specific children with identified SEMH/trauma needs. These are delivered on a 1:1 basis by a trained ELSA.	Pupils – taking part	To support increased physical and mental development to support other areas of emotional and gross development.	Pupils will be able to develop relationships with a key person at school. Pupils will develop strategies to support their mental health.	£288

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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

## Swimming Data – N/A

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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</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>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>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title) A Watts PE subject leader</i>
Governor:	<i>(Name and Role)</i>
Date:	