



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated July 2024

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"> - A range of sports and activities will be offered through after school clubs to allow children to have a choice of pursuits to follow. - All pupils will be taking part in PE lessons that are judged as good or better. Staff will show increased confidence when teaching a range of PE units and will demonstrate a passionate approach when teaching. - Experienced teachers and sports coach to support with the delivery of PE lessons twice a week. This will also help to upskill teachers in specific areas of PE and support them with the delivery of PE. - Inspire children to become enthused and willing to participate in sport/physical activity. 	<ul style="list-style-type: none"> After-school clubs to develop their enthusiasm and skills within PESSPA. The implementation of PE PRO enabled staff to deliver lessons with clear skill progression. Outcomes and engagement from pupils showed teacher confidence and lesson standard has improved. Increased confidence in staff delivering a range of physical activities in PE lessons. Athlete visits and assemblies engaged and enthused children. 	<ul style="list-style-type: none"> PE PRO is a clear platform which enables staff to be well prepared in terms of subject knowledge and clarity around delivery. It enables the opportunity to record pupil assessments. Coaching from confident staff provided support for our less experienced/less confident teachers. Athlete visits and assemblies allowed for children to be exposed to figures who had excelled within a sporting field.

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
Enhance lunchtime/ break time activities for pupils through the implementation of OPAL.	Ryan Dwyer – the school play coordinator, who will oversee and lead the activities during break and lunchtime. Pupils – engaging with activities.	Key indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 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 offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£4,995
Develop confidence of all staff relating to outdoor provision for pupils through the use of OPAL CPD.	Ryan Dwyer – play coordinator. Staff who will lead/support the activity. Pupils – engaging with activities	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 2: The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils will be actively engaged and enthused by physical activities available. Staff will be confident and passionate when leading activities, which will transfer to pupils.	OPAL cost as above

<p>Enhance the afterschool provision available to pupils through the use of an experienced sports coach (Ryan Dwyer).</p> <p>Subsidised costs available for all in recognition of the demographics of our families and the current cost of living crisis.</p>	<p>Pupils – taking part in afterschool clubs.</p> <p>Parents/carers – able to provide enrichment for their child(ren) at an affordable cost.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all 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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils will further develop their confidence, passion and enthusiasm in relation to PESSPA.</p> <p>Pupils will have the opportunity to further develop/excel within a specific field.</p> <p>Pupils will be part of teams/clubs and feel a further sense of belonging.</p>	<p>£3,500</p>
<p>Extend swimming provision to enable pupils to exceed the end of KS2 outcomes.</p>	<p>Pupils – taking part in swimming lessons delivered by an instructor.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils will be confident in safe self-rescue by the end of KS2.</p> <p>Pupils will have the exposure to professionally led swimming lessons.</p>	<p>£1,500 additional class swimming.</p>
<p>Opportunity for pupils to experience enrichment days. Proposed gymnastics festival and games celebration workshop.</p>	<p>Pupils who are taking part.</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 be exposed to activities and equipment that as a school, we cannot currently offer.</p> <p>Specialist coaches will guide pupils to enable safe, active participation.</p> <p>Sportsmanship, teamwork</p>	<p>£1,000</p>

<p>Athlete/sports person visits planned for across the course of the year.</p>	<p>Pupils – who are taking part. Staff – who are taking part.</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>and appropriate participation in competitive sport will develop pupil skills.</p> <p>Pupils will be exposed to people who have excelled within sport. Pupils will have the opportunity to witness, speak to and learn from inspirational figures.</p> <p>Pupils will recognise the possibilities and opportunities available to them developing passion and drive.</p>	<p>£1,000</p>
<p>High-quality PE lessons are delivered by all staff through a well-planned and resourced scheme. PE lessons are supported by CPD videos – Get Set 4 PE.</p>	<p>Staff – who are delivering the lessons. Ryan Dwyer to teach in year 3 and year 4. Pupils – who are taking part.</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Staff will have and maintain confidence relating to the well sequenced curriculum we offer as a school. CPD videos will support gaps in skill knowledge.</p> <p>Pupils will participate in lessons that are well-planned and skill driven, exposing them to a strong PE offer.</p>	<p>£550 – Get Set 4 PE annual subscription.</p> <p>£1950 teaching and coaching of Y3 and Y4 PE.</p>

<p>Enhance PE lessons through the purchase of high quality equipment.</p>	<p>Staff – who are delivering the lessons. Pupils – who are taking part</p>	<p>Key indicator 2: The 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>Staff will have the equipment and resources required to deliver high-quality PE lessons.</p> <p>Pupils will have the equipment and resources required to access high-quality PE lessons.</p>	<p>£3,000</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
<p>Enhance lunchtime/ break time activities for pupils through the implementation of OPAL.</p> <p>Develop confidence of all staff relating to outdoor provision for pupils through the use of OPAL CPD.</p> <p>Athlete/sports person visit to the school is planned for across the course of the year.</p> <p>High-quality PE lessons are delivered by all staff through a well-planned and resourced scheme. PE lessons are supported by CPD videos – Get Set 4 PE.</p>	<p>The gradual implementation of OPAL has allowed the school to meet children’s’ play needs, resulting in a huge reduction in playtime and post-playtime behaviour issues.</p> <p>The CPD provided by OPAL has given members of staff the confidence, knowledge and skills to facilitate creative, imaginative play whilst confidently managing risks.</p> <p>A visit from an athlete (Olympic swimmer, Joe Roebuck) engaged and enthused children by delivering a sponsored fitness circuit with all pupils, followed by a motivational assembly and Q&A session.</p> <p>Staff gained and maintain confidence relating to the well sequenced curriculum we offer as a school. CPD videos have supported gaps in skill knowledge.</p> <p>Pupils have participated in lessons that are well-planned and skill driven, exposing them to a strong PE offer.</p>	<p>OPAL has contributed to supporting children’s physical and emotional health, well-being, approach to learning and general overall enjoyment of school.</p> <p>Staff feel that they are dealing with much less incidents regarding behaviour and that children have the opportunity to develop communication and leadership, as well as working as part of a team and supporting each other to achieve a shared goal.</p> <p>The visit allowed for children of all ages to be exposed to a figure who had excelled within a sporting field due to their commitment and hard work. The Q&A session allowed pupils to gain a deep understanding of what it takes to become a professional athlete and the importance of resilience and dedication.</p> <p>Get Set 4 PE has enabled staff to be well prepared in terms of subject knowledge and clarity around delivery of PE lessons. It has enabled the opportunity to easily record pupil progress.</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

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>		<p>Swimming previously took place in Year 4.</p> <p>The Year 5 and Year 6 cohort missed this due to COVID19 closures. To compensate for this, we planned for Year 5 and 6 to receive swimming lessons last academic year. Our local pool closed due to structural concerns meaning that the current Year 6 were unable to complete their scheduled lessons. This will have also impacted pupils as the pool we use as a school, is the one that serves the local community. Pupils reported not being able to have swimming lessons because of the closure.</p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>		<p>Pupils are familiar with a range of strokes and are able to apply front crawl, back stroke and breast stroke although distance is inconsistent.</p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>		<p>Pupils are aware of how to remain safe around water but would find safe self-rescue challenging due to the lack of capability in water.</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>Due to lost lessons this year, next academic year (24-25), Year 5 will access swimming lessons at Swim! Oldbury in the spring term, and Year 6 in the summer term.</p> <p>The following academic year (25-26), Year 4 and Year 5 will attend swimming lessons.</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>	<p>Swimming instructors are utilised at our local pool where swimming takes place.</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)</i>
Governor:	<i>(Name and Role)</i>
Date:	