



# 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>· Engagement of all pupils in regular physical activity</li><li>· Increased skill set of support staff including: understanding of how to use the outdoor space to engage our most vulnerable children in learning; ability to differentiate; ability to create a learning pathway of next steps (with support from SENCo) for individual children.</li><li>· Developing the PE, physical activity and sport that we provide.</li></ul>		

<p><b>Key indicator 1:</b> £7, 728 has been put towards developing the school's physical resources and equipment including play builder engineer set and get set go blocks for active play times.</p>	<p>The purchase of additional playtime resources, means children have access to a wider range of resources which encourage active play both on the playground and on the school field.</p> <ul style="list-style-type: none"> <li>- Teaching staff to have confidence to incorporate physical activity into classroom learning</li> <li>- Increase percentage of children engaged in daily physical activity</li> <li>- Develop community ethos of physical activity by engaging parents, carers and children</li> </ul> <p>Positive start to day involving both children and parents.</p> <p>In academic year 2020-2021 the following were discussed during staff meeting to highlight less physical times of the school day and plan ideas for increasing activity:</p> <ul style="list-style-type: none"> <li>- YST 30:30 initiative <a href="https://www.youthsporttrust.org/system/files/resources/documents/1%20Active%203030%20Handbook%20WR_0.pdf">https://www.youthsporttrust.org/system/files/resources/documents/1%20Active%203030%20Handbook%20WR_0.pdf</a></li> <li>- YST Active School Planner <a href="https://www.activeschoolplanner.org/">https://www.activeschoolplanner.org/</a></li> <li>- Audit, review and order OE equipment to match needs of the new curriculum (skills progression).</li> </ul>	<p><b>SUSTAINABILITY ACTIONS:</b> Audit by play leaders to ensure activities are well resourced; Gather feedback through pupil voice; Continued monitoring of playtime activities and freshening up of new resources to ensure continued interest and participation.</p> <p><b><i>Actions 2022-2024: the profile of dance and gymnastics is to be raised amongst the school community; the quality of teaching in Dance &amp; Gymnastics is to be raised so that all staff have increased knowledge and can teach and assess high quality Dance and Gymnastics; child participation will be encouraged in Dance and Gymnastics and children will be able to articulate how learning in Dance and Gymnastics impacts on their fitness and performance levels in other areas of PE and sport.</i></b></p>
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	<p>Community engagement; Encourage parent participation as role models for healthy living/ lifestyle. Discussion held at Staff Meeting 17/2/22: As a result of the two national lockdowns, staff have noticed a decline in general fitness levels since the pandemic began. PE lessons have focussed mainly on fundamentals through games and sport to get children moving, with a preference for outdoor activities to promote risk reduction and infection control. Dance and Gymnastics have therefore not received the depth of focus they have in previous years. Using Sport Premium Grant for academic year 2021-2022 repairs to existing gymnastic equipment and apparatus have been made to enable this.</p>	
<p><b>Key indicator 2:</b></p> <p>£6, 097.94 has been put towards the development of the outdoor spaces to support active learning and encourage physical activity for our most vulnerable children with the purchase of resources that facilitate active play based on EYFS philosophy to enhance opportunities for physical development, particularly balance and coordination.</p> <p>£821.34 has been put towards the resourcing of sensory equipment to support and develop active learning and wellbeing for our most vulnerable children to enable them to engage with and access a full curriculum. Staff will be</p>	<p>Staff to provide targeted curriculum interventions through physical activity</p> <p>Outdoor and active learning strategies were utilised successfully and effectively for Recovery curriculum and a timetable was introduced to maximise impact and included within classroom routine successfully during 2020-2021. Development plan for outdoor spaces established to further continue targeted curriculum interventions through physical activity. As a result adults will have confidence to incorporate physical activity into classroom learning and an increase in the percentage of children engaged in daily physical activity. As a result of the two national lockdowns, staff have noticed a decline in general fitness levels since the pandemic began. Planned outcomes over 2022-2024 of these actions include:</p>	<p><b><i>Actions 2022-2024; Set up spaces and monitor use, effectiveness of delivery and impact of interventions being delivered.</i></b></p>

<p>guided by children's individual support plans and attend training for Trick Box as part of their CPD in 2023-2024, alongside disseminated sensory integration and regulation support from JW (PE and OE Coordinator, SENCo/ Inclusion and Senior Mental Health Lead), enabling them to use the ideas for targeted interventions such as sensory circuits.</p>	<ul style="list-style-type: none"> <li>· Engagement of all children in these activities will 'kick-start' healthy active lifestyles and attitudes, increasing self-esteem and raising children's attainment and achievement across the curriculum.</li> <li>· Increased knowledge and confidence gained from these activities will increase children's confidence and self-esteem and enable them to participate in a wider range of physical activities both at school and out of school hours learning.</li> </ul> <p>Resources ordered using Sport Premium Grant for academic year 2021-2022 to develop each class' outdoor area; Through a variety of physical resources and challenges children will increase fitness, well-being and positive growth mindset which will impact on other curriculum areas and personal development. Staff, parent and child voices have all been captured to create a plan for these spaces.</p>	
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<p><b>Key indicator 4:</b></p> <p>£1,193.35 has been allocated towards providing targeted activities and support to involve and encourage the least active children through funding attendance of extra curricular sports clubs and activities, broadening the variety offered both at lunch time and after school.</p>	<p>All sports and activities taught in after school clubs to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in sessions. Initial spend ensured that all planned PE sessions have been fully resourced leading to greater active minutes in clubs.</p> <ul style="list-style-type: none"> <li>· Increase in the number of children being physically active and taking part during school and out of school hours.</li> </ul>	<p><b>SUSTAINABILITY ACTIONS:</b></p> <p>Equipment audit by PE coordinator linked to club planning carried out and Continued monitoring of resources for wear and tear to ensure all sports offered as after school clubs are adequately covered. Continue to widen the range of resources so a wider variety of sports can be offered with a subsidy put in place and records kept of uptake for subsidised clubs.</p>
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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
<p><i>Release of PE coordinator for the purpose of: Developing Learning and Teaching</i></p> <p>PE Coordinator to support EYFS and KS1 teacher using Real PE CPD</p>	<p>PE Coordinator</p> <p>EYFS and KS1 class teacher</p> <p>Buttercups children - supply needed to release PE coordinator (their class teacher)</p>	<p>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport</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>PE is lead well in school, sustainable in-house CPD available for new &amp; current staff:</p> <ul style="list-style-type: none"> <li>Subject coordinator to work alongside teachers with particular focus on assessment and differentiation using 'Real PE' and school assessment grid</li> <li>Include PE lesson observations as part of SLT's monitoring schedules</li> <li>Increased skill set of teaching staff including: understanding of how to teach technical aspects; ability to differentiate; ability to create a learning pathway of next steps for individual children using the 'Real PE' scheme.</li> </ul> <p>Materials to support all teachers to deliver Real PE</p> <p>Upskilling of staff and support to</p>	<p>£834</p> <p>Update Real PE subscription (Real Gym and Dance), curriculum materials and resources including My Learning online CPD</p> <p>£3, 380</p> <p>Cover PE Lead to team teach, provide CPD including modelled lesson and team teaching in EYFS and KS1</p> <p>PE Coordinator to observe KS1 teacher prior to and following CPD</p> <p>£700</p> <p>Real PE bespoke</p>



			<p>ensure PE is being taught as per curriculum plans</p> <p>How will we know: All PE lessons observed to be consistently good. Staff wear PE kit to model the importance of being in appropriate kit and ensure teachers are able to model skills to children effectively.</p> <p>Assessment data to show an increase in the percentage of children meeting age related expectations or above age related expectations.</p> <p>Teaching staff interview/ survey to show:</p> <ul style="list-style-type: none"> <li>- they feel more confident teaching PE</li> <li>- their subject knowledge has improved</li> <li>- their understanding of the progression of skills has improved</li> </ul>	<p>training for EYFS and KS1 teacher</p> <p>Release of staff member to sort, organise and audit resources</p> <p>£1, 081.09 Resources</p>
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<p><i>Release of PE coordinator for the purpose of: Personal Development, Behaviour and Welfare</i></p> <p>PE Coordinator to support TAs at break and lunch play to improve physical activity provision at these times</p> <p>Develop children as leaders</p> <p>Renew resources in play shed for playtimes and PE cupboard for PE</p>	<p>PE Coordinator</p> <p>TAs</p> <p>All children</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>Playtimes are maximised as an opportunity to promote physical play. Physical and mental health and well-being improved.</p> <ul style="list-style-type: none"> <li>Increased leadership capacity of support staff to provide physical activities.</li> <li>Increase in number of children being physically active and taking part during school and out of school hours.</li> </ul> <p>Children and staff have appropriate equipment to support physical activity</p> <p>Development of children's leadership skills</p> <p>Children and staff feel confident about the link between physical and mental health and have strategies to promote strength in these areas</p> <p>Children will be able to regulate and this will not be a barrier to accessing physical activity</p>	<p>Implement a playground leadership programme with Year 3 school games crew</p> <p>Children have quality resources to promote physical activity</p> <p>£480 Harmony Health, Julia Outlaw, to work with staff and children on connecting mental and physical health</p> <p>£500 Positive Playtimes Hamish and Milo, Clare Williams CPD to work with staff on strategies supporting playground health and conflict management during sports activity</p> <p>£1, 001.85 Trick Box Programme</p> <p>Release of staff member to sort,</p>
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				<p>organise and audit resources</p> <p>Resources £8, 640 Active Wall £633.41 inc. Speaker/ music system</p>
<p><i>Release of PE coordinator for the purpose of: Achievement of pupils</i></p> <p>KS2 to attend a tag rugby festival at local rugby club</p> <p>Tennis offered as ASC for KS2</p>	<p>PE Coordinator</p> <p>TAs</p> <p>KS2 children</p>	<p>Key indicator 5 - Increased participation in competitive sport</p>	<p>Children given the opportunity to compete inter-school</p> <p>Children gain experience of a range of sports</p>	<p>£380</p> <p>Attendance at and transport to festival for KS2 team</p> <p>£150</p> <p>School fund Neil Darragh Tennis Coach to invite KS2 children to participate in ASC for the Summer Term</p> <p>£355.99</p> <p>ASC Resources - Play Kit</p>

## 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>Allocated 10 weeks of release time for the PE Lead to focus on updating Continuous Professional Development (CPD) with Real PE.</p> <p>Updated Real PE subscription, curriculum materials, and resources.</p> <p>Provided cover for the PE Lead to team teach with teachers in EYFS and KS1.</p>	<p>Enhanced the quality and delivery of PE lessons across the school.</p> <p>Increased confidence and competence among teachers in delivering PE lessons, ensuring consistency and high standards.</p> <p>Improved curriculum alignment with the latest PE frameworks and best practices.</p> <p>Improved teaching techniques and strategies through collaborative teaching efforts.</p> <p>Fostered better integration and understanding of PE curriculum among younger students.</p>	<p>The dedicated time allowed for a thorough update and integration of Real PE resources, benefiting both staff and students in terms of PE delivery and engagement.</p> <p>Team teaching has built a stronger foundation for physical education in the early years and key stage 1, promoting lifelong healthy habits.</p>
<p>Allocated time to organise PE resources and equipment.</p> <p>Renewed resources in the play shed and PE cupboard to ensure high-quality and safe equipment for all activities.</p>	<p>Streamlined access to and management of PE resources, leading to more efficient lesson planning and execution.</p> <p>Ensured that all students have access to appropriate and safe equipment, enhancing the overall PE experience.</p>	<p>Well-organised resources have facilitated smoother PE sessions and have reduced time spent on locating and preparing equipment, allowing for more active learning time.</p>



Implemented support from Hamish and Milo to assist with playground health and conflict management during sports activities.	Improved conflict resolution skills among students, leading to a more harmonious and active playground environment. Increased student participation in sports activities with a focus on positive interactions and teamwork.	The presence of Hamish and Milo has significantly reduced playground conflicts and enhanced the overall play experience.  Students have developed better social skills and a greater appreciation for cooperative play.
Provided resources for active playtimes, including the installation of an Active Wall.	Encouraged active play during break times, contributing to improved physical fitness and coordination.	The Active Wall has become a popular feature, engaging students in fun and interactive physical activities.

Signed off by:

Head Teacher:	<i>Michelle Cheeseman</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jenna Wittman PE Coordinator</i>
Governor:	<i>Annie Hargreaves PE Governor</i>
Date:	<i>27/7/2024</i>

