



# 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
<p>Increase children's activity level across the school to that they meet 30 active minutes a day.</p> <p>Child to understand the importance of physical activity that will stay with them for their whole lives.</p> <p>School sporting achievements to be celebrated.</p>	<p>Children challenge themselves to 'beat their record'.</p> <ul style="list-style-type: none"> <li>- "It makes you healthy even if you are tired, it's still good" – Child L, Year 3, PP.</li> <li>- "Because exercise is good for you and healthy is good for you." Child V, F, Year 3, EAL</li> <li>- "I go superfast like Dash. It makes me strong, like this! Child D, PP, Year R.</li> </ul> <p>"I can be a Ninja when I'm running", Child L, F, EAL, Year R</p> <p>"I liked that we got to experience how other schools play games and sports. Also, we played a lot of fun games and learned how to co-operate with other children but it was also competitive" – Child O, Year 5.</p> <p>"It was good learning how to be a sports leader to</p>	<ul style="list-style-type: none"> <li>- Continue using the Daily Mile track – trying to encourage each year group to do it.</li> <li>- Create a display that shows children their times and records to try to get more children engaged. Intra-school competition for Daily Mile.</li> </ul> <ul style="list-style-type: none"> <li>- Use Skiltek to raise the level of PE across the school.</li> <li>- Begin more inter-school competitions.</li> </ul>

<p>School staff (teachers and support staff) to become more confident when teaching and leading sport.</p> <p>Children to be given the opportunity to try a wide range of sports through the PE curriculum and extra-curricular events.</p>	<p>help other children in PE lessons and on the playground” – Child A, Year 5.</p> <p>“We got to do a lot of activities and try some new ones” – Child T, Year 3, PP.</p> <p>“I love to use the short videos for technical parts which I don’t feel adequate to show the class.” – Teacher, Year 4.</p> <p>“I like when we was doing team working together to get the cones.” – Child M, Year 3 SEN, PP. (Tennis skills festival).</p> <p>“It was fun and entertaining but hard-working and made me push harder” – Child N, Year 5. (Sports leader training)</p> <p>“I have loved doing Skateboarding this year, it’s been great to do something new”, Child M, Year 4, SEN. (Skateboarding)</p> <p>“It was good because we got to try and use different golf clubs. It was difficult to use the chippers as you had to be precise”, Child T, M, PP. (Tri-golf skills festival).</p> <p>“I LOVE doing multisports with Louis.” Child L, Year 3, M, PP. (Multiskills club).</p> <p>“BMX is really fun because I can ride the bikes with my friends and go round the track”, Child C, Year 4, M, PP, SEN. (BMX).</p>	<ul style="list-style-type: none"> <li>- Waiting to hear back from a local gymnastics club to try to get some training for staff as gymnastics was something that most staff felt the least confident in teaching.</li> <li>- Continue researching the best PE schemes to use to enable increased knowledge for staff.</li> <li>- Review best use of having Louis in each Thursday – aim to have all Year 6 leavers able to ride a bike.</li> <li>- Introduce ‘handball’ and ‘netball’ to the new PE curriculum to give children the opportunity to try a range of sports.</li> </ul>
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All children (PP, SEN, EAL) to be given the opportunity to be able to access intra/inter school competition.

Pupil voice:

- “It was fun because there were so much running and we had to try hard because many people from the other schools were so fast” – Child A (Year 6, SEN & EAL). (X Country trip – coach supplied).
- “I liked it. I enjoyed it and it made me so happy” – Child M (Year 6, SEN, PP, EAL). (Football tournament – coach supplied).

“The girls football club is a kind and supportive place; you learn so much there” – Child F (Year 6, PP). (Skilltek girls football taster session).

- Review use of staff cover used to take children to events.
- Get TAs trained and trip trained so they can take children to events.
- PE lead to become first aid trained.



## 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
Introduce lunch time clubs with Skiltek – get children more active.	Skiltek - All children had the choice to attend the club. Children were selected by teachers to take part.  SEN children were given a whole session each week.	It is recommended that all children engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	Children had the opportunity to practice and participate in different sports.	£966.00
SEN children to have the opportunity to experience a different sport – skateboarding	Head of school took a group of children with SEN to the local skatepark.	Broader experience of a range of sports and activities offered to all pupils.  More children became physically active and raised the profile of a range of sports.	Children excited to do something different in a controlled environment than with a whole class.	£4000 This is the overall cost for skateboarding for KS2 during the year.
Baby Ballet with EYFS and KS1	Retired ballet teacher teaching EYFS and now Year 1 ballet after school.	Broader experience of a range of sports and activities offered to all pupils.	Children in EYFS have loved attending the ballet that we extended it to Year 1 in term 2.	Paying club – no cost

Develop cycling and balancing skills BMX	All children in the school develop cycling skills at least x3 a year with support from coach.	Broader experience of a range of sports and activities offered to all pupils.  The profile of PE and sport is raised across the school as a tool for whole school improvement.	Children to develop skills so that when they reach Year 6 it will help towards their bikeability training.	£4125
Tennis coach to develop bat and ball skills; hand and eye coordination	Tennis coach to come in and aid Year 3 and 4 during school day. Also have an afterschool club for tennis.	Broader experience of a range of sports and activities offered to all pupils.  The profile of PE and sport is raised across the school as a tool for whole school improvement.	Children have the opportunity to ask for additional help for key skills from an expert in the area.	Paying club – no cost
Sports equipment	At the beginning of the year, we slightly changed the overview of the curriculum so that the units linked and followed on with the skills across the year as well as into the next year group.	The profile of PE and sport is raised across the school as a tool for whole school improvement.	New equipment was ordered to aid with the learning of the new skills and sports. Children thoroughly enjoyed using the equipment during the lessons.	£960.95
PE Hub subscription	We renewed our subscription with the PE hub again this year. This has been a great and beneficial resource for the staff as they have access to in depth lesson plans as	The profile of PE and sport is raised across the school as a tool for whole school improvement.  Increased confidence,	Staff have had unlimited access to all of the beneficial resources on the PE hub to help aid them with their lesson	£500

	well as videos and resources to help adapt their explanation for all learners.	knowledge and skills of all staff teaching sport and PE.	input and delivery. All staff have autonomy to add in extra elements or skills into their lesson, the PE hub plans are they to act as a guide in times when it may be hard to teach a certain skill.	
A coach to raise the profile of badminton and spark more interest.	Badminton coach to raise the awareness of badminton and encourage more children to become active at lunch times.	The profile of PE and sport is raised across the school as a tool for whole school improvement.  The engagement of all pupils in regular physical activity	The children who have attended the badminton lunch club have thoroughly enjoyed being taught by a professional. The coach has even commented to say that the profile of badminton has been raised as a couple of the children have now joined his external club after schools.	£1050



## 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
Skiltek	By using Skiltek for lunch and after school clubs it meant that the children benefitted from a range of sporting coaches teaching them as well a reaching out to a wider audience across the school. Our intake of clubs (for all children, including SEN and PP) significantly increased.	<p>Pupils voice Yr4 “I loved the multi sports club by Skiltek. Every week we got to play a different sport and learn new rules and skills.”</p> <p>As PE leads, we could see the enjoyment the children got from out of all the clubs that were available to them both at lunch times and after school. Children were eager to attend and participate in the all the clubs on offer.</p>
Baby Ballet	Baby ballet has been a huge success that was introduced this year. Children from EYFS and year 1 have been able to build upon the skills taught and have been able to develop their gross motor skills. At the end of a term, children were able to showcase the skills taught to their parents.	<p>We have had a lot of positive comments from parents about baby ballet and the impact it has had on their children. Parents have been eager to sign children up continuously throughout the year so that their children’s skills progress.</p>
Louis - BMX	Children continue to learn how to ride a bike but also build upon their skills throughout the year. The children develop	Pupil voice – Yr 5, “I love completing the challenge cards for BMX. I set a timer to see how many laps I could do in a minute

<p>Skateboarding - Source park</p>	<p>many of their gross and fine motor skills through BMX, e.g core muscles and balance.</p> <p>Skateboarding has had a huge impact on the KS2 pupils at St Paul's. Children are eager to participate as well as learn new skills and tricks on the board. Children have had sessions on board maintenance as well as thinking about safety whilst skating.</p>	<p>on the BMX track.”</p> <p>Teachers enjoy seeing their pupils in a different sporting environment, learning skills that would not normally happen within a primary school. The coaches are approachable and often encourage the children to challenge themselves.</p> <p>Pupil Voice Yr4 – “At the beginning of the year, I could only sit on my bottom on the board and roll down the playground. Now I can stand on the board and change direction whilst skating as well as perform the ‘tic tac’ move.”</p>
<p>Badminton – External coach</p>	<p>We offer badminton as a lunch time club on Tuesday and Wednesdays for all KS2 pupils. The coach has developed and encouraged the pupils throughout the year which has had a positive impact on their hand and eye coordination. A group of pupils played in a primary school badminton league for the first time this year.</p>	<p>Coach comment “I am pleased that two pupils have decided to participate in external classes with me.”</p>
<p>Tennis – Ross</p>	<p>Ross has had a positive impact on the participation and raising the awareness of tennis. He has come in to give a free lesson</p>	<p>All of the children have thoroughly enjoyed having Ross come in and teach them a lesson. He has engaged all of the</p>

	<p>to all pupils from EYFS – Year 4 as well as setting up after school tennis clubs for all pupils up to Year 5. It has been positive to see older children active within the sport, but to also volunteer their time to help Ross with the after-school clubs for the younger years.</p>	<p>pupils and the children love to get involved with the activities he sets up. After school club pupil voice – “I like tennis clubs because we get to play lots of fun games and practice our forehand and backhand hits with the tennis racket.”</p>
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## 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 metres?	23%	<i>23% of cohort can swim competently over a distance of 25m. There were a large group of pupils that could swim over a distance of 15m on their front and back. A lot of the children were not keen on swimming and heavily relied on using a float to aid them in the water.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	63%	<i>Over 65% of the year 6 cohort could use a range of swimming techniques in the water effectively.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>63%</p>	<p><i>A large percentage of the children were able to successfully perform safe self-rescue in the water. They could float on either their front or back, make a variety of shapes as well as swim safely to the side of the pool.</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><i>The reason why the schools swimming data is below national expectations is due to the fact that external swimming lessons were cancelled in the years previous due to covid. Normally a large percentage of our cohort take part in these lessons.</i></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><i>Class teacher completed a level 1 swimming assistant course. PE lead completed an online swimming safety video.</i></p>

Signed off by:

Co-Head Teachers:	<i>Maria Kiniari and Tom Glenn</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ellie Lewis – PE Lead</i>
Governor:	<i>Tony Davis – Chair of Governors</i>
Date:	22/07/2024