



# 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
Specialist PE teaching and staff training.  Greater variety of after school clubs.  PE values made explicit.  Team teaching and sharing of good practise.  Competition programme made available to many.	Staff are more confident in developing children's gross motor skills.  Children have shown a greater enthusiasm to participating in extracurricular activities, numbers continue to increase.  Gold School Games Mark values/PE values to be consistently reinforced.  Staff work together to share and observe good practise and develop an enthusiasm which will sustain current provision and open up opportunities.  Increased number of children participating in inter-school sport through the provision of transport.  Success at competitive events improves. Continue to look for opportunities for children to partake in competitive events.	

## 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>Staff meetings: Discussions based around long term plans, progression journey's, knowledge organisers, lesson plans made available.</p> <p>Staff training: Training afternoons focusing on STEP process and TA specialist support in PE. Work on differentiation and strategies required as a whole school to support all staff.</p> <p>Teacher assessments: Teacher assessments on attainment and pupil progress each term. Information made available to all staff.</p> <p>Courses: To identify staff strengths and identify accredited courses to be disseminate to other staff.</p>	<p>All staff more aware, confident and skillful in the delivery of PE and School Sport.</p> <p>Staff are in tune with progressions and the use of key vocabulary.</p> <p>Staff are aware of the PE values and enforce them during lessons.</p> <p>Using the STEP they are more confident to differentiate in order to keep sessions safe and progress one and all.</p> <p>Staff are able to use regular assessments as a guide to chn's progress and behaviour out of the classroom.</p> <p>Auditing staff's strengths and weakness has only highlight one main area. This involves the rules of the game (ex Rounders)</p>	<p><b>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b></p>	<p>Staff more confident teaching PE and leading school sport resulting in an improved performance of pupils attainment in PE.</p> <p>The development of the subject continues to progress. Chn make rapid progress with extra one to one and small group support.</p> <p>Regular assessments and moderating across staffing helps to embed practise and enable progression.</p> <p>KD to plan a rules and regulation staff meeting for anyone keen to be involved. Any specific courses will be planned for if required.</p>	<p>£3,500 (training and CPD courses)</p>

<p>Lunchtime sports clubs: Areas made available to oversee lunchtime sports activities. Implement new challenges to be run by sports leaders. New equipment purchased following consultation with staff and pupils.</p> <p>TA and specialist support: Provide children who struggle with fine and gross motor skills and/or confidence, specific support to help them to develop their confidence in PE lessons.</p> <p>Clubs: Provide a more varied and broad programme of after school clubs, to cater for everyone. Equipment required.</p> <p>Audit: Whole school parent survey to identify those children currently not participating in activity outside of school. Target for intervention. Focus on swimming in particular.</p>	<p>All pupils during the school day are active for 45 minutes. The sports club takes place every day with alternating games and activities. High % of pupils take part in challenges lead by sports leaders. New equipment has been purchased and is overseen by the sports leaders and KD.</p> <p>TA support in lessons provides specialist one to one instruction. Children who struggle in the classroom are making positive progression during PE lessons and on the playground. TA support is invaluable due to their relationships with individual children. Confidence is growing and behaviour has improved.</p> <p>68% are taking part in a sports club or practical club after school. We offer a broad and balanced programme which changes termly to cater for all interests. Many children go onto competitive fixtures and friendlies against cluster schools.</p> <p>Whole school audit highlighted those children who cannot swim and those who take part in activity outside of school. This has facilitated our new programme, especially swimming.</p>	<p><b>Key Indicator 2: Engagement of all pupils in regular physical activity</b></p>	<p>Pupils take part in 2 hours of High Quality PE and outdoor education a week. Children are engaged in regular activity and look forward to PE lessons.</p> <p>Sports Leaders have grown in confidence and positive relationships have been created between KS2 and KS1 children.</p> <p>Sports clubs during and after school provide regular physical activity. Many take responsibility to umpire, officiate and lead sessions.</p> <p>Sports clubs feed into fixtures within the cluster. These cater for everyone that wants to experience competition.</p> <p>Auditing children's activity levels has resulted in awareness amongst staff. This is celebrated every week. A new swimming programme is in place to cater for all levels of ability. We know who cannot swim and make suitable provision available to those specific children. This is a life skill and extremely important.</p>	<p>£1,000</p>
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<p>Values: Chn are encouraged to develop and embed values during PE lessons: Respect, Determination, Sportsmanship, Team work and Enjoyment.</p> <p>Playground Leaders: Y5 and Y6 chn to have greater experience and confidence in leading others.</p> <p>Sports Council: Representatives to support lunchtime supervisors and help plan Inter house tournaments and competitions. Equipment required.</p> <p>Inter house competitions: Covering a range of activities so that all children are motivated to compete. Opportunities every term (x6 a year). Celebrate during assemblies, newsletter etc.</p> <p>Pupil voice: consult with chn about the sports that they would like to participate in.</p>	<p>All pupils actively engaged in developing PE values every lesson. Our 5 values are expected and highly displayed by many chn consistently. This aids whole school improvement in and out of the classroom.</p> <p>Chn become confident in creating, organising and leading skill sessions and small sided games. They enjoy officiating, umpiring and coaching others. This builds positive relationships on the playground.</p> <p>Pupil voice creates a sense of ownership for PE and sport. The profile of this subject is raised across the school as a tool for whole school improvement.</p> <p>Regular house competitions at the end of every unit of work helps to consolidate everything the chn have learnt.</p> <p>Providing opportunities for chn to take the lead makes their opinions worthy and important. They are the catalyst to positive change.</p>	<p><b>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b></p>	<p>Character building values evident within the classroom and in life. Pupils relationships and leadership skills grow.</p> <p>Year 6 chn organise Sports Day at ECC every year. They showcase the work they have developed over the year.</p> <p>Pupil voice impacts the profile of PE and sport. Chn feel important and take pride in new ideas generated from meetings.</p> <p>House competitions have become part of the competitive programme. Chn look forward to taking part and work hard to retain points.</p>	<p>£1,000</p>
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<p>New sports and activities: Pupils experience new sports and activities that they have never tried before. New equipment required. More staff involved.</p> <p>Signposting: Pupils are able to access local community sports and clubs outside of school.</p> <p>Swimming programme organised for KS2 chn. Transport, hire of pool and instructor organised from Jan – July at The Elms Preparatory School.</p> <p>New opportunities for everyone to take part in Stride Active and School Games competitions, festivals and events throughout the year.</p>	<p>All pupils experience a broader range of sports and activities during PE lessons and after school clubs. These involve individual and team activities (skipping, running, ultimate frisbee, lacrosse, yoga etc...)</p> <p>Chn enjoy taster sessions at local clubs and organisations. This promotes regular physical activity, meeting new people and feeling more confident.</p> <p>All pupils in KS2 swim throughout the year. Chn develop confidence in their skills and water safety in a private setting.</p> <p>Opportunities are regularly organised for all chn to take part in non competitive, informal events organised by the SGO and local clubs. For those who want to be competitive we organise and host football, rugby and cricket throughout the year for cluster schools, private schools and others close by.</p>	<p><b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Pupils take part in two different sports and activities during PE lessons every term. We plan for everyone’s interests and needs to keep chn motivated and enthused.</p> <p>More chn and parents are involved in local sports clubs and establishments. This raises the profile of Eastnor PS across the County. Chn become even more skillful which is evident in PE lessons.</p> <p>Sports clubs and fixture fill any gaps in provision. All Y6 pupils to swim 25m at the end of KS2. Non and weak swimmers are given extra provision. KD gets in pool to offer specialist support and rapid progress.</p> <p>Chn look forward to opportunities away from school. They enjoy events organised by SA and SG. They enthuse and motivate them to want to keep active.</p>	<p>£6,000</p>
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<p>Competition: Access school games competition programme throughout the year. Every pupil to access competition. New inclusion and less active festivals will be arranged through the cluster to cater for all. Transport required.</p> <p>Access Herefordshire FA tournaments, District Netball, The Dows and The Elms competitions and fixtures.</p>	<p>All pupils provided with opportunities to represent school throughout the year. Chn get to experience different setting, felicitities, sports and activities and meeting new friends.</p> <p>Chn get to 'spread their wings' when taking part in new experiences.</p> <p>See Key Indicator 4.</p>	<p><b>Key Indicator 5: Increased participation in competitive sport</b></p>	<p>Pupils more confident in a variety of sports and activities. Pupils develop skill, technique and game play. Experience of competing and taking part against other schools.</p> <p>Chn and parents enjoy new opportunities away from the school environment. This raises the profile of competitive situations.</p>	<p>£5,400</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

## 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?	100%	<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]?	100%	<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>100%</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</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>Mrs Nicola Driscoll and Mrs Sarah Tart</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs Katherine Dawe</i>
Governor:	<i>Ms Nina Shields (Chair of LAB)</i>
Date:	October 2023