



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
CPD for staff through a sports specialist coach from external	<ul style="list-style-type: none">- Developed the understanding of staff across a range of sports by co teaching each subject.- Advice given on the subjects to teachers and opportunities for teachers to watch their subject be taught every week.	The CPD sessions have helped staff to develop their expertise in sports coaching and teaching. This has led to improved instruction and outcomes for students.
Bike ability – Sy	<ul style="list-style-type: none">- The bike ability program has helped students to develop their cycling skills and confidence. This has promoted active transportation and healthy living.- The free rugby sessions have provided KS2 students with opportunities to learn and play rugby, promoting the sport and physical activity.- The Aston Villa FDS sessions have given students of all ages the chance to experience football, promoting the sport and developing their skills.- The co-teaching model has fostered	

<p>Leicester Tigers Rugby Club – free sessions for ks2 pupils block of 5 sessions</p> <p>Aston Villa – FDS 1 session EYFS – Yr6.</p>	<ul style="list-style-type: none"> - Access to a wide range of competitions to allow all pupils to take part in sport outside of school to develop, social, communication, leadership, tactical awareness, assessment of their own and others performances. Pupils through pupil voice explained that they enjoy taking part in the competitions and like the fact that some of them are not just about winning but fair play and learning new things. 	<p>collaboration among staff and allowed them to share their expertise in different sports. This has led to improved teaching and learning outcomes.</p> <p>The ongoing support and observation opportunities have provided teachers with valuable feedback and professional development. This has helped them to refine their teaching methods and improve their practice.</p> <p>The variety of movement activities has helped younger students to develop their physical skills, coordination, and balance. This is essential for their overall health and well-being.</p> <p>The competitions have provided students with opportunities to develop important life skills, such as social skills, communication, leadership, and tactical awareness. They have also encouraged students to participate in sports outside of school.</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>Audit of PE resources to mirror up to LTP and progression map across key stages. Listen to pupil voice Ensure enough equipment available for each child, range of equipment to offer a broad curriculum. 1 per child. Adapted equipment to suit all learners. Offer more opportunities at lunchtimes and break times for children to engage in physical activity</p>	<p>Liaising with sports coach equipment required – looking into intent to compete – competitions, clubs – use of LTP to match up PE equipment for units. up -coming events and competitions e.g.</p> <p>Repair and maintenance to trim trail</p> <p><i>Plastic Hockey sticks</i> <i>Football for lessons</i> <i>Footballs for break and lunch</i> <i>Rugby balls</i> <i>Target games (KS1)</i> <i>Bean bags</i> <i>Stilts</i> <i>Balance Boards</i> <i>Hoops</i> <i>Ankle skips</i> <i>Parachute</i> <i>Number Target</i></p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>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.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>New equipment in KS1 enhancing different forms of activity during break and lunch, encouraging inclusivity.</p> <p>Repair and maintenance to trim trail ensuring a safe environment for activity!</p> <p>Next steps - PE equipment to continue to be kept separate for full sets for classes – clearly labeled and in set places. People are more likely to look after things – less wastage. Remember that Table tennis covers more</p>	<p>Equipment - £887.64</p> <p>Repair and maintenance to trim trail - £3,369.45</p> <p>Annual safety inspection - £255</p> <p>Transport - £1797.59</p> <p>Staffing 308.34</p> <p>Total £6618.02</p>

	<p><i>Skipping Ropes</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>expensive and go underneath to stop the tearing in the wind. Will last longer.</i></p>	
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<p><i>Use of outside coaches to offer specialised sports coaching</i></p> <p><i>CPD from sports coach and teachers from St Paul's</i></p> <p><i>Chris Gowan – Sports coach used for delivery of PE lessons 1 x a week and after school club – football</i></p>	<p><i>Bike ability CPD - Sy to teachers in reception.</i></p> <p><i>Athletics training for Saffron Lane and Sports Hall Athletics – teacher and TA to observe and use in lessons.</i></p> <p><i>Chris used to create CPD opportunities to allow teachers to watch lessons and then deliver the next lesson in the sequence to help with the teaching.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils in lesson and to undertake extra activities inside and outside of school linking to sports that we have been learning within school.</i></p>	<p><i>Chris - £3480</i></p> <p><i>Dawn - £276</i></p> <p><i>Sy – £1185</i></p> <p><i>Primary sports membership – £2656.95</i></p> <p><i>Total £7597.95</i></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
Purchase of new equipment for lesson and afterschool clubs has allowed more opportunities within school and during extracurricular.	<ul style="list-style-type: none"> - Plastic hockey sticks has allowed for children to be able to access hockey within school in a safe environment. - New footballs, allowing more opportunities for those in football club by having more resources available. This has led us to winning the Leicestershire division 1 this year. 	The new equipment has allowed for more students to participate in various activities and clubs, providing them with additional opportunities for growth and development.
CPD for staff through a sports specialist coach from external	<ul style="list-style-type: none"> - Developed the understanding of staff across a range of sports by co teaching each subject. - Advice given on the subjects to teachers and opportunities for teachers to watch their subject be taught every week. 	The CPD sessions have helped staff to develop their expertise in sports coaching and teaching. This has led to improved instruction and outcomes for students. The co-teaching model has fostered collaboration among staff and allowed them to share their expertise in different sports. This has led to improved teaching and learning outcomes.

<p>Bike ability - Sy</p>	<ul style="list-style-type: none"> - Allowing younger classes to become more familiar with a wide range of ways to move. - Develops motor skills and balance in different areas to what they would normally gain. 	<p>The bike ability program has helped students to develop their cycling skills and confidence. This has promoted active transportation and healthy living. The variety of movement activities has helped younger students to develop their physical skills, coordination, and balance. This is essential for their overall health and well-being.</p>
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Swimming Data


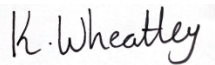
Meeting National Curriculum requirements for swimming and water safety.

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?	81 %	- <i>Additional lessons (catchup) for those in year 6 who had not met the national curriculum by the end of year 5</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	71 %	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	81 %	
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?	N/A	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	- Trained the new PE lead.

Signed off by:

Head Teacher:	<i>Anthony Gallagher</i> 
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kieran Wheatley – Class teacher</i> 
Governor:	<i>Helen Ladkin (CoG)</i>
Date:	08.07.24