



# 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>• One day's input from Skipping School and new ropes to build enthusiasm for skipping.</li> <li>• Participation in large activities such as 10-day Active Travel Challenge and School Games Week.</li> <li>• Y5 class trained as KS1 Sports Leaders through Links SSP and delivering play sessions every lunchtime.</li> <li>• Additional swimming provision targeted to</li> </ul>	<ul style="list-style-type: none"> <li>• Skipping is a regular part of many children's playtimes and contributes to 60 active minutes each day.</li> <li>• Children increasingly seeing the importance of being active and how this can extend beyond PE lessons.</li> <li>• KS1 children have been supported to play a wider variety of games and build interpersonal skills, and Y6 have built leadership skills.</li> <li>• Children, particularly those with</li> </ul>	<ul style="list-style-type: none"> <li>• Children continue to skip on a regular basis and as part of group games. Their enthusiasm has led to us funding further opportunities this year.</li> <li>• This has led to further investment in Walk to School Week and School Games Week in 2023-24.</li> <li>• This is ongoing and has continued throughout 2023-24. Y5 have now received similar training for 2024-25.</li> </ul>

<p>pupils not able to meet the swimming requirements of the national curriculum.</p> <ul style="list-style-type: none"> <li>• Additional PE session for children in the Hive tailored to meet their needs.</li> <li>• Leadership time used for the promotion of PESSPA, including monitoring of PE and planning school sport and 60 active minutes activities.</li> <li>• Evo to provide daily sports clubs at lunchtime, which allow children from all year groups to access a variety of activities.</li> <li>• Weekly girls-only football sessions, and funding for girls to access afterschool clubs provided by Billy Sharp Football Academy.</li> <li>• Sports Day to take place at international venue (English Institute of Sport)</li> </ul>	<p>physical needs, feel better supported and able to access lessons.</p> <ul style="list-style-type: none"> <li>• In addition to tailored support in mainstream lessons, this additional session has supported with physical development.</li> <li>• All classes are engaging in intraclass and intra school games and tournaments. An increasing number of children are getting the opportunity to represent the school in inter-school competitions, with a growing level of competitive success.</li> <li>• All children have had the opportunity to access these clubs and they have been well-attended. Increased number of children engaged in active time, and opportunity to practise skills learned in PE lessons.</li> <li>• Girls who had previously not played felt happy and confident to join sessions.</li> <li>• Children inspired and engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• This time allowed for monitoring and liaison with external providers, identified equipment needs and targets for competition.</li> <li>• To be reintroduced for 2024-25 to combat low engagement from classes other than Y6.</li> </ul>
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<ul style="list-style-type: none"><li>• Increased access to sporting activities through Links SSP membership, with activities tailored to different levels: inspire/engage, develop/play and compete.</li><li>• Increased participation in sporting events through funding transport to and from events and through paying entry fees where necessary.</li></ul>	<ul style="list-style-type: none"><li>• Continued high interest in representing the school and excitement about trying new activities.</li><li>• All classes have had the opportunity to compete against other schools throughout the year, and against each other.</li></ul>	<ul style="list-style-type: none"><li>• For example, Y2's engagement in the skipping festival – they began with no prior experience, engaged fully and won the event.</li></ul>
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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
CPD for teachers through the Get Set 4 PE scheme.	Teachers, as they will gain knowledge about the teaching of PE, with impact for children as a result.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Impact so far has been increased knowledge of the teaching of PE and progression of skills. This to be continued in the 24-25 academic year through twilight sessions with Links School Sport Partnership.	£550 to buy into the Get Set 4 PE scheme.
Whole school input from Skipping School.	Children, through engagement with the learning and impact on playtimes. Teachers, through learning how to teach skipping.	Key indicator 2: Engagement of all pupils in regular physical activity.	Skipping is a regular feature of breaktimes and as a result more children are reaching 60 active minutes each day. Teachers being part of the sessions has developed their ability to lead children in these activities. It is our intention to repeat this input next academic year.	£350
Give children with	Children who have not	Key indicator 2: Engagement of	Children targeted for	£2043.50

significant physical needs opportunity to make use of a swimming pool outside of curriculum lessons.	experienced the success of meeting the requirements of the national curriculum, and require a different swimming experience.	all pupils in regular physical activity.	this provision are showing greater enjoyment in swimming and making progress towards individual goals, including water confidence, water safety and physical strength. It is intended that this continue in the next academic year.	
Additional PE session for children in the Integrated Resource.	Children with physical needs who benefit from provision additional to mainstream PE.	Key indicator 2: Engagement of all pupils in regular physical activity.	In addition to tailored support in mainstream lessons, this additional session has supported with physical development. It is intended that this continue in the next academic year to further support these children.	£1672
Improve the playground environment and encourage active play through adding painted playground games and	All children, through being able to access a wider variety of games at playtimes.	Key indicator 2: Engagement of all pupils in regular physical activity.	Children will have access to a greater variety of active ways to spend their lunchtimes, resulting in more children reaching 60 active minutes, and	£500



developing the multi-use games area.			will work together as teams. These will also have impact in coming years.	
Leadership time for the promotion of PESSPA, including monitoring of PE and planning school sport and 60 active minutes activities.	All children, through regular monitoring that PE provision is of high quality, and further opportunities for activities and competitions arranged through regular liaison with School Sports Partnership	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	All classes are engaging in intraclass and intra school games and tournaments. An increasing number of children are getting the opportunity to represent the school in inter-school competitions, with a growing level of competitive success.	£ 585.80
Purchase of equipment, including playground equipment for KS1, resources for Walk to School Week, and supplies for PE.	All children, through more impactful playtimes and active travel.	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Equipment for KS1, together with adult input to teach children to use the equipment has been hugely positive, with fewer playtime incidents and more directed play, with greater ability to take turns and more focus, resulting in children better able to do better physical activity and supporting	£4,289.36



			<p>others to learn new skills.</p> <p>Walk to School Week was a big success, with almost all children having at least one day of active travel and many children achieving the entire week.</p> <p>PE lessons are properly resourced, and for this impact to be sustained we must keep clear records of supplies and needs. This to be developed in the following academic year.</p>	
Sports clubs at lunchtime.	All children, particularly those who may not be able to access extracurricular sport outside of school time.	Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Lunchtime clubs have been very well attended and provided a variety of opportunities to experience new sports and games, and to practise skills learned in PE lessons.	£2229.34
Subsidised after school clubs.	Children who may not have been able to access these	Key indicator 4: Broader experience of a range of sports	Clubs have been consistently well-	£836

	activities otherwise.	and physical activities offered to all pupils	attended and the children who have attended have built skills and enjoyed the provision. We aim to continue to subsidise these sessions next year and consult on what types of session would be preferred.	
Sports Day to take place at international venue (English Institute of Sport).	All children, through participation on athletics track and field.	Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Full engagement on the day, and children were excited and challenged. We aim to keep this provision for the next academic year to maintain its high profile.	£662.50
Pay for entry fees to competitive events, including the Catholic Cup, Y2 skipping festival and events through the Sheffield Federation for School Sports.	Children, particularly those in Year 2, 5 and 6 who have attended competitions with a paid entry fee.	Key indicator 5: Increased participation in competitive sport	This has allowed upper KS2 classes to engage in more competitive football competitions from earlier in the year, and built their teamwork and resilience. Year 2 have had particular success, training for a skipping festival as complete beginners and finishing	£510

			as overall winners on the day, following training sessions in school.	
Pay for transport to sporting events.	All children, as external events would not have been affordable and accessible without this transport.	Key indicator 5: Increased participation in competitive sport	All classes have had the opportunity to participate in a sporting event this year, including both 'inspire and engage' events and competitions.	£3,551.50

## 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
Breaktimes and lunchtimes have become even more active through a greater variety of equipment, and input from teachers and external providers on how to use the equipment. In addition, there has been an increased number of activities available, with sports leaders and professionals from Evo supporting children to get the most from these.	The vast majority of children engage in active playtimes and enjoy these more.	Input from the Skipping School, Evo and Links School Sports Partnership has been vital, and school staff have worked hard to ensure this is sustained throughout the year.
Lunchtime and afterschool clubs, membership of Links SSP and Sheffield Federation for School Sports and funding for transport to give every child opportunity to access extracurricular sport	Every class has had the opportunity to participate in a sporting event this year, in addition to all children in KS2 having access to lunchtime and afterschool sports clubs.	Support from Evo in tailoring the curriculum to match the Links SSP calendar has helped children feel better-prepared for these competitions.
Extra provision targeted to support children in the integrated resource, including additional PE sessions and extra swimming support.	Targeted children showing greater enjoyment and progress towards individual goals, seeing the benefit of regular physical activity for their lives.	Support from Evo and the efforts of the Hive team have really built confidence of the children.



## 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?	97%	<i>Curriculum provision of 10 hours over two years has ensured that the vast majority of children can swim 25m.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	97%	<i>All children have worked on front crawl, back crawl and breaststroke as a minimum, with children in advanced and intermediate groups also working on their butterfly technique. Provision for one child has focused on water confidence.</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>All children have had this opportunity over the course of a two-year period and have been given the Water Safety Award by Qualitas.</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><i>Additional provision has been arranged for children who have not been able to meet National Curriculum requirements. This has been targeted to children in our integrated resource, whose physical needs have made meeting National Curriculum requirements particularly challenging.</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>No</p>	<p><i>Our swimming lessons have been run by an external provider, Qualitas.</i></p>

Signed off by:

Head Teacher:	<i>Louise Clements</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Matthew Richardson</i>
Governor:	<i>Judith Wilde</i>
Date:	<i>17.7.24</i>