



# 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>The engagement of all pupils in regular physical activity Employ a school coach/ es to lead after school club sports clubs, open to all learners regardless of any disability or special educational need. We have 2 hours of PE curriculum time for all year groups</p> <p>To raise the profile of PE and sport is raised across the school as a tool for whole-school improvement Weight and Height measures completed on children from Year R to Year 5 Playground games training for a class in each year group. PE lessons remapped. New equipment bought so that children have access to a suitable amount for the lesson and are not stood around awaiting turns</p> <p>To increase confidence, knowledge and skills of all staff in teaching PE and sport Employment of a sports coach to work with school staff to plan and support the teaching of PE to increase their subject knowledge and confidence in PE.</p>	<p>New multisport clubs have been set up to target the least active pupils. There has been a 21% increase in the number of PP children attending. The average attendance at clubs has improved this year. Overall, there has been a 18.5% increase of pupils attending extracurricular clubs.</p> <p>Pupil voice shows there are more positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour. Children are increasingly engaged in lunchtime activities; as well as those qualified as leaders to develop their own physical literacy and skill base.</p> <p>There is a well-stocked PE equipment list; staff know what equipment is available and this is better utilized.</p>	<p>Through PE lessons and sport, we ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. We have developed the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. We have communicated on Schoolspider and Dojo regarding sport and physical activity outside of school in the local area.</p> <p>Children now have access to high quality equipment to facilitate progress and enjoyment within PE, allowing the enhancement of skills in a broad range of sports. The equipment at lunchtime allows children to try didn't sports related activities and now supports a calmer, more structured lunchtime play.</p>

<p>Affiliation to Derby City School Sport Partnership- links to professional training for staff and competitions for the children.</p> <p>CPD for PE coordinator.</p> <p>Units of work in place for all PE lessons.</p> <p>To broaden the experience of a range of sports and activities offered to all pupils</p> <p>Range of after school clubs on offer to pupils</p> <p>All year groups have the opportunity to attend sporting events and festivals enabling all children to take part (inclusive of SEN)</p> <p>Qualified Sports Coaches (Premier Sports) running various weekly sports clubs</p> <p>A range of school sports clubs for children to attend including, athletics, netball, gymnastics, fencing, football, archery, cricket and multi-sports</p>	<p>Teacher feedback to shows increased confidence with teaching PE.</p> <p>Teachers and HLTAs have developed their skills in teaching a wide range of sports for a sustainable impact across the academy.</p> <p>Post surveys show that TA's confidence in supporting PE has increased.</p> <p>The PE subject leader has worked with the Trust PE ImplementOR; the PE lead has reviewed and evaluated PE provision across the academy; the PE leader has further developed the academy PE curriculum.</p> <p>Teacher feedback shows increased confidence with teaching cricket.</p>	<p>The specialist sports leaders have access resources to improve the delivery of PE and Sport and ensure a consistent approach across the whole school, this has supported pupils to make progress in PE – using assessment statements on Sonar.</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>All children, regardless of disability or special educational need, have access to after school clubs delivered by sports coaches.</p> <p>Sports coaches deliver after school clubs for all children to access regardless of disability or special educational need. Liaise with coach on half termly basis.</p> <p>Advertise the clubs and complete risk assessments.</p> <p>Ensure that families are aware that there is no cost for the extracurricular clubs this year</p> <p>Training/supporting lunchtime staff to engage more children in active play at lunchtimes</p> <p>To raise the profile of Physical Education to all children in school.</p> <p>School Sports coach to train up Sports leaders in year 6 who then lead physical activity sessions to the rest of school in groups during lunchtime. The leaders also help at events such as Sports Day.</p> <p>Playleaders to train Year 5s so that they can take over in September.</p>	<p><b>Impact on pupils:</b> Increased access to and involvement in physical activities at school lunchtime. Therefore, activity levels increased daily.</p> <p><b>Impact on pupils:</b> Increased access to and involvement in physical activities at school lunchtime. Therefore, activity levels increased daily</p> <p><b>Impact on staff:</b> increased staff confidence in engaging children in active play.</p> <p><b>Impact on pupils:</b> To develop leadership skills in children</p> <p>Develop life skills in pupils</p>	<p><b>Key indicator 1</b></p> <p><b>Key indicator 2</b></p>	<p>Review attendance data and identify children for appropriate opportunities.</p> <p>Analysis of groups attending each club, each half term- use this to identify trends.</p> <p>Meet with PE to analyse findings from trends and plans for approach to encourage other children to attend next academic year.</p>	<p>£3,375</p> <p>Daily lunchtime clubs £4,500</p>

Continue with Premier Sports affiliation	<p><b>Impact on pupils:</b> pupils receive a high quality PE experience with specialist staff therefore raising attainment in PE</p> <p><b>Impact on staff: staff receive training, advice and coaching from specialist staff therefore raising the teaching profile of PE.</b></p>	Key indicator 2	Pupils receiving high quality physical education lessons termly through a trained sports coach. Children gain experience in sports that they may otherwise not have the chance to. Children also have an opportunity to compete against other schools if picked by the coaches in their sessions to represent their school. Children can take part in competitive sport in extracurricular sessions. Children experience playing as part of a team as well individual.	
After school clubs 3 x weekly (Premier Sports and DCCT)	<p><b>Impact on pupils:</b> pupils have access to a wider range of sport through after school clubs</p> <p><b>Impact on staff:</b> staff to liaise with club leaders.</p>	Key indicator 2 & 4		£2,340
Engage children in maths across the curriculum: Book DCCT to deliver World Maths day workshops to the school.	<p><b>Impact on pupils:</b> improvements in behaviour following physical activity and engaging lessons.</p>	Key indicator 2		NA
Promote sport through reading: purchase sports themed books for the library.				
Develop the skill level of staff- Support teaching staff through access to ongoing training and mentoring with PE specialist to equip them with the knowledge, skills and confidence to teach: Coaching and modelling by affiliated sports leaders: 1 x week sports session per class in Y1-6 each week.	<p><b>Impact on pupils:</b> Develop positive attitudes to health and fitness</p>	Key indicator 2		£250
To increase confidence of TA in supporting PE sessions.	<p><b>Impact on staff:</b> Staff feel equipped to deliver PE. Teachers and HLTAs develop their skills in teaching a wide range of sports for a sustainable impact across the academy.</p>	Key indicator 3	Carry out a confidence-check survey with all staff who had training-measure impact and help to devise necessary next steps.	£2,750
		Key indicator 3		



<p>PE CPD and Leadership time. PE leadership time 1 x half day per half term: CPD on subject leadership and PE plus 2 half days monitoring time: PE lead to attend the training offered by Derby County Community Trust.</p>	<p><b>Impact on pupils:</b> participation in enhanced quality teaching and learning opportunities, leading to better outcomes for pupils.</p> <p><b>Impact on staff:</b> Subject Leader more confident conducting learning walks/ team teaching and able to provide effective feedback -Broad and balanced PE curriculum accessed by all pupils.</p> <p><b>Impact on pupils:</b> Increased standards of pupil attainment</p>	<p><b>Key indicator 3</b></p>	<p>PE lead to ensure all staff know what PE equipment is available.</p>	<p>Included in Affiliation Fee (£1750 total)</p> <p>Supply cover £200</p>
<p>Update PE equipment which becomes old and damaged to ensure it provides sustainability for purpose and activity. Purchase replacement equipment for ball games. Ensure lunchtime equipment is not damaged- replace any as necessary.</p>	<p><b>Impact on pupils:</b> Pupil fitness and fundamental movement skills developed and improved through the use of high-quality PE equipment. Lunchtimes are calmer and more structured meaning behaviour is improved when coming into afternoon lessons.</p>	<p><b>Key indicator 4</b></p>	<p>Schedule a date for PE to review quality of equipment 24/25</p>	<p>£2,682</p>
<p>Access resources to improve the delivery of PE and Sport and ensure a consistent approach across the whole school: the PE curriculum is enhanced by specialist sports leaders.</p>	<p><b>Impact on pupils:</b> improvements in behaviour following physical activity and engaging lessons</p>	<p><b>Key indicator 4</b></p>	<p>A future next step would be to purchase some more football equipment, following on from requests from pupils in a recent pupil questionnaire.</p>	<p>£275</p>
<p>To give children more information about different sports and sporting heroes by providing books where they can find out more about something that they are interested in.</p>	<p><b>Impact on pupils:</b> Increased enjoyment and positive attitudes about sports</p>	<p><b>Key indicator 4</b></p>	<p>Pupil voice survey to capture impact.</p>	<p>£275</p>
<p>Membership into Derby SSP 223-24</p>	<p><b>Impact on pupils:</b> Opportunity to practice and enhance skills in different contexts</p>	<p><b>Key indicator 5</b></p>		



<p>Access to external events with Derby County. Access the Competition Plus calendar to provide SEND pupils, or those with low confidence/ self-esteem, with the opportunity to compete against others.</p> <p>Fully inclusive whole school sports day with parents attending. Whole school sports day: provide awards such a badges and medals to encourage</p>	<p>Clearer understanding of good sportsmanship and competitive environments.</p> <p><b>Impact on pupils:</b> Clearer understanding of good sportsmanship and competitive environments</p>	<p><b>Key indicator 5</b></p>	<p>2024/25 PE lead to organise, lead and co-ordinate sports day.</p> <p>PE to set up 'team houses' for children to have experience of competitive environments.</p>	<p>£150</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?	%	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.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	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

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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/No</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>	



Created by:

Signed off by:

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Governor:	
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