



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
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<p>Improved sports equipment</p> <p>Staff CPD</p> <p>Regular contact with MAT PE lead (JC)</p> <p>Improve whole school mental health and wellbeing through sport</p>	<p>Equipment New sports equipment gets our kids more excited and involved in activities, making it easier for everyone to join in and have fun. It helps Mr Kashiri run better lessons and gives students the chance to build skills and confidence. With more sports to try, kids stay active, work together as a team, and feel more connected to their school, all while boosting their physical and mental wellbeing.</p> <p>Mental health/Wellbeing Sports has a powerful impact on mental health by reducing stress, improving mood, and boosting confidence. Physical activity releases feel-good hormones that have affected our children we know this through wonderful feedback during My Happy Mind sessions.</p> <p>CPD Mr Kashiri has able to achieve his level 5 in PE improving his ability to teach and lead PE.</p> <p>MAT contact Regular meetings with (JC) during the school year and holiday camps has</p>	<p>Mr Kashiri's comments</p> <p>Attending the PE Level 5 course has significantly improved my ability to lead PE by deepening my understanding of effective planning, delivery, and assessment. It equipped me with new strategies to engage students of all abilities, ensuring lessons are inclusive, challenging, and enjoyable. The course also enhanced my confidence in managing PE sessions and developing a well-rounded curriculum, enabling me to inspire both students and staff to value physical education.</p>
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	<p>improved the quality of PE sessions right through the school. This can be shown in our pupil voice data.</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>Increase student participation in a wider range of sports and activities.</p> <p>Invest in new equipment to support diverse sports and inclusive PE lessons.</p> <p>Provide staff training to boost confidence and skill in delivering high-quality PE.</p> <p>Organise more extracurricular clubs and competitive opportunities.</p> <p>Promote active lifestyles through initiatives like active</p>	<p>Mid-day assistants, teaching staff, and Mr Kashiri - as they need to lead the activity</p> <p>pupils – as they will take part.</p>	<p>Indicator: Increase in the number of students attending extracurricular sports clubs or taking part in new activities</p> <p>Indicator: Positive feedback from students and teachers on the variety and inclusiveness of the PE curriculum.</p> <p>Indicator: Number of teachers attending professional development sessions focused on PE and sports delivery.</p> <p>Indicator: Greater involvement of student's sports competitions.</p>	<p>Active</p> <p>Habits: Encourage regular physical activity throughout the school day, such as active breaks and incorporating movement into lessons.</p> <p>Engagement: Continue professional development for teachers, ensuring they feel confident and motivated to deliver high-quality PE lessons and extracurricular activities.</p> <p>Leadership: Continue student-led sports clubs and leadership opportunities.</p>	<p>Equipment and PE infrastructure- £8000</p> <p>Extra sports clubs £4000</p> <p>CPD-£1000</p> <p>Top-up swimming- £320</p>

<p>playtimes and whole-school events.</p> <p>Focus on improving overall physical and mental wellbeing for all students.</p>			<p>Partnerships: Build strong links with local sports clubs and the local authority to offer ongoing opportunities for students outside school hours.</p> <p>Investment: Keep and replace equipment regularly, ensuring it stays up-to-date and supports a wide range of activities.</p> <p>Monitoring and Evaluation: Regularly assess participation and wellbeing to adjust initiatives and ensure sustained engagement across the school</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
<ul style="list-style-type: none"> We have invested in continuous professional development for our Sports Coach Our P.E. provision is far more inclusive, and the impact has been clear. Students are not only developing more advanced physical skills, but they are also learning the importance of perseverance and self-improvement. Currently, our participation rates are the highest they have been in years. Not only have we seen more students engaging in P.E. lessons, but we have also seen a higher number of students taking part in extracurricular sports activities and after-school sports clubs. We invested in new equipment to explore a variety of sports beyond the usual ones. 	<p>We know certain aspects of our Sports Premium spending are going well based on positive feedback and measurable outcomes.</p> <p>Several students have reported improved mental health and well-being, citing physical activity as a welcome outlet for stress and a boost to their overall mood.</p> <p>Professional development has empowered our sports coach with training, enhancing his ability to deliver engaging and inclusive PE lessons. This, in turn, has contributed to more inclusive provision, to adapt activities to suit diverse needs, ensuring each student feels involved.</p> <p>Additionally, our investment in a variety of sports equipment has provided opportunities for students to try new activities, broadening their experiences and increasing engagement across different skill levels and interests. These successes reflect the meaningful impact of targeted</p>	<p>Overall, this year has been a positive and productive one for PE and physical activity. The increased participation in a wider range of sports has helped engage more students, fostering a love for physical activity. The investment in new equipment has enhanced the quality of PE lessons, providing students with the tools to develop their skills and confidence. Staff training has had a significant impact, boosting teacher confidence and ensuring high-quality lesson delivery. Additionally, extracurricular clubs and competitive opportunities have offered students even more ways to stay active and challenge themselves. Moving forward, we will continue building on these successes to ensure sustained engagement and long-term physical and mental wellbeing for all students</p>

initiatives on our school community.

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?	80%	This year, we faced challenges with securing enough pool time due to transport issues. To overcome this, we decided to move our swimming sessions to the local pool, which proved to be a beneficial solution. The closer proximity made it easier for students to access regular swimming lessons, improving both participation and consistency. This change helped ensure our children could continue developing their swimming skills without the added barrier of transport time, contributing to their overall physical development
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	At the end of previous school year (year5) the class achieved 67% overall. Due to lack of pool time we changed to our local pool which allowed more time in the water therefore leading us to have a 13% increase from the previous year.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>93.54%</p>	<p>Two children did not complete the physical side of safe rescue however they understood the importance of water safety and the rationale behind it.</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>Pupils who were below national expectations attended top up lessons with the lower year groups throughout the academic year.</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>Mr Kashiri regularly attends swimming lessons with each class. However, he does not have any swimming qualifications. He is working closely with our local pool to Enquire about reaching his swim level 1.</p>

Signed off by:

Head Teacher:	Mrs Kayll
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sean Kashiri PE lead
Governor:	Julie Cahill Chair of Governors
Date:	July 2024