



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
Medium term plans in place to support the sequence of teaching and skills within each area of the PE curriculum and to ensure progression.	From feedback, teachers are happy with progression and lessons of P.E planning. Children are exposed to a range of different sports.	
Lunchtime sporting clubs to be in place to support wellbeing and physical activity.	Sports lunchtime clubs have worked well. School teams have been able to gain extra practice ahead of competitions and tournaments. A variety of sports have been offered during lunchtimes.	
PESSPA celebration and profile raising - equipment / boards / trophies etc	Eye-catching board outside the P.E hall. Children are happy to see their achievements and pictures on the board.	

<p>Ensure that all children participate in at least 30 minutes of physical activity every day.</p> <p>Targeted groups in place to further develop the wellbeing of all children.</p> <p>Sports Premier education introduce a new sport to some children.</p> <p>Children are provided with competitive opportunities both within and out with school, with funded travel and sports kits.</p> <p>Ensuring a variety of competitions is offered to children of all ages and genders.</p>	<p>A focus on physical activity everyday will need to be pushed. For example, 10/15mins of fitness in the morning or during the morning. A focus on ALL children.</p> <p>Premier education has introduced wrap around care.</p> <p>School sports teams. In communication with a potential kit sponsorship with Haart estate agent.</p> <p>Boys and girls (Year5 and 6) football competitions. Year 4 girls football competition. Year 5/6 basketball tournament.</p>	<p>In place with certain Year 5 and Year 6 children.</p> <p>Pupils to improve their physical and mental activity through opportunities provided outside of the curriculum.</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>Lunchtime sport sessions/activities for pupils.</p> <p>To encourage SEND pupils to take part in a wide range of sports and be physically active.</p> <p>Target disadvantaged & Vulnerable pupils</p> <p>To provide targeted activities or support to involve and encourage the least active children.</p> <p>To encourage active</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>pupils – as they will take part.</p> <p>Weekly PE lessons with the sports coach.</p> <p>Resource lunchtime equipment for all playgrounds.</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 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Involvement in B&D school’s programme of sport.</p>	<p>£1000</p>

<p>play during break times and lunchtimes.</p> <p>Medium term plans in place to support the sequence of teaching and skills within each area of the PE curriculum and to ensure progression.</p> <p>Membership of P.E planning. Lesson plans tested and updated by PE Specialists every week to ensure all activities are fresh fun and up to date for your PE lessons</p> <p>Membership of Local Authority School Sports Partnership.</p>	<p>Teachers are provided with opportunities to review lesson sequences on P.E plans based on the needs of the children.</p> <p>Children are being delivered good quality lessons for P.E</p> <p>Gives access to CPD opportunities for adults – support and guidance.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>The quality of teaching of PE is good or better in all year groups across the school.</p> <p>Increase knowledge and understanding for all staff.</p> <p>Enhanced quality of PE lessons across the school.</p> <p>Access to borough CPD events allowing staff to improve their subject knowledge and confidence.</p> <p>Purchase of key equipment to enhance the provision of the PE curriculum</p>	<p>£2000</p>
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<p>To provide children with the skills and opportunities to use a range of sports skills in different contexts.</p> <p>PESSPA celebration and profile raising - equipment / boards / trophies etc</p> <p>Every morning fitness/football club.</p> <p>Increased variety of after school clubs.</p> <p>Purchase of key equipment to</p>	<p>P.E lessons to ensure there is a focus on skills which can be transferred across the curriculum. Adults ensure that PE and sporting activities can be delivered and celebrated to the highest standards. Have open football trials for boys and girls.</p> <p>Lead Teacher to update the board regularly ensuring it reflects current sport and PE opportunities and achievements and is encouraging and engaging for pupils.</p> <p>Sports Coach leads activities.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Children are engaged in P.E lessons.</p> <p>Children interacting with displays and discussing photos of PE lessons / Sporting achievement</p> <p>Children wanting to be in school early because of the morning fitness/football club.</p> <p>Children engaged in new sports. Parsloes teams entered into multiple competitions inside and outside of B&D.</p>	<p>£ 2000</p>
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<p>enhance the provision of the PE curriculum.</p> <p>Children are provided with competitive opportunities both within and out with school, with funded travel and sports kits.</p> <p>Inter-Trust and external Competitions in place and reflect the current PE curriculum.</p>	<p>Children are excited to take part in sporting competitions.</p> <p>Ensuring children feel confident to take part and trial or play in the sport being offered.</p>		<p>High levels of engagement from children leading to future participation in sports. A wide range of children given a chance to compete, including those with SEND.</p> <p>Increased sense of identity for Parsloes Primary School in the local area. Increased involvement in LA events and tournaments, leading to improved outcomes for children in identified skills/sports taught.</p> <p>Opportunities for competitive sports are identified and children are provided with additional coaching to support with this.</p>	<p>£3000</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
<p>Medium term plans in place to support the sequence of teaching and skills within each area of the PE curriculum and to ensure progression.</p> <p>Celebration of achievements.</p> <p>Targeted groups in place to further develop the wellbeing of all children.</p>	<p>Clear progression of skills in P.E. Children engaged and ready for competitive sport. Provide children to a new range of sports- Using P.E planning.</p> <p>Children are engaged in sports. Children get a sense of pride.</p> <p>Children are in school early and may have struggled before to get into school.</p>	<p>Teachers happy with plans. Teachers adapt plans as and when needed. Resources and equipment match lessons.</p> <p>Basketball finals. (2nd place finish). Boys football finals (2nd place finish). Girl's football.</p>

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?	12.5%	<i>Information based on current cohort and not new joiners/leavers.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	33%	<i>Information based on current cohort and not new joiners/leavers.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>12.5%</p>	<p><i>Information based on current cohort and not new joiners/leavers.</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>	

Signed off by:

Head Teacher:	Lauren Pearce
Subject Leader or the individual responsible for the Primary PE and sport premium:	Henry Asiedu (P.E lead)
Governor:	Chris Cox
Date:	11/7/2024