



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.

Key indicators

You should use the PE and Sport Premium to secure improvements in the following 5 key indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

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
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<p>More children have represented the school in inter sports – 40.4% represented the school in a competitive sport; 27 inter sporting activities participated in; 100% of school participated in at least two intra sports.</p> <p>CPD for teachers has been positive.</p> <p>Achieved Gold Award once again.</p>	<p>Children are more enthusiastic to participate in opportunities given to them. We have had more children join local sports clubs e.g. football, cricket, rugby and Greenpower at our local Youth Club.</p> <p>Teachers are more confident in teaching gymnastics and the apparatus have been used more this year during the sessions.</p> <p>All children participated in intra sports across the school year. More children participated in active playtimes as well as more sport leaders organising events/activities.</p>	<p>Need to sustain and explore the possibility of participating in events with The Weald School more as this gives our children further opportunities. To organize events with our local schools.</p> <p>Four ECTs in September, so continue with gymnastics PPA. From feedback, all teachers to have CPD in dance teaching.</p> <p>Further develop Sports Leaders across the school.</p>
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Key priorities and Planning

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
Develop Sports Leaders - Introduce lunchtime sport sessions/activities for children.	Teaching staff as they need to lead the activity Children – as they will take part.	Key indicator 2 Key indicator 4	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1500 costs for additional coaches to support lunchtime sessions.
Teach year six sport leaders, so they can create and lead activities across the school.	Mr Meaney to teach our children how to be Sports Leaders; Sports Leaders to create a timetable for them to work with other children in KS1; Sports Leaders to organise intra sports competition once every half-term (six in total);	Key indicator 4	Developing leaders in sports, which we hope will develop their confidence and see this in the classroom.	£740 to cover the costs of Mr Meaney to lead sessions.
To encourage children to ride their bike more in a safe way.	Year Six children	Key indicator 2 & Key indicator 4	Children will be confident in riding their bikes to school.	£800 - Bikeability
To develop gymnastics and dance teaching and learning across the school	All teachers	Key indicator 1	Teachers to develop their gymnastics and dance teaching; teachers to be more confident in delivering effective gymnastics and dance sessions; teachers to work with specialist in how to effectively plan for sessions	£4900 – Victory Gymnastics & Tara (Slindon)

To organise, lead and run competitive sports for our children against local schools.	Miss Stedman & Mr Galvin	Key indicator 2, 3, 4 and 5	to incorporate what is being taught in the classroom (dance). Children to participated in competitive sport, which include football, netball, hockey, athletics, rounders, swimming, tag rugby, cricket, cross country, motor racing – to explore other sports to participate in.	£4600
To develop our extra curriculum sport offering	Class teachers and children	Key indicator 2, 3 and 4	To offer the children a wider range of sports before/after school, which will encourage children to develop their enjoyment of sport.	£1100
Every child to experience Forest School	Forest School Lead; class teachers; children	Key indicator 2, 3 and 4	Contribution to Forest School - During the year every child will participate in Forest School education based on outdoor learning, orienteering, science and geography	£3000

Key achievements 2024-2025

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
Develop Sports Leaders - Introduce lunchtime sport sessions/activities for children. Teach year six sport leaders, so they can create and lead activities across the school.	Throughout the year, year six children have been leading lunchtime activities for children in reception and key stage one. They have been proactive in developing a variety of activities for the children and the younger children have enjoyed the variety and consistency. The year six children have developed their organisation skills, leadership and problem solving. We also had a group of year five children wanting to run a club (Hobby Horse), which has proved successful for the key stage two children. Year six children organized and led various intra competitions throughout the academic year e.g. cross country and football. They also led the teams when participating in inter competitions e.g. hockey.	To organize training for the present year five class; can we expand the leaders to run lunchtime clubs for key stage two children?
To encourage children to ride their bike more in a safe way.	76% of our children participated in Bikeability.	Further develop children to organize the teams etc. for more inter school events.
To develop gymnastics and dance teaching and learning across the school	All classes benefited from further CPD in gymnastics and dance. This raised the profile of these aspects of P.E. with 100% of teachers stating that their confidence in these areas have improved. Feedback from the children stated that they found the dance challenging with most stating	To develop children's confidence in bike riding. To engage with year four and five Bikeability for next year as well year six. To survey teachers to see which aspect of the P.E. curriculum to focus CPD for next year.

To organise, lead and run competitive sports for our children against local schools.	they enjoyed the sessions. Our more able dancers participated in a six-week block of sessions.	
To develop our extra curriculum sport offering	<p>Throughout the year we have organised a multitude of activities including football, cricket, netball, athletics – this has given our children opportunities to compete against their peers from local schools.</p> <p>Throughout the year we have offered a variety of free sport extra curriculum opportunities for all children across the school. The clubs have included – Circuit Training, Fun Fitness, Ball games, Rounders, Netball, Ultimate Frisbee, Football Clubs (KS1 & KS2), Goblin Greenpower. Autumn term – 76 places taken up; Spring term – 88 places taken up; Summer term – 105 places taken up.</p>	<p>To continue to do this. Although all events are inclusive, to explore a SEND sporting event.</p> <p>Not too sure how we can further develop the sport extra-curricular we already offer. Sustaining the free clubs will be hard.</p>
Every child to experience Forest School	100% of our children engaged with our Forest School provision.	To continue – do we need to train another Forest School lead?

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?	67%	<i>Our children have the opportunity to go swimming with the school for a term in year three, four and five. They do not swim in year six due to capacity.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	25%	<i>Only 25% of the children are confident enough to perform safe self-rescue in the water.</i>
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?	No	<i>We have not done this due to capacity.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We use swimming instructors (three), who are employed by the swimming pool we use.

Signed off by:

Head Teacher:	<i>John Galvin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Stedman & John Galvin</i>
Governor:	<i>Eileen Lintill (Joint Chair of Governors)</i>
Date:	<i>1st September 2024 reviewed: 3rd June 2025</i>