



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
• Coach led sporting clubs • Equipment maintenance • CPD • Minibus maintenance	• Successful in engaging less active • Enabled sporting activities to take place • Continue to attend and disseminate information to staff • Provided opportunity to participate in events	• Continue to offer in 23/24 • Not financially viable for 23/24 – explore other transport arrangements

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
To improve the provision for those pupils who lack motivation in sport by providing weekly lunchtime sport sessions/activities for pupils led by CM Sports coaches.	Target the least active, least engaged and those who lack confidence in sport.	2. Engagement of all pupils in regular physical activity	Activity levels at playtime is good amongst previously less active children. Y5 children are keen to access a young leaders programme to carry this out themselves in 2024/2025. An improved positive attitude to health and well-being reported from those who have taken part. Pupil concentration, commitment, self-esteem and behaviour improved. Positive behaviour and a sense of fair play enhanced. Pupils activity at lunch and break increased.	£525
CPD opportunity for all staff, including support staff through effective delivery of KS1 and KS2 Sports Days run by CM Sports coaches.	All staff	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff report an increased confidence in leading a high quality sports day and demonstrating key skills in pre teaching for the events. Successful sports day held –	£800

			ALL pupils able to participate fully with families in attendance.	
Participation and travel to Hampshire Games including over for teacher (s)	Children who do not participate in competitive sports in or outside of school specifically selected.	5.Increased participation in competitive sport	Children participated in a range of sports that they have not experienced before. Parents and children reported an increased confidence and motivation to participate in a range of sports.	£305
Participation and travel to Paddlesports, including cover for teacher(s)	Less engaged children specifically selected.	4. Broader experience of a range of sports and activities offered to all pupils	Children experienced a completely new sport which broadened their experiences.	£153.51
Improve all staff subject knowledge and delivery of the PE curriculum using Get Set 4 PE subscription	All staff including support staff.	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff have gained knowledge of new activities, broadened their subject knowledge, and created innovative methods to address misconceptions and advance progression using the knowledge and resources provided. Staff have become more confident in delivering PE lessons. There is ongoing progress for pupils during curriculum PE lessons. Staff are now more assured in covering all needs, resulting in a more inclusive	£495

			curriculum that inspires and engages every pupil. Curriculum provision has been enhanced with new ideas designed to motivate the children.	
Enhance our outdoor woodland area with a variety of outdoor games and activities,	All children and staff.	3. The profile of PE and sport is raised across the school as a tool for whole school improvement	The woodland area will be complete by Summer 2024. The intended outcomes are Enhanced Learning Opportunities: The diverse range of activities available in the woodland area will provide unique learning experiences, allowing students to develop new skills and knowledge in an engaging, hands-on environment. Improved Social Skills: Participating in outdoor games will foster teamwork, communication, and collaboration among students, helping them to build stronger social connections and interpersonal skills. Boosted Mental Well-being: Spending time in nature and engaging in outdoor play will have a positive effect on mental health, reducing stress and anxiety while increasing	£800

			overall well-being and happiness. Increased Engagement and Motivation: The varied and dynamic nature of outdoor activities will keep students engaged and motivated, making them more enthusiastic about participating in school activities and learning. Greater Appreciation for Nature: By spending more time in the woodland area, students will develop a deeper appreciation for nature and the environment, fostering a sense of responsibility and stewardship.	
Maintenance and repainting of running track and playing field for PE and breaktime sports activities.	All pupils.	3. The profile of PE and sport is raised across the school as a tool for whole school improvement	Track used for sports day and lunchtime and playtime activities as well as PE lessons and After School club, enabling children to participate in track events.	£1,109.76
New outdoor games and sports equipment to enhance breaktimes	Lunchtime play leader and pupils.	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£30.85
Improve structured lunchtime play by employing a member of staff to lead games and activities for KS1 at	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.	2. The engagement of all pupils in regular physical activity 4. Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1,220

lunchtime - daily				
Lease of minibus vehicle and expenses including MIDAS training for 2x staff members.	Staff and pupils participating in competitive events.	4. Broader experience of a range of sports and activities offered to all pupils 5. Increased participation in competitive sport	Opportunities to participate in sporting events.	£2,114.80
Maintenance, inspection and servicing of outdoor play equipment	Pupils are able to use equipment safely	4. Broader experience of a range of sports and activities offered to all pupils	Pupils have had the opportunity to increase their physical play by using safe and fun equipment and environments.	£85.38
PE conference attendance and cover	PE leader and then PE lead when information is shared during PE lead CPD	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport	Enhanced Professional Development: The conference provided the PE lead with the latest insights, trends, and best practices in physical education, allowing them to stay current with new methodologies and strategies. Increased Knowledge and Skills: PE lead gained valuable knowledge and skills that can be directly applied to their PE lessons, improving the quality and effectiveness of their teaching. This will be disseminated to all staff in Autumn 1. Inspiration and Motivation: Exposure to inspirational speakers and success stories rejuvenated the PE lead's enthusiasm and passion for teaching PE, motivating them to implement innovative	£307

			approaches in their own lessons – specifically key note speaker Dr Sheran Lynch Resource Acquisition: Participants had the opportunity to explore new educational resources and tools that can enhance their PE curriculum, making lessons more engaging and effective for students. Confidence Building: The knowledge and skills gained from the conference have boosted the PE leads confidence in their ability to deliver high-quality PE instruction, ensuring they feel more competent and prepared in their role and in delivering high quality CPD to staff. Curriculum Development: Insights from the conference have informed the development and refinement of the PE curriculum, ensuring it is comprehensive, inclusive, and aligned with current standards and student needs. Student Impact Ultimately, the improvements in teaching practices and curriculum development lead to a more	
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			engaging and effective learning experience for students, promoting their physical health, skill development, and overall well-being.	
PE Leaders attendance and cover.	PE leader and then staff when information is disseminated during PE lead CPD	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport	See above Networking Opportunities: The conference offered a platform for networking with other PE professionals, enabling the exchange of ideas, experiences, and resources, which can lead to collaborative projects and shared best practices.	£282
Contribution towards residential trip enabling children access to wide variety of outdoor activities, games and sports.	Pupils	4. Broader experience of a range of sports and activities offered to all pupils	Contributing towards a residential trip that enables children to access a wide variety of outdoor activities, games, and sports has had a positive impact in several ways: Enhanced Physical Health: The wide range of outdoor activities and sports promotes physical fitness, helping children to improve their strength, coordination, and overall health. Skill Development: Participation in diverse activities allows children to develop a variety of skills, such as teamwork, problem-	£633.40

			solving, and resilience, which are beneficial both inside and outside the classroom. Increased Confidence: Trying new activities and overcoming challenges boosts children's self-confidence and self-esteem, encouraging them to take on new tasks and responsibilities with a positive attitude. Social Interaction: The residential trip provides opportunities for children to interact with peers in a different setting, fostering the development of social skills, friendships, and a sense of community. Exposure to Nature: Spending time outdoors helps children to develop an appreciation for nature, encouraging environmental awareness and a sense of responsibility towards the environment. Mental Well-being: Engaging in outdoor activities and spending time in nature has been shown to reduce stress and anxiety, improving overall mental health and well-being.	
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			Engagement and Motivation: The excitement and novelty of a residential trip and its activities can rekindle a child's enthusiasm for learning and participation, making them more motivated and engaged in school. Broader Horizons: Exposure to a variety of activities broadens children's horizons, inspiring them to pursue new interests and hobbies that they might not have considered otherwise. Practical Learning: The hands-on nature of outdoor activities provides practical learning experiences that complement academic learning, helping children to apply theoretical knowledge in real-world scenarios.	
Contribution towards running of Forest School costs rolled out to whole school – including towards qualified PE lead member costs, continuation of training and CPD, materials and resources to enable access to wide range of outdoor physical activities.	Forest School Leader and Pupils	4. Broader experience of a range of sports and activities offered to all pupils	Forest School offers a unique educational approach that provides numerous benefits for children's development. Here are the key advantages: Enhanced Physical Health: Activities in a Forest School, such as climbing, running, and exploring, promote physical fitness, improving children's	£6,958.30

			strength, coordination, and overall health. Improved Social Skills: Working in groups to complete tasks and solve problems fosters teamwork, communication, and cooperation, helping children build stronger social connections and interpersonal skills. Increased Confidence and Self-Esteem: Forest School encourages children to take risks in a controlled environment, leading to a sense of achievement and boosting their confidence and self-esteem. Emotional and Mental Well-being: Spending time in nature has been shown to reduce stress and anxiety, enhance mood, and improve overall mental health. The calming environment of the forest contributes to emotional regulation and resilience. Connection with Nature: Regular exposure to the natural environment fosters a deep appreciation and understanding of nature,	
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			promoting environmental stewardship and a lifelong connection with the outdoors. Enhanced Creativity and Imagination: The natural environment stimulates creativity and imaginative play, encouraging children to explore, invent, and engage in creative problem-solving. Hands-on Learning: Forest School provides experiential learning opportunities where children engage with the environment directly, reinforcing academic concepts and enhancing cognitive development through practical application. Development of Independence and Responsibility: Children learn to take responsibility for their own safety and the safety of others, as well as for the environment, fostering independence and a sense of accountability. Improved Concentration and Academic Performance: The varied and dynamic outdoor setting helps improve concentration and focus, which can translate to better	
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			academic performance in the classroom. Resilience and Adaptability: Children learn to navigate and adapt to changing conditions and challenges in the natural environment, building resilience and problem-solving skills that are valuable throughout life.	
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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
- Running successful Sports Days for EYFS/KS1 and KS2 - Motivating and engaging less active pupils through Hampshire School games, competitive local events and Paddlesports - Enhancing our outdoor learning environment - Successful training of a Forest School teacher - Motivating and engaging less active pupils through coach led after school sports clubs - Participating in the Barclays #LetGirlsPlay event - Successful implementation of lunchtime and playtime sports activities	- Positive feedback from pupils, parents and staff. A wider range of activities on offer. - Opportunities to compete in wider range of sports - Greater opportunity for outdoor learning - Forest school opportunities part of the curriculum offer and after school - Increased number of children participating in daily activity - Increased engagement from girls, particularly in football. - Increased number of children active during playtimes and lunchtimes	- Plan to increase the number of competitive events we enter next year - Further develop this next year - Develop into a girls team next year

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

Swimming took place in Summer term 2. Currently awaiting official swimming data from the swim school.

<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?	37%	<i>43% were able to swim 5-10m unaided.</i> Of the 13% of children who couldn't swim, 4% gained water confidence but were still not able to swim. 2% could swim 5m with aids and 6% could swim 10m comfortably (front and back)
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	40%	The advanced swimmers all improved water safety skills (floating front/back) and all tried every stroke as some hadn't before.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>Use this text box to give further context behind the percentage.</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	The cohort took part in swimming in Y6, having missed out in Y3/4 due to COVID. We will be offering swimming at an earlier stage to ensure there is an opportunity to catch up.
Have you provided CPD to improve the knowledge and confidence of PE lead to be able to teach swimming and water safety?	No	We employ an outside to teach swimming.

Signed off by:

Head Teacher:	<i>Jeff Sendall</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rebecca Hill – PE Leader</i>
Governor:	<i>Gemma Deedat – PE link Governor</i>
Date:	20/7/24