



# 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
Sports clubs provision	To enable disadvantaged/vulnerable pupils to attend school sports clubs free for a term- further improve their participation in broader range of sports.	Children were able to attend football club and multisport clubs after school.
Taking part in local matches	Enabled more pupils to compete in team matches with other local schools.	Children regularly attended tournaments at the local secondary school where they had the opportunity to compete against other local schools.
Trying new sports and sporting challenges	To enable as many pupils as possible to attend year 5 residential trip (spring term) and year 6 residential trip (summer term). Pupils can access dry slope skiing kayaking, rock climbing, abseiling, archery and physical team challenges.	Year 5 attended 3 day residential which allowed them to take part in rock climbing, skiing and kayaking.
Resources and equipment	Provision of small playground games and activity equipment to improve quality of lunchtime play and pupil wellbeing	Playground equipment allowed children to develop social skills and promote well being.

Forest School trained leaders working alongside staff	Improvement in pupil wellbeing and improved skills to support outdoor learning	Each year group were able to have a 10 week block of Forest School to explore the outdoor curriculum
Dance curriculum	Providing workshops for each year group linked to their learning in class	Further development is needed to improve outcomes in dance.

## 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
Lunch time and extra-curricular equipment	Children and safety at play times.	Key indicator 2	Age related play time equipment accessible to everyone. Extra-curricular clubs have access to appropriate equipment	£831
Competitive sport entries and participation	Children attending sports competitions and higher participation rates in competitive / festival activities.	Key indicator 4 and 5	<p>More participation in festivals and competitive sports</p> <p>Target areas of the school to have higher participation rates</p> <p>Workshops in school which are non-curriculum sports</p>	<p>£185 TPA entries to competitions</p> <p>£275 local borough entries and travel</p>
Transport to competitions, top up swimming and sports trips	Children		<p>Children are able to attend sports fixtures, workshops and top-up swimming with no costs to parents.</p> <p>Children are able to experience more opportunities.</p>	£3500

Lunch time sports coach	Children	Key indicator 2	Children have access to 30 minutes of organized physical activity every day at school.	£7918
Top-up swimming	Children		Children who are unable to swim have additional swimming lessons and transport to the venue	£1060
TPA Passport	Children		<p>Year 6 children attending a live sporting event – Charlton FC tickets</p> <p>Year 6 children learning a non-curriculum sport and project for sportsmanship/teamwork/resilience and well-being.</p> <p>Year 6 – BMX day workshop</p>	£3921

## 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
Expanding the number of entries to sports clubs, festivals and workshops.	Larger number of children experiencing competitive sport, some for the first time	A link set up with a local club which has led to a number of girls joining and now playing regular weekend sport/
Investment in the sports facilities, pitches and maintenance	Sports grounds are well maintained, able to hold more clubs, competitions enabling more children to access sport.	TPA grounds team have maintained sports field adding athletics tracks for events when needed
Surrey Cricket – Chance to Shine	Children experienced a sport they had not participated in much before. Children all commented how much they enjoyed their weekly sessions.	Some children were not knowledgeable about cricket rules and now are. All children- years 4,5 and 6- participated in these sessions.
Lunch sport coaching sessions	Children able to access the 30 minutes a day of physical activity in a safe, fun and organised way	More physical activity engagement and less behavior issues.
Investment in a sports mini-bus	Larger number of opportunities with less impact on the curriculum due to the time	We were able to attend more academy tournaments.

## 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?	82% (31/38)	9 children attended the top-up swimming
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73% (28/38)	



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>82% (31/38)</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>The whole year 6 cohort attended top-up swimming lessons.</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</p>	<p>Staff have attended the swimming lessons and have observed the swimming lessons.</p>

Signed off by:

Head Teacher:	Deniece Graham
Subject Leader or the individual responsible for the Primary PE and sport premium:	Agatha Newton
Governor:	<i>Che Ramsden</i>
Date:	27/07/24