



# 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
Pupils have experienced a variety of sports. Pupil leaders are engaged and involved in planning and delivering events. Greater understanding of delivery amongst staff team.	Broader range of physical skills, teamwork abilities, and strategic thinking. Development of planning, organization, and communication skills. More effective in addressing individual pupil needs and encouraging participation (blippit boards).	Outside providers leading specialized sports such as nerf guns wars, dance, cricket. Use of PE Planning scheme. Targeted groups to ensure WTS children are given support (blippit boards).

## 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>That all teachers consider themselves to be PE teachers and effective practice is robust.</p> <p>Consistent approaches to modelling, teaching and questioning are employed in all PE lessons.</p> <p>PE lessons encourage the development of a broad range of skills.</p> <p>Consistent curriculum mapping and increased understanding of knowledge and skills progression amongst staff team (PE Planning).</p> <p>Teaching encourages reflection, as well as peer and self-assessment of skills and competencies for pupils.</p>	<p>Teachers receive CPD through subject specialists</p> <p>Sports and PE leaders employed to shadow and deliver lessons.</p> <p>Teachers continue to use PE Planning to ensure consistent teaching approaches.</p> <p>The staff team have all received feedback and coaching from the subject leader and specialist coach.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Greater understanding of delivery amongst staff team.</p> <p>Monitoring of provision shows that children are positive about PE (pupil voice).</p> <p>PE lessons and pupil voice observed show a focus on reflective practice.</p> <p>Peer and self-assessment seen as a feature of teaching and learning.</p> <p>Pupil progression and assessment shows children reaching National Curriculum expectations.</p> <p>Blippit boards show clear cohesion and mapping done by teachers.</p>	<p>£3,500</p>

<p>Ensure all pupils, including those with additional needs, are able to access sports coaching and PE teaching.</p> <p>A wide range of activities will promote enjoyment and confidence in sport and PE.</p> <p>Physical activity target exceeded through play-based learning and increased outdoor education offer as well as trips.</p> <p>Extra-curricular clubs and endeavor also positively impact on the engagements in physical activity.</p> <p>We build healthy habits for future success.</p>	<p>TA attendance during PE lessons to support and challenge pupils with low confidence, low motivation or low attainment in P.E.</p> <p>Lunchtime adult support for children with additional needs to enable them to participate in active play.</p> <p>Introduction of forest school teacher and delivery of OAA across the curriculum.</p> <p>Additional PE sessions as part of teacher PPA.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p>	<p>Pupils have progressed through the curriculum and timetabling is robust.</p> <p>There is clear progress in children's physical education knowledge and skills. Evident in formative assessment and teacher assessment.</p> <p>Pupils have experienced a variety of sports. (pupil voice).</p> <p>Children have experienced a range of clubs and participation levels were high (clubs were well attended).</p> <p>Introduction of forest school which allows for 1x weekly play-based learning.</p>	<p>£12,000</p>
<p>Cross curricular themes such as co-operation, teamwork and perseverance are built into PE teaching to ensure positive impacts across the curriculum.</p>	<p>Class teacher out 1x day per half term to allow for monitoring impact, e.g. pupil voice, observations</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a toll for whole-school improvement.</p>	<p>Pupil leaders are engaged and involved in planning and delivery of events.</p> <p>Pupils work in PSHE shows evidence of healthy lifestyles and choices.</p>	<p>£1,000</p>

<p>Wider healthy lifestyle activities form part of the school's approach and are linked to other curriculum areas eg: PSHE.</p> <p>To actively engage pupils in the design, delivery and promotion of physical activities in the school and its positive impacts.</p> <p>PE lead from Sidmouth College offers a range of pupil and staff training across the academic year.</p> <p>Release time for PE lead to drive the action plan and shape our school practice</p>			<p>Well being is a key school theme and pupils are able to speak about what makes them healthy and make healthy choices. Pupils recognize physical activity is key aspect of this.</p> <p>Pupil voice - Only 6.8% of pupils said they do not take exercise less than 3 x per week. 67% of pupils are active every day.</p> <p>Increased parental involvement – stride to school, sports day,</p>	
<p>Ensure a wide range of sports and activities are taught.</p> <p>Age and stage appropriate activities take place.</p> <p>Lesser known sports and activities are planned for and delivered through the curriculum offering.</p> <p>PE lead from Sidmouth</p>	<p>Sports specialists brought in to lead activities.</p> <p>Pupils will receive a broader curriculum.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children have experienced</p> <p>Children have participated in games and events led by other professionals.</p> <p>Children have experienced team building games across the curriculum.</p> <p>The core skills are built over time.</p>	<p>£1090</p>

College offers a range of sports as enrichment.			Extra – curricular activities for all age groups.	
<p>The school will participate in extra-curricular sport through the learning community.</p> <p>Children will have the opportunity to engage in competitive competitions.</p> <p>Intra and Inter school competitions will be held so ALL children participate and are challenged at this level.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>pupils – as they will take part.</p> <p>Participation and organization of inter school events through Learning Community.</p> <p>Increased competition through sports week.</p> <p>Sports days taking place and well-established school competition.</p>	Key indicator 5: Increased participation in competitive sport.	<p>Children in all key stages have participated in competition and sport.</p> <p>Children participated in sports week and have greater awareness of disability-based sports.</p> <p>Competition was healthy and supportive,</p> <p>Increased parental engagement through successful sports day.</p> <p>Competition outside of school and children participated and the school achieved winning results in a number of inter school competitions eg: cross country running and swimming gala events.</p>	£500

## 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>Continuation of sports week during summer term.</p> <p>Half termly day of sports run throughout the school.</p> <p>Class teachers participated in CPD from external sources.</p> <p>Half termly sports club offered after school.</p> <p>Extra-curricular sporting events attended through the learning community.</p> <p>New equipment to use during playtimes and lunchtimes.</p> <p>Lesson observations of staff delivering PE.</p>	<p>Enhanced students' physical fitness and fostered a sense of teamwork and school spirit.</p> <p>Consistent physical activity and engagement among students, contributing to their overall well-being.</p> <p>Improved the quality of physical education instruction, benefiting student learning and engagement in sports.</p> <p>Provided students with additional opportunities to develop their athletic skills and enjoy physical activities in a supportive environment.</p> <p>Broadened students' exposure to competitive sports and strengthened their connections within the learning community.</p>	<p>Pupils enjoyed a full week of sport, experience a wide range of activities.</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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	84%	<i>A number of pupils (4) in the cohort have not yet developed a proficient stroke in all of these disciplines.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</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>No – N/A</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>We have obtained the RLSS Watersmart GOLD Award.</p>

Signed off by:

Head Teacher:	<i>Ant Pope</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mikaela Winkler</i>
Governor:	
Date:	