The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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
To organise activity so that all pupils will be active on average 60 minutes a day, 7 days a week. Raise outcomes for children with attainment in the top and bottom 20%. Improve methods of communication with visitors and parents to further show impact of PESSPA on children in school. Arrange bespoke CPD plan for teachers relevant to their experience/confidence in teaching PE and Sport. Create more links to community clubs to offer better pathway for children to further experience PE and Sport outside of school.	At St Osyth Church of England Primary School, 54% of pupils do an average of 60+ minutes a day of moderate to vigorous activity across the week. When children in KS1 were asked "are you happy today", 83% responded with a smiley face over a neutral or sad face All children are celebrated for their achievements, in school and out, throughout the year. PE met relevant Ofsted grade descriptors for 'good' at inspection in summer term 23. Leadership and management also met Ofsted grade descriptors for 'good' at inspection in summer term 23.	Continue to offer timetabled Physical activity so that all pupils are active for 30 minutes, in school, everyday. Continue to communicate in all areas of PESSPA to promote the impact of Sport and PE to support whole school work in 'refining to Outstanding'. Improve provision of outdoor learning to secure PE, Ofsted grade descriptors for Outstanding. Continue to support teachers and staff with bespoke CPD plans to improve confidence, competence and outcomes in PE and Sport.

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
Aim to achieve 75% of children that take part in 30+minutes of PA every day and 60% of children that take part in 60+ minutes of PA every day. - Competitive approach to daily mile to encourage staff and pupils to timetable in brain breaks - Morning Mile daily from 8:15-8-30am for children on site early - Regular sports and physical activity competitions at Lunchtimes - Bike storage to encourage and promote cycling, scooting to school - Maintain spare PE kit so that pupils do not miss timetabled PE/PA	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activities/support to pupils. Pupils – as they will take part.	Key indicator 1: 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. Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. More pupils respond positively to whole school policies (behavior/attendance etc) More Pupils active and healthier into later stages of life. More pupils taking part in competitive sport in and out of school.	£5,000 - Cost to renew subscriptions to Marathon Kids/travel tracker/ complete PE Enrich etc. - Purchase Bike storage - Purchase PE kit and labels - Purchase rewards (certificates, trophies, badges) for incentives. - Purchase equipment for lunchtimes - Subsidise costs to make PESSPA accessible for lowest income families (transport, trips, clubs etc.)

Teachers to develop confidence and competence in delivering High Quality PE – with out the presence of PE lead. - Develop and continue bespoke CPD program for teachers by PE lead. - Access to Complete PE for consistent planning across the school. - Complete PE supports consistent assessment across the school – teachers are all aware of the same targets/objectives.	Teachers PE Lead Additional staff who may access CPD or run clubs.	Key indicator 1: 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. Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE. Teachers more competent in delivery of sports will develop more successful pupils at events/competitions etc. Quality of PE will be more sustainable with teachers passing on good pedagogy to new colleagues and systems in place being easy to use long term.	£5000 - Teachers to undertake CPD courses. - PE lead costs for upskilling staff - Ongoing subscriptions for high quality online resources

Support school's approach of 'refining to reach Outstanding' - Improve outdoor provision including outdoor learning and lunchtime provision. - PE lead to meet teaching grade descriptors for Outstanding - Leadership of PE to meet grade descriptors for Outstanding - All teachers pedagogy in lessons to be 'good' or better - Enhance provision of extra-curricular activities, including quality of external providers. - Pupil centered approach – children encouraged to have leadership/ be responsible across all aspects of PESSPA	Senior leadership PE Lead Teaching staff Pupils	Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Provision for pupils continues following 'Good' Ofsted grading. Pupils learn in new and exciting ways including through forest school style activities, pupil led intra school competition, leadership opportunities and better qualified/more competent staff. Children pass on learning behaviours and skills that meet 'Good'-'Outstanding' descriptors meaning that future cohorts attain better.	£5,000 - Purchase outdoor learning equipment (forest school style) - Purchase Sports Leaders merchandise (hats, lanyards, hi-vis vests etc) to raise profile. - Update sports equipment to ensure highest quality equipment for use in Lessons/Clubs/Competition. - Purchase storage for outdoor space for easy access on the field - Speakers for outdoor environment (PA system for events, music for playtime lunchtime) -

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
More active opportunities throughout the school day such as movement breaks, Daily Mile and after school clubs. CPD and Support for Teaching Staff including PE lead – Whole school approach to improvement. Successful teams at various different sporting events such as Girls Football, Cricket, Cross Country and Athletics. Development of Outdoor provision to encourage more children to use physical skills such as climbing, building, exploring and problem solving.	Teacher assessment suggests that more children than previous years (54%) take part in 60+ minutes of PA every day. It is also clear that, through in school opportunities, all children are offered 30+ minutes of PA, most days, in school. Through Staff perception, out of 12 teachers, 11 said that their confidence in teaching PE was medium or high. This is an increase from the feedback from 2 years prior. PE lead was part of all staff improvement meeting that supports the approach of 'Refining to reach Outstanding'. This has meant there are some changes in the curriculum, that will come into effect from 24/25 academic year.	Further aim to engage more pupils in physical activity using more diverse and creative ways whist in school and at home. Offer more competitive opportunities for all pupils to support their understanding and conduct in competitive situations. Create ways to highlight children's achievements both in and out of school – positive culture, inspiring more children to be active. Embed PE in the schools refined curriculum – introducing Golden Threads and a Living Life Curriculum – and ensure that PE is a key driver in this progression.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	74%	*Access to swimming centres to provide provision is sparse. The decision to use a "pop-up pool" this academic year has seen more children swim during the summer term than in the prvious 3 years combined!* *The Data for Year 6 is still weak as they were a cohort that received swimming in Year 4 – had limited provision – and therefore not all children were able to swim again unless they had not reached the relevant NC requirements.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	74%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	74%	
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?	Yes	Funds used to support Year 5/6 children that are not able to complete 25m
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	(Name)
Subject Leader or the individual responsible for the Primary PE and sport premium:	Filipe Carvalho – PE and Sport Lead
Governor:	(Name and Role)
Date:	