The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework makes clear there will be a focus on **'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'**.

Under the Quality of Education Ofsted inspectors consider:
Intent - Curriculum design, coverage, and appropriateness
Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment
Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport, and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any under-spend from 2022/2023, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click HERE.

Created by: Association for Physical Education · Active Partnerships · Youth Sport Trust

Supported by: Sport England Lottery Funded · UK Coaching · UK Active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,700
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2024/25	£17,770
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,770

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques ondry land which you can then transfer to the pool when school swimming restarts. **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue evenif they do not fully meet the first two requirements of the NC programme of study**	N/A – KS2 requirement
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of atleast 25 metres? **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2020. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke,and breaststroke]? Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but thismust be for activity **over and above** the national curriculum requirements. Have you used it in this way?	

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024-2025	**Total fund available: £17,700 (3%)**	**Date Updated: July 2024**	
• **Key indicator 1:** increasing all staff's confidence, knowledge and skills in teaching PE and sport.			Percentage of total allocation (including additional from main budget): 91%
Intent	**Implementation**		**Impact**	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils **now know** and what can they **now do**? What has **changed**?	
Teachers deliver high quality PE and sport to all pupils for at least 2 hours per week.	Coaches to deliver a personalised programme of CPD (Continuing Professional Development) for all teachers through direct input, teaching demonstrations and coaching. Tailored CPD for all teachers with a core package of initial support offered to newer or less experienced teachers. Complete PE scheme used to scaffold planning and delivery.	£16,089.45 USports CPD programme	Pupils will: Develop competence to excel in a broad range of physical activities – this is evident within monitoring completed by the PE Lead including observations, pupil and staff interviews and data reviews. Develop fundamental movement skills - this is evident within monitoring completed by the PE Lead including observations, pupil and staff interviews and data reviews. Extend their agility, balance, and coordination, individually and with others - this is evident within monitoring completed by the PE Lead including observations, pupil	CPD programme to build towards all teachers delivering sessions independently of coaching team.

			and staff interviews and data reviews. Become increasingly competent and confident - this is evident within monitoring completed by the PE Lead including observations, pupil and staff interviews and data reviews. Be physically active for sustained periods of time - this is evident within monitoring completed by the PE Lead including PE lesson observations in addition to observations of movement breaks and active lunchtime sessions. The Complete PE programme has enhanced this further through a fitness unit with other units progressing through 3 activities increasing in difficulty and intensity as the main part of the lesson progresses. Y2 pupil said re enjoyment within PE: "You get to do different sports." Y1 pupils said re challenging within PE: "We do have a lot of challenges, like yesterday, we did everyone in the middle line really far back." "We throw the ball and then we move back." Supported through the STEP acronym, pupils understand how we challenge them to further their competence and confidence in PE.	

• **Key indicator 2:** increasing engagement of all pupils in regular physical activity and sport.				Percentage of total allocation (including additional from main budget): 91%
Intent	**Implementation**		**Impact**	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Teachers deliver high quality PE and sport which provides equal access for all pupils.	Coaches to deliver a personalised programme of CPD for all teachers tailored to meet the needs of the specific pupils in each class with strategies for adaptation implemented as appropriate.	£16,089.45 USports CPD programme	Pupils will: 21.7% of PP pupils are above and 30.4% are securely at in PE in Year 1 – with 100% of PP children just at or higher 44.8% of PP pupils are securely at and 13.8% are above in PE in Year 2 – with 95.5% of PP children just at or higher 4.5% of SEND pupils are above and 13.6% are securely at in PE in Year 2 – 63% of all SEND children are just at or higher in PE 20% of SEND pupils are securely at in PE in Year 1 - 52% of all SEND children are Just at or higher in PE 37.5% of EAL pupils are above and 50% are securely at in PE in Year 2 11.5% of EAL pupils are above and 57.7% are securely at in PE in Year 1 Succeed and excel in sport and other physically demanding activities - this is evident within monitoring completed by the PE Lead including	CPD programme to ensure all teachers deliver PE sessions of the same quality with adaptations (through CSTEP acronym) made to match the specific needs of the pupils in each class.

			observations, pupil and staff interviews and data reviews. Become physically confident in a way which supports their health and fitness - this is evident within monitoring completed by the PE Lead including observations, pupil and staff interviews and data reviews. Develop an understanding of how to lead healthy, active lives – health and fitness aspects are woven into all units within Complete PE supported by a complete unit per year group on fitness aspects. The PSHE and Science curriculum within KS1 have units entitled Healthy Me and Animals (including humans). Strengthening links between these units would ensure understanding to a greater depth and more independent application. Y2 pupil said re their understanding of fitness and exercise: "It gets your brain working for proper lessons." Pupils are developing an understanding of how exercise can support focus and concentration, including within class based learning.	

• **Key indicator 3:** raising the profile of PE and sport across the school, to support whole school improvement.			Percentage of total allocation (including additional from main budget): 91%
Intent	**Implementation**	**Impact**	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Teachers deliver high quality PE and sport which inspires and motivates pupils to succeed.	Coaches to deliver a personalised programme of CPD for all teachers through direct input, teaching demonstrations and coaching. Tailored CPD for all teachers with a core focus for each year group defined. Consideration given to curriculum coverage and whether the curriculum offer could be improved.	£16,089.45 USports CPD programme	Pupils will: 84% of pupils currently at or higher in Year 1 88% of pupils currently at or higher in Year 2 (figures are in line with the previous year and demonstrate an increase from Reception PD) Develop balance, agility, and coordination - this is evident within monitoring completed by the PE Lead including observations, pupil and staff interviews and data reviews. Strengthening the PD provision within EYFS would increase core strength and stability and ensure more pupils can balance appropriate during stationary balances and sequences of movement or movement aspects. Master increasingly challenging movements and skills - this is evident within monitoring completed by the PE Lead including observations, pupil and staff interviews and data reviews. Pupils state that they also enjoy being challenged especially when it is labelled as such. Demonstrate effective application of fundamental knowledge, skills and	Enrichment opportunities for dance and gymnastics sourced to supplement coaching provided by uSports.

			understanding within performances - this is evident within monitoring completed by the PE Lead including observations, pupil and staff interviews and data reviews. Pupils would now benefit from completing performance pieces to a wider range of audiences beyond their peer group. These are scheduled for the summer term to include parent enrichment events and events such as Sports Day and Fund Day. Y2 pupil said re challenge within PE: "We have to do the same thing but harder and maybe by going faster." Y1 pupil said re challenge within PE: "We have challenges like doing an underarm throw into the hoop." Fundamental skills have been added to the revised PE curriculum to the beginning of both the EYFS and KS1 teaching and learning sequences.	

• **Key indicator 4:** offer a broader and more equal experience of a range of sports and physical activities to all pupils.				Percentage of total allocation (including additional from main budget): 6%
Intent	**Implementation**		**Impact**	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?	
Support staff and lunchtime staff deliver high quality physical activity which provides equal access for all pupils.	Teachers and coaches to deliver a personalised programme of CPD for key support staff tailored to meet the needs of and to motivate and engage all pupils. Schedule of provision during playtimes and lunchtimes generated with pupil and parent voice considered. Schedule to contain coverage to inspire and motivate the wide range of individuals and groups.	£1,100 USports bespoke CPD Equipment replacement and enhancement (£600)	Pupils will: Complete a broad range of physical activities beyond the PE curriculum offer – following the success of another Sports for Schools events and other fundraising activities, the equipment to be utilised ruing lunchtimes has broadened and has become more challenging. LSS Team to now be trained in terms of challenge and support during skill development and team games. PE Lead to share and model the use of the C-STEP acronym to shape adaptations for challenge and support. Engage regularly and for sustained periods of time – many of the pupils engage with at least one activity within the week. LSS Team to now be mindful of those pupils who rarely engage and consider adaptations which would support and/or motivate these pupils further. Develop the attributes of resilience and cooperation – this is improving over time and as the pupils mature and become more skilled. LSS Team to now label being resilient and cooperative more of the time. Y1 pupil said re movement within PE and wider application: “I like PE because we can get movements into our bodies and this makes us faster at playtimes too.” Pupils are developing an understanding that movement within	Schedule to be reviewed regularly to ensure that it continues to satisfy the needs and interests of a wide range of pupils.

			PE can impact on movement during other activities such as movement within playtime games and activities.	

• **Key indicator 5:** increase participation in competitive sport.				Percentage of total allocation (including additional from main budget): 3%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupils to participate in more PE and sport with a competitive element.	Curriculum innovations to highlight opportunities for competitive aspects. Competition and collaboration schedule for the 2024 to 2025 academic year to be generated.	£580.55 Resources to support competitions such as certificates and medals Vests or t-shirts for GFIS team	Pupils will: Engage in a broad range of competitive sports and activities within and beyond the PE curriculum offer – pupils have successfully engaged with Diddy rugby and Sports for Schools competitive fundraising events. PE Lead to consider ways in which further enrichment in this area could be offered to pupils. Engage in competitive and cooperative aspects both of physical activities against self and against others – this is interwoven into the 3 activities within the main part of the Complete PE sessions. Build character and develop the values of fairness and respect – this is achieved through the inclusion of our character traits, British Values and the sportsmanship learning and development specifically woven into key units.	Successes to be secured within the schedule for future academic years. Parents to be invited to engage to observe and engage in aspects of competition where appropriate.

Signed off by	
Head Teacher:	Miss Z Dean
Date:	July 2024
Subject Leader:	Miss H Parker
Date:	July 2024
Governor:	Mrs Z Glancy (Chair of Governors)
Date:	July 2024
Reviewed by	
Names:	Miss Z Dean and Miss H Parker
Date:	April 2025