



# 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.

## 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?	61%	<i>Pupils have attended swimming lessons for half a term during year 6. Additional to assessing the distance, swimming skills are assessed following the STA School Swimming Academy.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	34%	<p><i>34% of children assessed were able to swim a distance of at least 25m using front crawl, backstroke and breaststroke.</i></p> <p><i>An additional 36% have also begun to explore the breaststroke technique as they progressed through the STA assessments, attempting breaststroke legs on their back with aids or swimming 5m breaststroke where aids may have been used.</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>50%</p>	<p><i>Children were assessed in accordance to the safe self-rescue nine-point plan to help clarify national curriculum guidelines around performing safe self-rescue in different water-based situations.</i></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/No</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/No</p>	

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## 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.

<b>Academic Year:</b> 2023/24		<b>Total fund allocated:</b> £		<b>Date Updated:</b> September 2023	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 7%
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?:	
To work towards every child undertaking 30 minutes of physical activity within the school day.	Deliver the Skip2bfit workshop to increase children’s fitness – aerobic endurance.		£1400	<p>Over 50 skipping ropes were brought by pupils following the skipping workshop.</p> <p>Children can regularly be seen participating in skipping on the playground at lunchtimes.</p> <p>Children asked for more skipping on pupil voice questionnaires.</p> <p>Children are determined to beat their personal best, evidenced on class leaderboards.</p>	
				<p>Continue to encourage staff and children to participate in Skip 2 B Fit at least every other half term. Have classroom leaderboards to encourage children to improve their own personal best and develop healthy competition between peers.</p> <p>Have skipping ropes readily available on playgrounds to encourage practise.</p>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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:
Improve the attainment of children in maths.	<p>Assess and identify children who are require further intervention in maths.</p> <p>Children are to participate in a Maths on the Move intervention, aimed to improve their knowledge and understanding on place value, mental addition and subtraction, times tables (including associated division facts) and fractions through practical activities. Children are to be assessed throughout the year.</p>	£3,000	Children are well engaged in lessons and keen to participate. Maths on the Move has had a positive impact with children commenting/noting down on a scale pre- and post- how their confidence has grown. Children have improved their scores as a result of the intervention. Children have also commented on how they enjoy working practically which helps them to understand. Children are subject to a variety of activities, via a carousel, broadening their experiences of a range of activities as well as contributing to their 30 active minutes in the day.	Through embedding physical activity into the maths curriculum in a fun and engaging way, helps to raise the profile of PESSPA. Children may then choose to recreate some of the activities experienced.
Improve the equipment within the school, including inspections and repairs.	Purchase further equipment that will enable the children to participate in a range of activities, including competitive sport.	£3,000	As a result of the equipment that has been bought, children have been able to participate in higher quality PE lessons allowing them to experience a breadth of different activities	<p>Encourage respect for and appropriate storage of equipment.</p> <p>Complete an audit to identify any other equipment required for delivery of high quality PE lessons.</p>
Improve physical activity during lunch times.	<p>Purchase equipment to encourage the children to be physically active during their lunch time.</p> <p>Training for lunchtime supervisors and teaching assistance.</p> <p>Play leaders.</p>	£2,000	Notable increase in the number of children who are physically active during their lunch break. Children are keen to get outside and ask for the equipment. Children report that it's fun to have something to do and be creative in making their own games.	<p>Encourage respect for and appropriate storage of equipment.</p> <p>Next steps: Provide resource cards containing game ideas to encourage children and staff alike to lead games.</p> <p>Select children to complete a play</p>

	Sports coaches leading lunchtime activities.			leaders training to promote further physical activity during school time.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
Develop staff confidence in the planning, delivery and assessment of PE.  Reflect on questionnaires	Purchase Get Set 4 PE – PE lesson plans to support the implementation of teaching progressive skills and assessment from EYFS – Year 6.	£550	Staff have reported in questionnaires ease of following the Get Set 4 PE planning. Staff have found guidance helpful in regards to questioning, adaptive teaching and delivery (using the skills videos available).	Look for further CPD opportunities in those areas for which staff have requested.
Develop staff confidence in the support and delivery of swimming.	Find CPD appropriate for staff members who are taking their classes swimming next year to complete.	£450	Staff have completed LEA swim teachers safety induction course.	Staff members to liaise with the swimming teacher and support children alongside the swimming teacher to deliver swimming, working towards the national curriculum guidelines whilst also having notes to refer back to/share with others.



Develop staff confidence in the support and delivery of PE	Find CPD appropriate for staff members to improve their subject knowledge and delivery.	£2500	Two staff members, 1 in key stage 1 and 1 in key stage 2 have received CPD, sharing some of what they have learnt with staff members via a staff meeting.	Look for further CPD opportunities in those areas for which staff have requested.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8%
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:
Additional achievements:  Raise the profile of safer travel to and from school.	Children in years 3 and 5 to participate in the Bikeability Programme.  Nursery are to participate in Balance Ability.  Year 6 are to participate in road safety in preparation for their transition to high school.  RBD to participate in additional pre-teach sessions.	N/A	Ashwood Park achieved national recognition as the most proactive Bikeability primary school in 2020. We have maintained these high levels of participation.  100% of nursery children participated showing great engagement and enjoyment, with many children having greater confidence, from being unable to balance on a bike before, to riding a balance bike independently, as well as the introduction of pedals. By participating in the programme, children are developing their communication and	Continue to invest time into the Bikeability programme to continue to raise the profile of safer travel to and from school.  Explore the Living Streets initiative to encourage children to travel to school in a sustainable way (walk, cycle, scoot).  Access bikes and helmets to enable those who can ride but do not have an appropriately sized bike to participate.

			<p>language, physical development, mathematics, understanding of the world, and their personal, social and emotional development.</p> <p>Of the children in year 3, 56% participated in the level 1 programme with 100% of the children receiving certification. The children now know how to:</p> <ul style="list-style-type: none"> <li>• Check their bike is in a good condition to ride</li> <li>• Glide smooth, calm and collected</li> <li>• Control their bike including setting off, cruising, slowing down, braking and stopping</li> <li>• Pedal without feeling wobbly or out-of-control including pedalling one-handed</li> <li>• Be aware of their surroundings, looking behind and turn around obstacles</li> </ul> <p>Of the children in year 5, 48% participated in the level 2 programme with 100% of the children achieving 2 certification. These children can now:</p> <ul style="list-style-type: none"> <li>• Start and stop riding with more confidence</li> <li>• Pass stationary vehicles</li> <li>• Understand the road including signals, some signs and road markings</li> <li>• Negotiate the road including quiet junctions and cross roads</li> <li>• Share the road with other</li> </ul>	
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			vehicles	
Explore the Living Streets initiative to encourage children to travel to school in a sustainable way (walk, cycle, scoot).	Implement Living Streets Initiative		Increase in number of children walking to school	
Health week	Whole school Health Week including physical activity and the benefits of leading a healthy, active lifestyle.  River and Canal assembly  A workshop	£1490		

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				22.7%
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:
Increase participation in intra-school competitions.	Provide free clubs to encourage engagement in competitive sport:  KS1 <ul style="list-style-type: none"> <li>• Football</li> <li>• Multiskills</li> <li>• Gymnastics</li> <li>• Tennis</li> <li>• Target games</li> <li>• Athletics</li> </ul>	£4200	64% of children in KS1, 51% of KS2 during the academic year compared to the previous year where clubs did not occur.  There has also been an increase in the number of girls participating in football.	Increase focus on personal challenge and intra-school competitions where possible.  Participate in interschool competitions and register for the local football league.

Competitions	<p>LKS2</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Multiskills</li> <li>• Gymnastics</li> <li>• Tennis</li> <li>• Benchball</li> <li>• Dodgeball</li> </ul> <p>UKS2</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Gymnastics</li> <li>• Cricket</li> </ul>			
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Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	

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