



# 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
Employ a PE specialist coach to work with staff to ensure quality PE teaching takes place across the whole school including EYFS. This will ensure a range of different sports and activities are introduced to the pupils which heightens excitement about PE.  More opportunities are made available for pupils to participate in sport/PE.	Children engaged in sport and PE across both key stages and wanting to attend extra-curricular clubs and competitions regularly. Assemblies and newsletters used as opportunities to celebrate success and handout certificates. Feedback from questionnaires positive from staff and pupils. Teachers knowledge of certain sports and activities has increased. School Games Gold Mark achieved	To ensure the whole curriculum, sporting competitions and after school clubs link together for increased practice to improve performance. To achieve School Games Mark Platinum.
Employ a PE specialist coach to work with staff to ensure quality PE teaching takes place across the whole school including EYFS. Some team teaching will take place to enhance confidence.	Enhanced confidence amongst staff to deliver PE sessions in a competent manner using the correct skills and techniques. Staff made use of the opportunity to ask questions of the PE coach to develop/improve practice. Knowledge of meeting a range of pupils' needs has been heightened.	Increase number of lessons staff teach in differing sports and target new members of staff.
PE curriculum map has been created to cover a greater range	Pupils are developing a greater understanding of	To slightly amend the PE map to make it more

<p>of sports in all year groups with progressive skills and knowledge. A greater range of after lunchtime school clubs will be available for all pupils across the school. These will link to tournaments.</p>	<p>techniques and knowledge and are now applying this in performance opportunities in a variety of sports.</p>	<p>progressive for mixed year groups in all aspects of PE.</p>
<p>75% of children in KS1 targeted to take part in competitive sport both within school competitively and representing the school against other schools.</p> <p>75% of children in KS2 targeted to take part in competitive sport both within school competitively and representing the school against other schools.</p>	<p>96 % of KS1 children involved in competitive sport within school. 67% of KS2 children involved in competitive sport against other schools. Gold school games mark achieved. (3rd Gold)</p>	<p>To increase the offer of the range of sports clubs next year at lunchtime and after school.</p> <p>To further increase the range of sports available for competition- cricket, athletics. To achieve Platinum Games Mark.</p>

## 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
Rushcliffe School Sport Partnership 2023/2024	Teaching staff / TB coaches as they accompany children to the events. Pupils taking part in all the event. Variety of KS1 and KS2 pupil events, including SEND festivals.	<b>Key indicator 2</b> - Engagement of all pupils in regular physical activity <b>Key indicator 4</b> - broader experience of a range of sports and physical activities offered to all pupils <b>Key indicator 5</b> - increased participation in competitive sport.	More pupils taking part in competitive sports including pupils who don't regularly get this opportunity. More pupils encouraged to take part in P.E. and sports activities.	£750
P.E. Equipment	Teaching staff and lunchtime supervisors using equipment with the children during lessons. Pupils using the equipment to develop specific skills during lessons, e.g. Table tennis equipment. They can also develop interpersonal skills when they play with the equipment at lunchtimes.	<b>Key indicator 2</b> - Engagement of all pupils in regular physical activity <b>Key indicator 4</b> - broader experience of a range of sports and physical activities offered to all pupils (table tennis was new to many children this year).	More pupils encouraged to take part in P.E. and sports activities.	£574.71

Lunchtime Sports provision – 6 sessions per week, one hour 20 mins	Pupils benefit from this as it is available to all children in KS2. They can choose to take part in these clubs without needing an invite or paying so children who don't get to attend after school clubs can attend these.	<p><b>Key indicator 2</b> - Engagement of all pupils in regular physical activity.</p> <p><b>Key indicator 3</b> - the profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	More children finding enjoyment in sports generally and understanding how they can apply that to life outside of school. This then feeds into P.E. lessons where the children have more confidence to show and use their newly learnt skills.	£6384
After School Sports and Enrichment Clubs 7 sessions per week (1 hour)	Pupils attending the clubs benefit from a variety of sports. That are offered including archery, table tennis and boxercise.	<p><b>Key indicator 4</b> - broader experience of a range of sports and physical activities offered to all pupils</p> <p><b>Key indicator 5</b> - increased participation in competitive sport.</p>	Children are exposed to different sports which shows them there is more to exercise than just P.E. It means that for the children who find P.E. harder to enjoy than others, they may begin to find other forms of exercise they can enjoy.	£7448
Inclusive Sports session (Funfit) – 1	The pupils attending these sessions develop their gross motor skills. This then boosts	<b>Key indicator 2</b> - Engagement of all pupils in regular physical activity.	Children that attend Funfit develop a love	£1064

session per week (1 hour)	their confidence and helps them to apply these skills to P.E lessons and to other aspects of their lives such as playing on the playground.		for exercise. They can feel the benefits of moving their body as they all return to class happy and smiling. Many of them with physical impairments build their strength to complete movements or tasks that they were previously unable to do e.g. balancing on one leg.	
Sports mentoring – Two 30min sessions per week	There are two pupils who currently receive these sessions.	<b>Key indicator 2</b> - Engagement of all pupils in regular physical activity.	These children use physical activity to help regulate themselves whilst using it as a way to have open conversations where they had been reluctant to talk previously. Both children attending these sessions have seen a marked improvement in their behavior and are more able to express their	£1064

Competition support such as the athletics, cross country, football games and football tournaments	Pupils who attend competitions. A wide variety of children are invited to these, including children who wouldn't otherwise attend events.	<b>Key indicator 5</b> - increased participation in competitive sport.	emotions in a safe way since attending the regular mentoring sessions.  This shows children that sports people can all be different and encourages some who wouldn't normally take part to show off their skills as well as giving them confidence and a sense of pride in themselves. Many children enjoy representing the school and it creates a sense of community when they achieve and the school celebrates them.	£7980
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## 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
Becoming part of the Rushcliffe School Sports Partnership.	66% KS2 children have been able to attend a inter school competition or tournament. These are variety of competitions where children experience different games. This has included competitions in basketball and football as well as dance festivals, athletics, handball, cricket, kayaking and orienteering activities. We have also been able to invite many children to festivals that have been put on for children with SEND.	We have seen a wide range of engagement across the school and many children who wouldn't generally attend competitions or sports activities outside of school have accessed these. This has happened by being the children invited and either their parents taking them or through school staff taking them. This has meant many children who are on the PP register have been able to access these activities.
Sports Clubs	A wide range of sports clubs have been offered this year across the age groups and have had huge take up. 82% of our children have taken part in afterschool clubs. Some children have gone on to access these sports further outside of the school too.	Some of the children have experienced different sports to ones they would not normally experience in school such as archery, boxing and golf. Some have also attended competitions that they would not have had access to otherwise too.
Funfit provision	42 children across the school have attended our Funfit programme this year and many have seen a big improvement in their confidence and resilience. They are all accessing an extra half an hour of sports	Many of these children look forward to this activity and engage really well. Even the children who have behavioral difficulties actively take part in the sessions each week. Many of them need

Swimming	<p>which some of their peers may not access. Many of the children are part of vulnerable groups who do not necessarily receive the same experiences as their peers outside of school so this is something we provide them.</p> <p>79.5% of year 6 were able to swim 25 meters by the end of the year.</p>	<p>this session to provide a movement break from learning or to support them with feeling regulated.</p> <p>We have pushed swimming this year across KS2. This is a significant improvement on last year's data. We have also put great emphasis on starting the children's swimming journey earlier and boosting their confidence from year 3.</p>
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## 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?	79.5%	<i>Our data has significantly improved from last year where 58% achieved this. We are still pushing all children to achieve this by ensuring swimming lessons are accessed by all children from year 3 up. We have also ensured children's enjoyment in swimming this year through the swimming provider we have used and will use next year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79.5%	<i>Our data has significantly improved from last year where 58% achieved this. We are still pushing all children to achieve this by ensuring swimming lessons are accessed by all children from year 3 up. We have also ensured children's enjoyment in swimming this year through the swimming provider we have used and will use next year.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	82%	<i>Children can perform safe floating, trading water and swim 15m to a flotation device. These skills are incorporated in swimming lessons.</i>
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?	No	<i>Due to time restraints from the swimming pool we use, we were unable to provide additional top up sessions.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>We were unable to provide this due to timing and staffing but are scheduling this in for next year. Although staff didn't receive official training, we regularly observed the swimming instructor and made notes on what he did, whilst he observed our teaching and provided feedback.</i>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Amy Myers (P.E subject lead)</i>
Governor:	<i>(Name and Role)</i>
Date:	