



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	Next steps
<p><u>Enhanced sports provision at lunchtime</u></p> <ul style="list-style-type: none"> Sports coach to facilitate lunch time sporting activities for a range of children. Sports ambassadors trained and facilitated to support and lead structured lunchtime activities. Replenishment of resources to ensure lunch time provision is high-quality. 	<ul style="list-style-type: none"> More pupils took part in regular daily activities which were structured and led effectively. The children were able use the correct equipment for their age and ability. 	Further development of lunchtime provision to utilise a second play ground and to reintroduce daily mile.
<p><u>High-quality outdoor continuous provision for children in EYFS</u></p> <ul style="list-style-type: none"> Purchase of resources to support and enable high-quality outdoor play. EYFS support and training for development of outdoor play. 	<ul style="list-style-type: none"> The percentage of children meeting the Early Learning Goals (physical development) was above the national average. Children in EYFS are highly engaged in sport, PE and play. 	New staff in EYFS to receive training and support to ensure a good understanding of physical development and how best to support and enable high-quality play.
<p><u>Increased fitness and understanding of the value of fitness</u></p> <ul style="list-style-type: none"> Lunchtime fitness sessions (for set year groups each day) promoting physical activity and positive mental health. 	<ul style="list-style-type: none"> Enable the school to meet the '60 minutes active' target. This contributed to the school retaining the Gold Sports Mark. 	Further development of lunchtime provision to utilise a second play ground and to reintroduce daily mile.

<ul style="list-style-type: none"> Active travel competition introduced into school and Bike/Scooter storage purchased to enable children to travel actively to school. 	<ul style="list-style-type: none"> At least 70% of children walk / bike to school. 	
<p>High-quality PE curriculum and delivery of PE lessons</p> <ul style="list-style-type: none"> PE hub curriculum in place. Training and advice available for specialist sports. Purchase of specialised resources to teach a broad and balanced PE curriculum. Sports coach training and partnership work with other local schools to support the delivery of the curriculum. 	<ul style="list-style-type: none"> The curriculum is fully resourced to enable children to participate in a wide range of sports. Staff are well equipped to deliver a high-quality PE curriculum and have received appropriate training to do so. 	<p>Change of PE scheme to 'Primary PE Planning' – progression and coverage to be mapped out.</p>
<p>Increased opportunities to engage in physical activity</p> <ul style="list-style-type: none"> Specialist teaching of gymnastics and outdoor and adventurous. Dance workshops as part of wider curriculum. Bike ability Sports ambassadors play leader training 	<ul style="list-style-type: none"> Enhancement of the curriculum has ensured high-quality provision. Children opt into bike-ability, meaning that they are safe cycling on and off the roads. The sports ambassadors and play leaders support active play for all pupils. 	<p>Introduction of in- school house competitions and events. Play leaders to lead 'playtime games' as well as sports.</p>
<p>Competitive sporting events and partnership work</p> <ul style="list-style-type: none"> To be part of the William de Ferrers partnership and through this access competitions, virtual events, school-based competitions and national events as well as providing school with resources to lead competitions. 	<ul style="list-style-type: none"> wide range of cross school completions, events and festivals/ All children in KS2 have been given the opportunity to attend / represent the school. The school retained the Gold Sports. Mark. 	<p>Continue to be part of the sports partnership and utilize the opportunities available.</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
<p>Further enhance play and lunchtime provision:</p> <ul style="list-style-type: none"> Utilise both playgrounds Introduce playtime games as well as organised sports. Reintroduce the daily mile. Train new subject ambassadors and play leaders. Replenish play equipment. 	<p>Staff: Sports Coach and Sports HLTA will organise and lead</p> <p>Year 6 pupils: Sports Ambassadors and Play Leaders will set up activities and support the staff and pupils.</p> <p>All pupils: Will take part in daily activities</p>	<p>Key indicator 1: 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.</p>	<p>High-quality provision is structured and well led.</p> <p>Children have the adequate amount of exercise a week.</p> <p>Pupil subject ambassadors and play leaders are appropriately trained to best support play and pupils.</p>	<p>£6000 staffing</p> <p>£500 resources</p>
<p>Engagement in regular exercise for all pupils including those with additional needs and who are vulnerable:</p> <ul style="list-style-type: none"> Develop a sensory garden with a range of activities and equipment pupils to be able to access in a smaller, quieter area. 	<p>Staff: Pastoral mentor to supervise</p> <p>Pupils: Those with additional needs or who are vulnerable to be able to access at play and lunchtime</p>	<p>Key indicator 1: 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.</p>	<p>The sensory garden developed and resourced is used to provide effective daily access for pupils with additional needs or who are vulnerable.</p> <p>Pupils' confidence and well-being has been increased.</p>	<p>£4000 on off cost to develop and resource area.</p> <p>£1000 staffing / supervision for play and lunchtime</p>

<p>High-quality PE curriculum and delivery of PE lessons:</p> <ul style="list-style-type: none"> • Research and purchase new scheme of work 'Primary PE Planning'. • Map the curriculum across the school ensuring full coverage and progression in skills and knowledge and vocabulary. • Assess and monitor the provision in place. • Ongoing CPD for staff 	<p>Staff: Sports staff and teachers CPD</p> <p>All pupils through enhanced sports provision</p>	<p>Key indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Children accessing a high-quality PE curriculum with clear progression in skills knowledge and vocabulary across units, year groups and phases.</p> <p>Staff are confident and skilled in the delivery of the curriculum.</p>	<p>£750 PE scheme</p> <p>£750 subject leadership</p> <p>£500 CPD delivered in-house</p>
<p>Competitive sporting events and partnership:</p> <ul style="list-style-type: none"> • Continue to be part of the William De Ferres sports partnership and through this access competitions, virtual events, school-based competitions and national events as well as being provided with resources to lead competitions. • Introduce in-school house sporting competitions and challenges in a broad range of sports and activities. 	<p>Staff: Sports Coach and Sports HLTA coordinating and supporting partnership work. Also, though organising in school competitions and challenges.</p> <p>All pupils have the opportunity to take part in competitions and events and represent the school in cross school events.</p> <p>Year 6 pupils: Sports Ambassadors will support events and competitions.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children have participated and had the opportunity to represent the school in a range of sporting events across Wickford.</p> <p>In-school house competition and events have been introduced and children across the school are participating in a broad range of sports.</p>	<p>£3000 William DE Ferres Sports Partnership</p> <p>£2000 staffing (Sports HLTA)</p> <p>£ 500 resources</p>

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

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?	55%	The year 6 children attended catch up swimming in the summer term. This cohort missed out on swimming as part of the curriculum due to the Covid pandemic.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	55%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	55%	
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No /NA	We use an external provider for swimming. Next year the children will have a block of 1-hour swimming rather than the shorter 30 minute sessions.

Signed off by:

Head Teacher:	<i>Mrs Maggie Elfenich</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss Becky Langley (DHT) and Mr Jamie Urch (Sports Coach)</i>
Governor:	<i>Mr David Faulkner</i>
Date:	<i>Autumn 2023</i>