



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
All pupils access 30 mins of activity per day through introduction of active breaks and lunches.	Y6 playleaders trained and effective in leading games and activities for KS1/ lower KS2 children. Introducing football and trim trail days for each class has encourage upper KS2 to take part in more competitive games and engage during breaks and lunches. Most children are active for at least 30 minutes per day, if not more. Those less active are targeted by staff/ play leaders to join in with fun, age-appropriate games and sports in school.	
Support staff through CPD and resources to plan for FMS.	Introduction of Real PE is now embedded. All staff have had regular CPD and support from subject leader in using their Real PE	

<p>PE to become high profile in school.</p>	<p>tools and resources. Staff feel more confident in the planning and delivery of sessions to build FMS. Children can access sports better in upper KS2 after having consistent progression of FMS in lower years.</p> <p>PE is a very high profile subject in school. PE is valued by all staff members and children alike. Participation and enjoyment have increased due to improvements that have been implemented.</p>	
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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
PE to continue to be high profile and priority throughout school, giving all pupils opportunities to engage and thrive	All children Mrs Howells (PE Coordinator) All staff teaching PE All staff leading break times and lunch times	Key indicators 1 and 2	Whole school timetable allocated 2x hours of PE per class, per week embedded for future timetabling PE celebrated regularly through assemblies, twitter, website, parent events embedded and part of school life and routine Louise Howells to raise profile collaboratively with other staff, engage with parents, advertise and share information on social media, organize parents and community events.	£8,000

<p>For all staff to feel confident in delivering the fundamental movement skills effectively to their children</p> <p>For staff to feel confident in adaptive teaching in PE, catering for those pupils' with SEND and those working at greater depth using 'STEP' model</p>	<p>All children</p> <p>Mrs Howells (PE Coordinator)</p> <p>All staff teaching PE</p>	<p>Key indicator 3</p>	<p>All staff have access to Real PE online resource and training to continuously update CPD and support planning and delivery of FMS</p> <p>Adaptive teaching embedded throughout wider curriculum, including PE. Whole school documents created to support staff in adapting lessons for SEND.</p> <p>Work with JMAT specialist PE teachers to support and drive GD children. Network with the academy and seek out opportunities for GD children to access.</p> <p>JMAT specialist PE teachers to support new members of staff ECTs in the classroom with planning and</p>	<p>£3000</p>
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			delivery of good PE lessons.	
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<p>Children to have opportunities to participate in a wider range of sports and activities that they may not have come across before or be part of the usual curriculum and KS2 pupils to have the opportunity to participate competitively within school and with other schools</p>	<p>All children Mrs Howells (PE Coordinator) All staff involved in training and competition participation JMAT academy PE teachers (Mr Bennet / Mr Whaley)</p>	<p>Key indicators 4 and 5</p>	<p>Competition timetable embedded as part of PE curriculum/ opportunities. Wide group of staff involved in planning, training and implementing competitions to ensure sustainability. Support from JMAT academy ensures Brinsworth Howarth will be involved in competitions within the academy long term.</p>	<p>£6500</p>
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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
Wide range of opportunities to take part in competitive and non-competitive sport for boys and girls.	Huge improvement in the number of KS2 pupils participating in sporting activities, competitions and festivals.	
Improve staff knowledge and understanding through CPD and providing resources to support planning and delivery of PE.	PE is being taught effectively through school, staff confidence is increased, more pupils' enjoy PE and say PE is their favorite subject.	
Celebration of children's sporting achievements in school and out of school, linked to Children's University.	Children are eager to bring in certificates, trophies and share their experiences of participation in sport outside of school. All children and achievements are celebrated in class and in assemblies. School achievements are shared with families through twitter, school website and JMAT newsletter.	

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?	24/28 86%	<i>The full class took swimming lessons in Y4. We then used PE budget to pay for additional lessons for those who did not achieve NC in Y5.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	24/28 86%	<i>The full class took swimming lessons in Y4. We then used PE budget to pay for additional lessons for those who did not achieve NC in Y5.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>28/28 100%</p>	<p><i>Children who did not achieve water safety in Y4 were taken for additional lessons in Y5. All children achieved.</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</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</p>	<p><i>Class teachers work alongside swimming instructors, under their instruction, take small groups and coach swimmers.</i></p>

Signed off by:

Head Teacher:	Mrs M Crawford
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mrs L S Howells (Teacher / PE Coordinator)
Governor:	Ms M Stubbs (Chair of Governors)
Date:	18/07/2024