



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
<ol style="list-style-type: none">1. To encourage and increase all pupils love for Physical education and to always encourage participation in many different scenarios.2. To allow children of all ages to take a key role in leadership in preparation for events and to incorporate PE lessons into breaks and lunchtimes.3. To increase teachers' and teaching assistants' confidence when teaching PE.4. To provide opportunities throughout the school calendar to participate in a range of sports. This includes sports both during and after the school day.5. To participate in many sporting events throughout the academic year alongside support from external providers.	<ol style="list-style-type: none">1. We have attended 10 events this academic year, and all of these events have been practiced and prepared for. Children have begun to be more actively involved in our active breaktimes and lunchtimes. Teachers will use the track throughout the week, whenever they feel it is appropriate.2. Children understand the importance of preparation and have felt more than confident prior to an event. Members of staff have also actively participated in the process by rearranging PE sessions to accommodate events if needed.	

External providers have also provided afterschool sessions which are geared towards regular practice and preparation for participation in events outside of a PE session. Often, certificates are handed out which outline key skills that highlight important approaches to physical education.

3. Teachers and teaching assistants have access to Get Set 4 PE. This provides a clear outline and structure to all their PE lessons. These sessions can be adapted and changed depending on the cohort or the confidence of the member of staff.

All members of staff are able to speak with both the PE lead and the external PE teacher for advice and sport on deliver throughout the year.

4. This year we were awarded the gold school games mark. Children of all ages have had the opportunity to participate in sports both during and after the school day.

The Children now understand that their input is essential for providing a variety of sporting opportunities.

The children also understand that participation is key when broadening their sporting toolkit and finding a sport that suits them.

	<p>5. This year we were awarded the gold school games mark.</p> <p>Children are aware that there will be events throughout the year and will actively ask to participate.</p> <p>The children are also aware that it is their responsibility to prepare for events; alongside assistance from members of staff.</p> <p>The children take pride in their involvement and will participate in a competitive, friendly and fair manner, fair manner,</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
To support and increase all pupils love for Physical education and to always encourage participation in many different scenarios.	The children and staff who are prepared to oversee, teach and deliver high quality opportunities	Key indicator 1: <i>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</i>	To provide opportunities all year through external and internal event; lunchtime and breaktime activities/active playtimes, provide 2 hours a week of PE and to encourage use of our daily mile track wherever possible during a school day. This includes after school clubs.	£6340
To allow children of all ages to take a key role in leadership in preparation for events and to incorporate PE lessons into breaks and lunchtimes	The children who will go on a range of trips and events with the TrustED Alliance and with Shrewsbury Town.	Key indicator 2: <i>The profile of PESSPA being raised across the school as a tool for whole school improvement</i>	Children understand the importance of preparation and have felt more than confident prior to an event. Members of staff have also actively participated in the process by rearranging PE sessions to accommodate events if needed. External providers have also provided afterschool sessions which are geared	£5595

<p>To increase teachers' and teaching assistants' confidence when teaching PE.</p>	<p>To provide teachers and teaching assistants with pre-made external planning which helps structure and support their teaching.</p>	<p><i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<p>towards regular practice and preparation for participation in events outside of a PE session. Often, certificates are handed out which outline key skills that highlight important approaches to physical education</p> <p>Teachers and teaching assistants have access to Get Set 4 PE. This provides a clear outline and structure to all their PE lessons. These sessions can be adapted and changed depending on the cohort or the confidence of the member of staff.</p> <p>All members of staff are able to speak with both the PE lead and the external PE teacher for advice and support on delivery throughout the year.</p>	<p>£550</p>
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<p>To provide opportunities throughout the school calendar to participate in a range of sports. This includes sports both during and after the school day.</p> <p>To participate in many sporting events throughout the academic year alongside support from external providers.</p>	<p>To create a clear and varied plan of events throughout the year, which encourages participation, self-belief and inclusion.</p> <p>To create a long-term plan which includes a range of sports and activities.</p> <p>To create a program of after-school clubs which are supported and chosen through pupil voice.</p> <p>To use our connection with external provisors such as Shrewsbury Football Club, Pass Master and TrustED to facilitate opportunities for children to participate in events throughout the academic calendar.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p>Children of all ages have had the opportunity to participate in sports both during and after the school day.</p> <p>The Children now understand that their input is essential for providing a variety of sporting opportunities.</p> <p>The children also understand that participation is key when broadening their sporting toolkit and finding a sport that suits them</p> <p>Children are aware that there will be events throughout the year and will actively ask to participate.</p> <p>The children are also aware that it is their responsibility to prepare for events; alongside assistance from members of staff.</p> <p>The children take pride in their involvement and will participate in a competitive, friendly and</p>	<p>£0</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
<p>To support and increase all pupils love for Physical education and to always encourage participation in many different scenarios.</p> <p>To allow children of all ages to take a key role in leadership in preparation for events and to incorporate PE lessons into breaks and lunchtimes</p> <p>To increase teachers' and teaching assistants' confidence when teaching PE.</p> <p>To provide opportunities throughout the school calendar to participate in a range of sports. This includes sports both during and after the school day.</p> <p>To participate in many sporting events throughout the academic year alongside support from external providers.</p>	<p>We have provided opportunities all year through external and internal event; lunchtime and breaktime activities/active playtimes, provide 2 hours a week of PE and to encourage use of our daily mile track wherever possible during a school day. This includes after school clubs.</p> <p>Children understand the importance of preparation and have felt more than confident prior to an event. Members of staff have also actively participated in the process by rearranging PE sessions to accommodate events if needed.</p> <p>External providers have also provided afterschool sessions which are geared towards regular practice and preparation for participation in events outside of a PE session. Often, certificates are handed out which outline key skills that highlight important approaches to physical education</p> <p>Teachers and teaching assistants have access to Get Set 4 PE. This provides a clear outline and structure to all their PE lessons. These sessions can be adapted and changed depending on the cohort or the confidence of the member of staff.</p> <p>All members of staff are able to speak with both the PE lead and the external PE teacher for advice and support on deliver throughout the year.</p>	

	<p>Children of all ages have had the opportunity to participate in sports both during and after the school day.</p> <p>The children also understand that participation is key when broadening their sporting toolkit and finding a sport that suits them</p> <p>Children are aware that there will be events throughout the year and will actively ask to participate.</p> <p>The children take pride in their involvement and will participate in a competitive, friendly and fair manner,</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?	94%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	94%	<i>Use this text box to give further context behind the percentage.</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?	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	

Signed off by:

Head Teacher:	<i>Kerrie Lewis Executive headteacher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Callum Wilson Class teacher and PE/Sport Lead</i>
Governor:	<i>Chris Breakall Chair of Local academy Board</i>
Date:	17.7.24