



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
Playground equipment purchased – engage children in a variety of activities.	More children are active on the playground. Children achieve 30 minutes active time.	Children have a wide variety of physical activities to enjoy, there is a wider range of games.
WildWoods equipment purchased – engaged pupils in fine and gross motor skills development during outside time.	Children's gross and fine motor skills are developed. Children increase their active time.	Children are able to be physically active in an exploratory way while in Wild Woods.
Continuation of the daily mile purchasing jumpstart Jonny. Children have active time in the classroom.	Children have opportunities to be active during class time.	Children are more active every day - Jumpstart Jonny or the Daily Mile are part of the daily routine.
Premier Education group – visiting at lunchtime to support children in structured game play.	Children are exposed to a range of activities, children are more active, children develop their competitive spirit.	Children are taught how to play games. They can then use this knowledge when playing without an adult.
External DCHS sports festivals – increase range of sports available to children.	Children exposed to a range of sports otherwise not available to them. Children develop competitive skills.	
uSport CPD – dance and gymnastics.	Teacher's confidence developed. Pupils taught by teachers more confident in the subject area.	A staff survey identified the need for CPD in these areas of PE.

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
Continue to offer lunchtime sports sessions/activities for pupils.	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£6615
Change PE scheme from Real PE to Get Set 4 PE. (Free CPD included).	Teaching staff and pupils.	Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils more engaged in PE lessons. Required skills being taught as per Development Matters (EYFS) and National Curriculum (KS1).	£340
Balance Bike tuition for Reception children.	Pupils	Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.	Children will have the opportunity to learn to ride a balance bike, giving them the foundational skills required to ride a bike.	£200

Wild Woods CPD for teachers.	Teachers.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teachers are more confident to deliver effective Wild Woods sessions supporting pupils to undertake extra outdoor activities. Pupils to develop physical motor skills, self-confidence and an emotional awareness in the natural world.	£330.12
External DCHS sports festivals.	Teaching staff and pupils.	Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5 - Increased participation in competitive sport.	Children exposed to a range of sports otherwise not available to them. Children will develop competitive skills.	£1090
Order PE equipment to support teaching new scheme. Order playground equipment.	Teaching staff and pupils	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 5 - Increased participation in competitive sport. Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.	Pupils will develop a wider range of PE skills. All the required equipment will be available to teachers. Children will be more active at lunchtimes.	£3617
Order Wild Woods equipment.	Teaching staff and pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils to develop physical motor skills, self-confidence and an emotional awareness in the natural world.	£216

Arrange Forest School training day for teachers.	Teaching staff and pupils	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increase teacher confidence to deliver engaging Wild Woods sessions.	£300
Organise school Sports Day	Teaching staff and pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5 - Increased participation in competitive sport.	Children able to apply PE skills and knowledge from PE lessons and activities. Parents able to attend and build relationship with the school.	£0
Organise a variety of new activities for Healthy Living Week.	Teaching staff and pupils	Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5 - Increased participation in competitive sport.	Children to experience a variety of activities. Children to consolidate prior knowledge and develop new knowledge around healthy living.	£2174
Organise an activity day at the beach.	Teaching staff and pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5 - Increased participation in competitive sport.	Children to experience a variety of physical activities and partake in competitive sport.	£2850

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>Lunchtime sports sessions/activities for pupils.</p> <p>New PE scheme (Get Set 4 PE) adopted and CPD provided for all teaching staff.</p>	<p>More children are active on the playground. Children achieve a minimum of 30 minutes active time per day. Children learn how to apply the skills taught during PE lessons. Children are increasingly able to participate independently in physical activity.</p> <p>GS4PE promotes a positive attitude towards PE and physical activity. Every child is given the physical literacy, emotional and creative thinking skills to achieve in PE and sport, and across the curriculum. It has a multi-ability focus and allows children to:</p> <ul style="list-style-type: none"> • explore and create their own games • develop cognitive skills • understand the benefits of health and fitness. • engage in physical activity • work as a team <p>Teachers are more confident to teach PE and have recognized the positive impact that the new scheme has had on children's engagement in PE and the progress they have made since adopting the scheme.</p>	<p>These sessions are invaluable in promoting the enjoyment of physical activity and in ensuring that children are engaged and active during lunchtime.</p> <p>Children are taught the necessary skills required to meet curriculum expectations. PE plays a vital role in promoting a lifetime of physical activity. Children will develop a life-long enjoyment of physical activity and be given the chance to learn new skills, enjoy regular exercise, and engage in brand new experiences.</p>
<p>Balance bike tuition.</p>	<p>All children in Reception receive intensive balance bike tuition delivered by experts. The children are increasingly confident when they begin to learn to ride a bike. A life-long love of cycling is ignited within our children.</p>	<p>Balance bike tuition has been booked for the next academic year.</p>
<p>Wild Woods CPD.</p>	<p>Teachers feel confident to deliver Wild Woods sessions which promote the holistic development of our</p>	

<p>External DCHS sports festivals.</p>	<p>children.</p> <p>Children exposed to a range of sports otherwise not available to them. Children develop competitive skills.</p>	<p>Sports festivals have been booked for the next academic year.</p>
<p>Healthy Living Week.</p>	<p>Children attended a healthy eating workshop. They learnt the benefits of healthy eating and learnt about the different food groups and the proportion of each that we should eat to maintain a healthy, balanced diet. They cooked and tasted their own healthy meal. Children are more aware of healthy eating and its' benefits.</p> <p>Children participated in a range of sports activities including fencing, tri-golf and cheerleading. As a result, the children are more aware of the variety of activities available to them and the enjoyment that can be experienced when partaking in physical activity. Children participated in a variety of Forest School activities which promoted awe and wonder and a love for the outdoors.</p>	<p>The activities for this year's Healthy Living Week were extremely varied, fun and educational for our children and we intend to do similar activities next year.</p>

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?	N/A	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	N/A

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A	N/A
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?	N/A	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	N/A

Signed off by:

Head Teacher:	Tracy Whitehill
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kerry McLaren
Governor:	Meryn Brown
Date:	15.7.24