



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 met 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
<ul style="list-style-type: none"> Maintain commitment to active 30 using existing resources 	<ul style="list-style-type: none"> Pupils are now active from the start of the day. Pupils arrive in morning lessons alert and ready to learn. Pupils partake in a range of dances to popular music resulting in a positive mind-set and increased general wellbeing. 	
<ul style="list-style-type: none"> Daily Mile – Maintain the use of the Daily Mile track by promoting the London mini marathon scheme. 	<ul style="list-style-type: none"> Daily Mile has been consistently undertaken each day by all classes resulting in increased levels of fitness and an improvement in the amount of time and distance that they are able to run for. The whole school took part in the TCS London mini marathon and everyone received a medal – we are waiting to hear whether we broke the Guinness Book of Records. Children chose to participate in the running activity at lunchtime as part of the carousel. 	Running wasn't a popular lunchtime activity due to the other options available to the children.
<ul style="list-style-type: none"> Achieve Active Mark accreditation 	<ul style="list-style-type: none"> The profile of sport in school is higher than ever. Pupils can participate in a range of activities. The school achieved the Bronze Active School Award. 	
<ul style="list-style-type: none"> Introduce Take 10 to improve Literacy and Numeracy Skills through being active. 	<ul style="list-style-type: none"> We had technical difficulties loading the CD Rom onto the server. Our in house sports coach has looked at the DVD at home and has incorporated some of the ideas into her warm ups. 	

<ul style="list-style-type: none"> Forest Schools – To improve children’s readiness to learn particularly in the EYFS in relation to fine motor skills, vocabulary development and managing relationships. 	<ul style="list-style-type: none"> Children have developed skills needed in order to ensure they are ready to learn inside and outside the classroom. They have improved fine motor skills, vocabulary and social skills. 	
<ul style="list-style-type: none"> PE Hub will continue to be used to support the planning and delivery of PE. 	<ul style="list-style-type: none"> Teachers (including new staff) continue use PE Hub effectively, ensuring clear skills progression across the year groups and better outcomes for pupils. Staff offer a broader range of high quality sports clubs. 	
<ul style="list-style-type: none"> Qualified coaches to lead weekly sessions with the children covering a range of sports, staff (including support staff) to observe, team teach for CPD. In house development of capacity through team teaching with qualified PE lead. 	<ul style="list-style-type: none"> PE has been taught by some TAs with training and support from sports coaches CB, MM, RB Support staff are now more confident in supporting the teaching of PE, leading to better pupil performance in lessons. 	Whilst Mote Park was a really successful experience we feel that it wasn’t cost effective in order to reach a wider range of pupils.
<ul style="list-style-type: none"> Maintain the broad range of sports clubs to include Netball, athletics and rounders. Expand the taster sessions on offer to pupils. Promote clubs, especially to pupils who don’t always participate through fully funding these for target groups. 	<ul style="list-style-type: none"> Club participation continues to grow. Children visited Mote Park and experienced: paddle boarding, rowing, peddle boats and kayaking. More pupils take part in after school clubs, especially those in receipt of pupil premium. 	
<ul style="list-style-type: none"> Interschool and potentially federation competitions and fixtures to be organised. 	<ul style="list-style-type: none"> Children have visited other venues and experienced taking part in a competition as part of a team or individually. 	

Key priorities and Planning (2023-2024)

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>Maintain commitment to active 30.</p> <p>Actions:</p> <ul style="list-style-type: none"> Buy a set of Moki trackers to track physical activity/steps and MVPA.and implement throughout the school. Train staff in using the trackers including the analysis software. Consider termly awards and certificates and set up competitions for physical activity tracking against other schools including Newington CEP and Harrietsham CEP. Relaunch Daily Mile – linked to trackers as well 	<p>All teachers and Teaching Assistants as they will take part.</p> <p>Pupils – as they will take part.</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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£1002 costs for the Moki bands and Moki Reader</p>
<p>Improve children’s readiness to learn, particularly in the EYFS, in relation to fine motor skills, vocabulary development and managing relationships.</p> <p>Actions:</p> <ul style="list-style-type: none"> The whole school to visit forest school regularly and follow a programme of activities led by Forest School trained teacher. EYFS staff to use these strategies and the space outside of forest school sessions. 	<p>Forest School Leader and pupils participating.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children more engaged in their learning including those hard to engage pupils. Children choosing to attend after school Forest School Club.</p>	<p>£2938.68 for 36 sessions Cost of forest school additional resources.</p>

<p>Maintain the high profile of sport across the school.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Use Moki data for cross-curricular Maths data analysis. • Train teachers in how to use the graphs and data produced by Moki. • Send out Year 5 and 6 reporters with the sports teams to write an event report for the newsletter. • Year 5 and 6 teachers to nominate children to go to each event and prepare them for what sort of things they need to comment on. • Sports coach to complete a Sporting Moments Diary including reports and comments from the pupils taking part after each event. • Invite athletes to visit to demonstrate and to talk to pupils in order to raise the profile of sport and inspire pupils. 	<p>The children who participate in the sport.</p> <p>The children involved in being the reporters.</p> <p>The sports coach who will track the participation in sporting competitions.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>More children choose to participate in clubs at school and in the community. Children involved in sports reporting.</p>	<p>£1002 – Moki Trackers</p> <p>Cost of big book to record the events in.</p>
<p>Ensure high quality delivery of an engaging PE curriculum.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Continue to use PE Hub to support the planning and delivery of PE. • Review whole school long term plan to ensure the sports being taught are appropriate to our school and relevant to our pupils. • Qualified coach to lead weekly sessions with the children covering a range of sports, staff (including support staff) to observe, team teach for CPD. 	<p>All teachers and teaching assistants.</p> <p>Sports Coaches.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p>	<p>£455 for PE Hub.</p>

<p>Maintain the broad range of sports clubs to include Netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils.</p> <p>Actions:</p> <ul style="list-style-type: none"> • School staff to continue to lead a range of additional clubs to widen our offer. • Continue to offer of water sports to Year 6 pupils. • Expand the taster sessions on offer to pupils by investigating further taster sessions e.g. karate. • Promote sports clubs, especially to pupils who don't always participate through fully funding these for target groups and using direct invitations where needed. 	<p>All children, however children from certain groups will be targeted.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children from certain group participate more in after school PE Clubs and school competitions.</p>	<p>£2000 per year.</p>
<p>Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Join SSSP and attend termly meetings. • Sign up for relevant competitions and provide coaching for the children in that sport. • Produce a federation competition schedule. • Ensure 'friendly' fixtures continue to be included to widen participation to those pupil intimidated by the pressure of competition. 	<p>Children from Year 1 - 6</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children experience competition situations within the school, Federation and against other local schools</p>	<p>£500 for SSSP</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
Maintain Commitment to Active 30.		
Improve children's readiness to learn, particularly in the EYFS, in relation to fine motor skills, vocabulary development and managing relationships.		
Maintain the high profile of sport across the school.		
Ensure high quality delivery of an engaging PE curriculum.		
Maintain the broad range of sports clubs to include Netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils.		
Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures.		

Swimming Data 2023 - 2024

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?	%	<i>Use this text box to give further context behind the percentage.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	
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	<i>Use this text box to give further context behind the percentage.</i>
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>Tara Deevoy</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Michelle Crowe Head of School</i>
Governor:	<i>(Name and Role)</i>
Date:	<i>9.9.23</i>

