



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)

Activity/Action	Impact	Comments
<p>Development of the curriculum to ensure progression had started to take place. Creating a cohesive overview of activities to provide a broad and balanced curriculum.</p> <p>Cycle training continues to be very successful and the children get a real buzz from learning to ride on 2 wheels. This then develops further with Bikeability training.</p> <p>Opportunities to participate in a range of activities in and out of the curriculum. Wide range of after school clubs that change termly to maintain interest.</p> <p>Swimming is taught effectively and progressively in KS2.</p>	<p>Pupils get high quality lessons covering a broad range of activities to meet the National Curriculum standards.</p> <p>Pupils in EYFS/KS1 are cycling and scooting to school more often. Year 6 pupils who have received Bikeability Level 2 are cycling to school also.</p> <p>Forest school activities and curriculum tennis are enjoyed by all pupils and their skills are improving.</p> <p>By the end of Year 6 75% of pupils met the end of KS2 target for swimming.</p>	<p>The overview is in place with tweaks as needed</p>

Key priorities and Planning

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>To encourage active learning across the curriculum.</p> <p>To provide opportunities for physical activities within the curriculum and out of school hours.</p> <p>To ensure there are sufficient resources to allow pupils to be active in PESS.</p> <p>Pupils identify cycling as a healthy way to enjoy leisure time. By the end of KS1 most pupils can ride on 2 wheels. By the end of KS2 pupils are becoming more confident cyclists on the road.</p>	<p>Staff –planning Pupils – engaging</p> <p>Outside providers Staff – Teachers and TAs Pupils PE lead</p> <p>PE lead- stock taking and ordering Pupils – access equipment</p> <p>Providers – Cycle Circle Pupils</p>	<p>Indicator 1: The engagement of all pupils in regular physical activity.</p>	<ul style="list-style-type: none"> ● Purchase 5-a-day-tv with parent access. ● Active learning opportunities identified within the curriculum and local area. ● Range of outside providers running clubs. Technique Soccer, Gymnastics, Tennis, Irish Dancing, Drama, School based clubs: cooking club, rugby, cricket, country/maypole dancing ● Daily Mile reintroduced across the school. ● Additional balls and equipment purchased to ensure adequate stock to enable staff 	<p>£340 – 5 –a-day TV</p> <p>£2200 - Equipment</p>

			<p>to deliver high quality lessons.</p> <ul style="list-style-type: none">● Pedal Free EYFS – Year 3. Bikeability Level 1 –Yr 4● Level 2 – Yr 5	<p>£3300 –Cycle training</p>
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<p>To upskill staff to provide high quality teaching and learning across the curriculum.</p>	<p>Pupils Staff</p>	<p>Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>including PESS, with photos and information.</p> <ul style="list-style-type: none"> • PE conference for PE lead • Provide staff with a wide range of resources to help increase physical activity across the curriculum. • Monitor skills and progression of pupils through assessment and lesson observations. • Develop the tennis skills of pupils from Years 1 -6 • Link golden threads to school values. 	<p>£1500 –Tennis</p> <p>£455 – PE Hub</p> <p>£480 Cross Curricular orienteering</p>
<p>To engage pupils with outdoor learning through Forest School Activities.</p>	<p>Pupils Pupils</p>	<p>Indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • Programme of Forest Skills rolled out to all pupils across the different seasons. Learning is linked to being 	<p>£8930 – Forest School</p>

<p>To enable more pupils to swim 25m by the end of KS2</p> <p>To provide opportunities to participate in more competitive sport</p>	<p>Staff</p>		<p>active, wellbeing and also linked to the Geography and Science curriculum. Using the school environment and the local area is sustainable.</p> <p>Top up swimming w/b 17th June. 26 pupils participated and 50% of those achieved the KS2 standard. Overall %age is 77%</p> <p>School football team established and competed in the school league. Girls football team established as requested by the school council. 2 school netball teams established and competed in local league.</p>	<p>£1125</p> <p>£100 School Games</p> <p>£65 Ashford Sports Association</p> <p>£100 Transport</p> <p>£100 Competition entries</p> <p>Netball League fees £250</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
Swimming programme	The swimming programme runs very efficiently ensuring pupils are able to access high quality swimming in KS2 with top ups in Year 6 to help meet the end of KS target.	
Development of competitive sports teams	School council asked for action on this and thank to some very passionate and dedicated staff we have been able to move forward in this area.	
Development of progressive, cohesive PE curriculum and Golden Threads that run through the school.	Development of a comprehensive overview and planning materials for staff ensure high quality provision.	
Range of activities offered through before and after school clubs	Wide range of clubs on offer, changing each term. Use of taster activities to stimulate interest for the younger pupils.	

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?	77 %	<p>We have finally managed to get a system that is effective and works well. Pupils attend in classes for 5 or 6 week blocks. We run 45 minute lessons as opposed to 30 mins. Pupils swim in Yr 3,4 and 5. Those who have not met the end of KS expectation attend top up sessions in Term 5 or 6 funded by Sport premium.</p> <p>There has been a change of management at the leisure centre so we are hoping to be able to continue in this way.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>70%</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>Top up sessions funded for 26 Year 6 pupils. Intensive week of sessions in which 50% of pupils attending then met the end of KS expectation.</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>	

Signed off by:

Head Teacher:	<i>Wendy Pang</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jenny Thomas</i>
Governor:	<i>Sally Windle (CoG)</i>
Date:	10.07.24