



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	
To enter a Yr 4, 5 & 6 development football team into a league.	1 team entered and took part in the football league. The impact has been that these children have taken part in competitive sport and developed confidence to compete against other schools/ teams.	
Health and well-being days - Arena to encourage the children to be sugar smart and physical activity through the delivery of a variety of workshops.	All children took part in the Health and wellbeing day, increasing physical activity and awareness of mental wellbeing. Children in year 1 and 2 took part in the sugar smart minis course. Children are now aware how to find out how much sugar is in the food they are eating and can make informed decisions about their food choices.	
Children to visit a range of centres to experience a broad range of physical activity and sport. (i-bounce, tree surfing etc)	As well as developing gymnastics skills and core strength, many pupils were challenged to take part in the adventurous activity of jumping of a platform.. Many children overcome this challenge. This has developed children's confidence to take risks This has also given children a broader range of experiences in PE.	
Children to receive high quality forest school sessions (broader experience of range of activities) from a specialist leader.	All children across all year groups participated in the sessions, meaning increased opportunities to be active during the school day.	
Bike ability offered to all children in year 5 and balance ability offered to children in reception	100% of year 5 achieved level 1 and 24/27 (89%) of year 5 achieved level 2 in bike ability. Children who did not achieve this will take part in next year's workshop. Reception children made good progress and all completed the balance ability programme.	
	Upkeep of PE and sport equipment has resulted in PE lessons being safe and has allowed children to use	

<p>To purchase PE and Sport equipment/ resources to support the teaching of quality PE lessons. Also, to provide pupils with a wide range of sporting opportunities.</p> <p>Employment of specialist coaches to up skill teaching assistants, deliver PE and school sport including after school clubs.</p> <p>Playground leaders course for Year 5 pupils with the intention for the next year 6 cohort to run lunchtime clubs/ challenges.</p> <p>Transport costs for competitions, events and swimming.</p> <p>Playground leaders to run lunchtime sports clubs.</p>	<p>the appropriate equipment for their age. Use of high quality equipment in PE has inspired children in lessons. (new goal posts, nets, balls ect). New playground equipment was purchased. This has resulted in active playtimes.</p> <p>Attainment in PE has improved with more children achieving age related expectations or above in PE across the school. Children understand where they are in their learning and what their next steps are. Pupil attainment and achievement improved in PE as a result of a whole school approach to the consistent use of schemes of work across the school.</p> <p>Children in year 5 experienced the playground leader's course. They were taught how to lead simple, fun, engaging games and activities for younger children. The year 5 playground leaders have started to lead games during lunchtimes and will continue to do this next year when they are in year 6.</p> <p>Children have had the opportunity to compete against other schools and experience a broad range of physical activities and sport. Transport costs used to enable children to compete and receive swimming lessons.</p> <p>In Autumn and Spring term year 6 children ran lunchtime clubs. This developed yr 6's ability to lead and coach and provided Ks1 children different sporting opportunities.)</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 develop the quality of existing PE teaching through continuing professional learning in PE for staff.	Pupils Teachers HLTAs	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teacher/ HLTAs will have increased confidence, knowledge and skills to teach PE as a result of high quality modelling from PE specialists. Bespoke CPD will be targeted at areas/sports to develop.	£5610
To introduce lunch-time sport and physical exercise sessions run by PE specialists	Pupils Mealtime assistants 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.	More pupils will meet their daily physical activity goal (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).	£1402.50

<p><i>To introduce an after-school club offering a range of different sports/ physical exercise, run by PE specialists</i></p>	<p>Pupils</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>More pupils encouraged to take part in PE and Sport Activities.</p> <p>More pupils will meet their daily physical activity goal (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).</p>	<p>£1402.50</p>
<p><i>To develop trained playground leaders (pupils)</i></p>	<p>Pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils encouraged to take part in PE and Sport Activities.</p> <p>Some pupils are trained to be able to encourage and facilitate sport activities at playtime/lunchtime</p>	<p>£225</p>
<p><i>To transport children to and from sporting events</i></p>		<p>Key indicator 5: Increased participation in competitive sport</p>	<p>As a rural school, transporting pupils to and events will ensure they have a range of opportunities to</p>	<p>£3000</p>

			<i>participate in festivals and competitive sport</i>	
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<p><i>To broaden the range of physical activities that children participate in (forest school)</i></p>	<p>Pupils Teachers</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils have additional opportunities for active learning. More pupils will meet the daily activity goal.</p> <p>Pupils have additional experiences linked to physical activity</p>	<p>£1500</p>
<p><i>To replace broken equipment and to invest in new equipment</i></p>	<p>Pupils</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils have access to a wider range of equipment for sports and for physical activity.</p>	<p>£ 4130</p> <p>Total Spend £17,270</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
To develop the quality of existing PE teaching through continuing professional learning in PE for staff.	<p>Quality curriculum in place (with clear objectives, levels of attainment and progression) that all teachers can follow.</p> <p>Teachers have observed quality PE delivery weekly and have increased their confidence to deliver PE. All teachers have received quality CPD through trained experts providing PE sessions and sharing planning. Teacher's feedback reflected on the good quality of PE on offer for the children. More pupils engaging with PE and sports clubs.</p>	
Provide more sports opportunities within school. (lunchtime and afterschool clubs)	<p>Experts have provided quality PE through extracurricular activities. Children have been motivated to participate in extracurricular activities and developed interests in sports activity. This has had an impact on the social and physical development of our pupils, along with a sense of belonging and improved self-confidence.</p>	
<p>Provide more sports opportunities for children to compete/ represent their school.</p> <p>Provide transport for these opportunities.</p>	<p>Children have attended sporting events in the community and competed alongside peers in a variety of events.</p> <p>These include:</p> <ul style="list-style-type: none"> -Tavistock cross country series. -Yr 3, 4, 5 &6 pupils took part in a North Cornwall football league. - Launceston college events (Athletics, Tag rugby, Football) - Inclusion Bowling tournament for SEND pupils. 	

	<p>As a result of these events, children have been able to transfer skills that they have developed in PE lessons in order to compete. Children have demonstrated increased confidence and ability. It has also given children a sense of belonging as they have been chosen to represent their school.</p>	
<p>To develop trained playground leaders (pupils).</p>	<p>Children in year 5 experienced the playground leader's course. They were taught how to lead simple, fun, engaging games and activities for younger children. The year 5 playground leaders will lead games during lunchtimes when they are in year 6.</p>	
<p>To broaden the range of physical activities that children participate in (forest school)</p>	<p>All children across all year groups participated in high quality forest school sessions lead by an experienced practitioner. This has resulted in increased opportunities to be active during the school day. A love of being outdoors and learning outside of the classroom has developed for all. These sessions have ensured that all children have been able to participate and develop a range of skills when working outdoors. Staff have observed these sessions and therefore have increased their knowledge of how to deliver these sessions.</p>	
<p>To replace broken equipment and to invest in new equipment</p>	<p>New PE equipment has ensured that children have the full range of resources needed to access the PE curriculum and extracurricular clubs.</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?	78%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>78%</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>No</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>Staff attending Swimming lessons were able to observe swimming teachers and be upskilled.</p>

Signed off by:

Head Teacher:	<i>Katy Rooke-Bruce</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Dan Stuckey</i>
Date:	24/07/24