



# 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.

## 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
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b>		
Purchase equipment for PE, wellbeing ambassadors and peer mentors, lunch time activities and Sports Day	Pupil survey data	Purchased PlayPod for Key Stage 1 playground. This is used everyday and engages children in teamworking and physical play. This was part funded by Sports Premium and PTA. Other resources also bought with input from school council, peer mentors and wellbeing mentors including stocking the new KS2 wellbeing area.
Reviewed the outdoor curriculum offer	Added 'Forest School' opportunities as part of PE curriculum Reviewed residential visit offer to support Outdoors and Adventurous Sports Increased field work opportunities and learning outside the classroom Increased access to all weather surface provision for PE lessons increasing opportunity	
Funding for children unable to swim 25m at the end of Year 4	4 children took part in top sessions meaning 95% of children left primary school being able to swim 25m.	In addition to this we have developed links with a local swimming club (Bristol penguins) which helped to signpost potential club swimmers to the next opportunity.

## Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Activity/Action	Impact	Comments
<p>The role of Sports Leaders to mentor and coach Key Stage 1</p> <p>The introduction of lunchtime play leaders in the Key Stage 1 playground</p> <p>Focus on 5 ways to wellbeing including whole school events and workshops e.g. skipping workshops</p> <p>Regular items about sport and wellbeing in the whole school newsletter.</p> <p>Introduction of Level 1 Bikeability to complement existing level 2</p> <p>Active travel campaign including walk to school week.</p>	<p>Children in Key Stage 1 are supported to enjoy play and develop team working skills.</p> <p>Whole school language, experiences and excitement around PESSPA e.g. walk to school and skipping workshop</p> <p>Older children as role models inspires younger members of the school and creates a sporting community.</p> <p>Use of newsletter and social media promotes whole community engagement.</p>	<p>Additional lunchtime staff are part funded from school budget.</p> <p>Enrichment events funded by WPSA</p>

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Activity/Action	Impact	Comments
<p>Whole staff curriculum review and audit.</p>	<p>Curriculum reviewed to ensure key knowledge and skills outcomes were clear for all staff</p> <p>All progression grids clearly highlight links with prior and future learning</p> <p>Skills audit taken place to understand teacher gaps in knowledge.</p> <p>Subject lead monitored delivery and impact of lessons which form part of rigorous monitoring and review cycle.</p>	<p>PE is generally taught by specialist providers but teachers are accountable for planning, assessment and how the subject has been delivered.</p>

### Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Activity/Action	Impact	Comments
<p>To enhance and improve sports offer by partnering with a specialist provider – SHINE who provide access to excellent sporting facilities and specialist sports coaches/trainers.</p> <p>To build and grow the extra-curricular sports provision available across the school.</p>	<p>Children in Key Stage 2 have access to an astro, large field, sports track and forest school area. Children have access to specialist sports coaches e.g. an international lacrosse player as their coach. As a result children have the opportunity on top quality pitches.</p> <p>The school provides more than 2 sports activities for children to participate in. These are spread across EYFS, KS1 and KS 2 and offer a variety of accessible opportunities.</p>	<p>Children with additional needs are fully supported in these inclusive clubs.</p>

### Key indicator 5: Increased participation in competitive sport

Activity/Action	Impact	Comments
<p>To review and re categorise the competitive sports offer after feedback about lack of understanding around selection.</p>	<p>Over 250 children took part in over 100 events which has increased from previous years</p>	<p>The opportunities have been reclassified as follows:</p> <p><b>Inclusive:</b> every child participates in the activity/sport being taught at a particular time in PE - learning the skills and rules. In KS2, we work towards end of term inter-house competitions and once a year Festivals of Sport (off site at RGS). These are friendly-competitive. The inter-house competitions are in whatever sport the children have been focusing on that term. In Years 3 and 4, the FoS is in athletics. In Years 5 and 6, it is netball and football.</p> <p><b>Volunteering:</b> we encourage children to participate in extra events. Ultimately, they have to want to do these, but the teachers actively encourage them to volunteer. If children show a level of aptitude or enjoyment for a particular activity, a teacher will try gently to persuade them to take part in an extra event, such as a friendly match against another school.</p> <p><b>Fully competitive:</b> we aim to give children the chance to take part in competitions with other schools and at tournaments. Often, the aim is to broadly match the standard of the opposition, so that the children can enjoy a close game. It is not always the 'strongest' team that gets picked. If a team takes part in a tournament over multiple rounds, we usually stick with the same team - i.e. if a team qualifies for the next stage of a competition - the children involved have earned that next level of competition.</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?	95%	<i>We complete our swimming courses in Years 3 and 4. 1 child joined after Year 4 and cannot swim. We have offered all children not meeting the standard top up sessions and signposted to out of school opportunities.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>One child was unable to swim confidently on their back.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><i>We could only assess this using a swimming pool but all could self rescue even if not confident to swim 25m.</i></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>We do use the Sports premium to offer top up where necessary and will ask for a parental contribution if appropriate.</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>All staff attend. Some staff have level 2 swim teaching qualifications and they teach the children. Other staff observe and assist.</p>

## Summary of Spend 2023-2024

Area of spend	Amount (£)
Staff Training and CPD	2196
Extra Curricular Opportunities	8546
Sports Competitions	1730
Equipment and Resources	126
Online Training and Educational Training	68
Sports Day	73
Other – Focused lunchtime play leaders	6833

Total Grant - £19 570

Total Spend - £19 572

## Key priorities and Planning 24-25

is 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
Introduce additional lunchtime sport sessions/activities for pupils e.g. Disco and dance, skipping activities, Play Pod, SNUG	Employ additional lunchtime supervisors to lead activities and play.  Train lunchtime supervisors in types of activities	<b>Key indicator 2</b> -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.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Annual cost of Playpod (added in 2024) £970 Additional lunchtime play leaders/mentors £12,517
Hire of specialist sports venues to improve sports provision and experience	Book Kellaway playing fields, indoor halls for dance and gym, Horfield Leisure Centre for swimming and Redland Tennis Club	<b>Key indicator 4</b> - Broader experience of a range of sports and activities offered to all pupils.	Children provided with exceptional sports venues to support enjoyment and participation in sports outside the curriculum offer	Total Cost £9000 for venue hire.
Funding to ensure children are given opportunity to compete in inter school tournaments and competitions	Administration time to organise events Time to supervise children after school hours	<b>Key indicator 5:</b> Increased participation in competitive sport	The vast majority of children in Key Stage 2 take part in a competitive event during the academic year	Total Cost £8017 covers staffing and participation in sports leagues.

CPD for school sports leader	Primary generalist teachers.	<b>Key Indicator 3:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Sports coaches more confident to support effective PE teaching.	£200 EYFS PE Sub to enrich PE
To fund children to take part in additional swimming lessons to enable to make the expected standard of swimming 25m by the end of primary school	Children in the school	<b>Key indicator 5:</b> Increased participation in competitive sport.  <b>Key indicator 2</b> -The engagement of all pupils in regular physical activity	Children given lifelong skills to participate in water based activities	£500
<b>Total Cost</b>	£31,204			

Signed off by:

Head Teacher:	<i>Richard Bamber</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Adam Bailey and Aaron Coleman</i>
Governor:	<i>Catherine Brennan</i>
Date:	10.06.2024