



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
Improve confidence and knowledge of staff in PE.	A few members of staff shadowed a PE coach for their lessons, moving on to team teaching some lessons to build up confidence to teach lessons where children make progress and develop their skills and understanding. Teachers found this very beneficial and now feel confident to tailor lessons to the needs of their classes.	More staff to work alongside the coach next year to continue development of skills.
Improving children's fitness across the school.	It has been very beneficial having more equipment out during break times - children have been more active. We used the daily mile less frequently than the previous year, but introduced wake up, shake ups and warm up type games to ensure children have had more active/movement breaks.	Continue with extra physical activities as much as possible.
Children to take part in tournaments with other schools.	We attended 15 tournaments throughout the year in netball and football. Children thoroughly enjoyed these.	Incorporate tournaments within school so that all KS2 children have the opportunity to take part in competitive sport.

<p>Children to understand that taking care of physical health extends beyond PE lessons.</p>	<p>Children are becoming more aware of how keeping active makes us feel and how it positively affects our mental health. Staff also more aware, and are happy that they can decide when children need movement breaks.</p>	<p>Continue to provide children with positive experiences outside of PE lessons</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
Keep children active during playtimes.	Class teachers/TAs and PE coach/PE lead to support running of activities. Impacting children during break times.	Key indicator 2 - The engagement of all pupils in regular physical activity.	Using equipment provided the children are staying more active during break times whilst still being manageable for staff in the playground. PE coach has been spending a couple of lunchtimes managing football/netball games for KS2 children to continue developing skills. Ensure equipment is looked after properly/is replenished when needed.	£4,500
Introducing children to physical activities that they may not have taken part in	PE coach/PE lead to ensure this happens. Impacting children's knowledge/skills in different sports.	Key Indicators 3 and 4. Children to take part in new activities both in PE lessons and with specialist companies	Children thoroughly enjoyed taking part in different activities. One example of the	£4,000

<p>before - Zumba, Middlesex cricket, scootering/skateboarding, trampoline fit.</p>		<p>coming in to inspire children to continue with different activities outside of school.</p>	<p>success is that following our whole school Zumba session there has been demand from parents and children to start a Zumba after school club at school, which we will try to put in place for the start of next year.</p>	
<p>Inspiring children to follow their dreams/passions within sport - Steve Frew (Olympic gymnast).</p>	<p>PE lead to ensure this happens. Impacting children.</p>	<p>Key Indicator 3. Children to gain understanding of what they can learn from taking part in sport - resilience, dedication, cooperation, etc. Both children and staff to see the huge benefit of taking part in physical activity and to inspire them to continue with whichever aspects of physical activities they enjoy.</p>	<p>Children show more awareness of what they gain from physical activity, and are realising that physical development does not only take place in discrete PE lessons.</p>	<p>£500</p>
<p>Children to understand the link between physical activity and positive mental health.</p>	<p>All staff. Impacting children.</p>	<p>Key Indicator 3. All staff to understand that regular physical activity has a positive effect on mental health and to recognise when children might need movement breaks during</p>	<p>Staff members have noticed that children are more focused after movement breaks/taking part in</p>	<p>£0</p>

<p>Develop teachers' knowledge and understanding of the PE curriculum.</p>	<p>5 class teachers, impacting the children's learning.</p>	<p>the school day. Staff to point out to children how their mood might have changed whilst taking part in physical activity.</p> <p>Key indicator 1. Staff to shadow/team teach with PE coach to gain a better understanding of the structure of PE lessons/topics and development of skills through the year.</p>	<p>physical activities and are happy to be able to use their discretion to decide when breaks are needed.</p> <p>Staff have found this very useful, and have also benefitted from a subscription to Get Set 4 PE, which gives structure and information about PE lessons. Staff now understand that they need to keep lessons simple, focusing on one/two aspects per lesson, rather than trying to overcomplicate lessons. Going forward we need to monitor lessons to ensure that lessons are taught to a high standard.</p>	<p>£16,000</p>
<p>Give children opportunities to take part in</p>	<p>PE lead/coach. Impacting children's experiences of</p>	<p>Key indicator 5 - Increased participation in competitive sport. Take part in inter school</p>	<p>Keep a record of which children have attended Maccabi tournaments</p>	<p>£1,500</p>

<p>competitive sport - Maccabi tournaments, friendly with other schools, tournaments within school, Barnet dance festival.</p>	<p>competitive sport.</p>	<p>tournaments, friendly matches, and tournaments within school.</p>	<p>so that others can be targeted for friendlies/tournaments within school. Feedback from tournaments within school has been extremely positive.</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
Keep children active during playtimes.	Children have enjoyed being able to take part in a range of activities during break times - using our fixed equipment, but also having balls, hoops etc available. It has helped to have our PE coach in the playground for some break times as he has supported the children when playing larger group games - football and netball - to ensure fair play and learning.	Ensure that lost/broken equipment is replaced so that children are well equipped to play.
Introducing children to physical activities that they may not have taken part in before - Zumba, Middlesex cricket, scootering/skateboarding, trampoline fit.	This has helped children to understand that they are not only physically active when playing a team sport, but can take part in other things to promote fitness - dance, trampolining, etc. Zumba was so successful that we are looking into putting a before/after school club in place for next year.	Continue to provide extra sessions/experiences for the children outside of weekly PE lessons.
Children to understand the link between physical activity and positive mental health.	PE lead has worked closely with PSHE lead to emphasise the link between physical activity and mental health. It is mentioned during PE lessons, when external	Continue with discussing the link between physical activity and mental health.

<p>Develop teachers' knowledge and understanding of the PE curriculum.</p>	<p>companies come in, and when we take part in the daily mile/wake up, shake ups etc. It is hard to measure children's understanding of this, but we will continue to point out the link going forward.</p> <p>5 class teachers spent the year shadowing/team teaching with a PE coach. Feedback from them is that they feel much more confident to teach PE lessons, have a greater understanding of what progress/development looks like, and have ideas of how to support children who might be working below expectations for their age. It has also been very beneficial to subscribe to Get Set 4 PE, which has lots of information for lessons.</p>	<p>Ensure PE lessons are monitored to make sure the standard of teaching remains high after teachers have finished working with PE coach.</p> <p>Train more teachers alongside coach to continue to develop subject knowledge and confidence across all staff.</p>
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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?	87%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87%	The children that were able to swim 25 metres were also able to use a range of strokes effectively.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	83%	95% of children were able to complete basic self-rescue (using buoyancy aids, entering/exiting the water safely), however only 83% could fully complete the requirements for water safety/self-rescue.
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/ <u>No</u>	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ <u>No</u>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Danielle Sasto (Class teacher and PE lead)
Governor:	<i>(Name and Role)</i>
Date:	