



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
<ul style="list-style-type: none">To increase the active outdoor activity time (break and lunchtime) - Key Indicator 1Ensure a range of after school sporting clubs are available for all year groups - Key Indicator 1To ensure good/outstanding teaching in PE is increasingly consistent - Key Indicator 3	<ul style="list-style-type: none">Equipment has been bought and placed in specific zones in the play grounds. KS1 and KS2 pupils use equipment daily during lunchtimes and breaktimes to promote physical activity.Every year group has run one sports club which have allowed a range of pupils across both KS1 and ks2 to improve and learn new skills. Clubs have provided experience of playing sports from cricket to dodgeball through to cycling. Pupils attending have gained new skills and learnt new games and rules.Learning walks and TTLT development days showed that teaching of PE is consistently good. PE team subject knowledge is good and	<ul style="list-style-type: none">To replenish sports equipment when needed and continue promote and find new physical activities.To provide a varied club programme next year. Encourage children who did not attend this year.To continue with learning walks to monitor PE delivery across the school.

<ul style="list-style-type: none"> • SL to attend leadership training sessions in order to develop practice within PE and establish links with other schools and expertise available - Key Indicator 3 • Provide staff meeting time, and signpost opportunities for CPD to support staff with development of subject knowledge in PE - Key Indicator 3 • Continue to offer a wider range of activities - Key Indicator 4 • Year 6 and 5 pupils will know how to ride their bike safely - Key Indicator 4 	<p>teachers is improving. In lessons. children are making progress pace is good and equipment is being used appropriately.</p> <ul style="list-style-type: none"> • Leadership training sessions attended and information gained shared with all staff. • 1 member of staff successfully completed level 5 primary specialism course. • Team building, problem solving and orienteering opportunities have been planned into the PE curriculum. Time is given for exploratory learning which enables children to learn from any errors they have made. Year 6 pupils attended outdoor adventure residential trip to Fairplay house. Children in Year 5 attended residential trip to Lake District. • All pupils from year 2 to year 6 have had opportunities to ride bikes. The percentage of pupils who can ride: Year 2 - 64% Year 3 – 75% Year 4 – 75% Year 5 – 67% Year 6 – 80% A total of 60 children have achieved level 1 cycling proficiency and a total of 60 have achieved level 2 cycling proficiency. In Reception 55% of children can ride a two-wheel bike or balance bike. 	<ul style="list-style-type: none"> • To continue to attend leadership meetings and share information with rest of staff. • To continue to provide CPD opportunities to all staff. • To review curriculum and ensure it remains broad and balanced. Find opportunities to for children to experience activities in different environments. • To continue with providing opportunities to develop cycling skills and offer level 1 and 2 bike ability awards.
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<ul style="list-style-type: none"> • Ensure competition is accessible to all pupils - Key Indicator 5 	<ul style="list-style-type: none"> • We have entered a total of competitions 19 TTLT and Newham 6 a side boys and girls football competition and leagues. We have also entered a range of girls active and sporting festivals throughout the year to allow a wider range of children to represent the school and to experience what a competition feels like. We have attended some SEND festivals. 	<ul style="list-style-type: none"> • To enter the TTLT sport competitions and more of the Newham competition and leagues.
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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 - <i>estimated</i> £20,350
<ul style="list-style-type: none"> To continue to provide CPD opportunities to all staff. To become affiliated to the association for PE (YST). To continue to provide more opportunities for PE staff to team teach with each other. To develop sports leaders to run sport activities and games in both KS1 & KS2 playgrounds during lunchtime. 	<p>All members of staff that are supporting or teaching in PE lessons.</p> <p>All staff that teach and plan PE lessons.</p> <p>TTLT staff members and all staff teaching PE across the school.</p> <p>Sports leaders/pupils across KS1 & KS2.</p>	<ul style="list-style-type: none"> Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: The engagement of all pupils in regular physical activity. 	<p>The subject knowledge of staff will improve on topic area. Pupils will receive a better delivery of the PE curriculum.</p> <p>Continue with membership to keep up with new initiatives, health and safety guidelines and courses that will feed into everyday delivery.</p> <p>To communicate with TTLT PE hub staff to arrange times for them to team teach with ECTs and inexperienced teachers and support them with their PE delivery.</p> <p>Train sports leaders in KS1 & KS2 to work and deliver physical activities, games etc. in the playground as well as assist for sports days and competitions. Sports leaders to encourage more physical activity across the school.</p>	

<ul style="list-style-type: none"> To continue to enhance the physical development of pupils in EYFS. 	EYFS pupils and staff		Planned, varied multi skills lessons across EYFS have enabled pupils to embed fundamental movement skills. Pupils are more competent and confident with all skills and with their bodies in space. Pupils to use a range of equipment consistently throughout the year to develop progression of skills.	
<ul style="list-style-type: none"> To develop the fundamental movement skills for KS1 children. 	All pupils and staff in KS1.		Multi skill lessons will be delivered during PE lessons throughout the year that build on fundamental movement skills. Children will be more competent and confident in agility, balance and coordination which will prepare them for the KS2 curriculum.	
<ul style="list-style-type: none"> To display awards and trophies prominently. 	All pupils and staff involved in PE lessons and those that attend competitions.	<ul style="list-style-type: none"> Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. 	PE board set up to display achievements/trophies collected from competitions.	
<ul style="list-style-type: none"> To ensure high quality outcomes for all pupils in PE. 	All staff and adults involved in planning and delivering PE sessions. Subject leaders when assessing PE delivery.		New foundation subject assessment tool to be introduced. Assessment to be carried out every half term to identify next steps.	

<ul style="list-style-type: none"> To ensure adequate resources are available that allow the delivery of outstanding PE lessons that lead to high pupil attainment. To continue to offer a wide range of activities. To further develop the engagement and excitement of pupils when in school and make the most of opportunities offered. All Year 6 pupils leave school 'water confident' 	<p>All staff involved in planning and delivering PE. Subject leaders to ensure all resources are available.</p> <p>All staff involved in planning PE lessons and subject leaders.</p> <p>All pupils across the school.</p> <p>Yr. 6 pupils.</p>	<ul style="list-style-type: none"> Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. 	<p>Subject leaders to develop the curriculum map to ensure that all resources are available for each year group and their chosen sport/activity. Subject leaders to carry out an audit of resources and replace resources when necessary.</p> <p>Subject leaders to ensure that the curriculum delivers a range of activities in PE lessons. Pupils to attend a range of different competitions throughout the year. Pupils to attend residential activities (in school or outside of school) e.g. <i>Fairplay House, Lake District.</i></p> <p>All lessons are planned and delivered to ensure pupils are challenged and progress. Pupils should be able to work independently and in small groups/pairs to develop their own skills. Team building, problem solving and orienteering activities to be offered and to engage pupils further.</p> <p>Year 6 pupils will be able to swim 25m confidently and unaided. They will also be confident in the water and</p>	
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<p>with the majority able to swim 25m unaided.</p> <ul style="list-style-type: none"> To continue to deliver and all pupils to participate in Level 1 (intra)competitions throughout the year. To increase pupil participation in Level 2 competitions. To continue to increase success in all competitions. 	<p>All pupils across the school.</p> <p>All pupils across the school and subject leaders to arrange.</p> <p>All staff involved in teaching and planning PE lessons. All staff delivering and accompanying pupils to competitions and all pupils attending the competitions.</p>	<ul style="list-style-type: none"> Key Indicator 5: Increased participation in competitive sport. 	<p>understand water safety.</p> <p>All pupils across the school will have participated in competitive elements of sport including within PE lessons.</p> <p>Pupils across KS1 & KS2 and SEND provisions to have participated in TTLT sports competitions throughout the year.</p> <p>Sports clubs and PE lessons delivered to teach the skills of sports in upcoming competitions to enhance and progress pupils' skills and develop their competitiveness.</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 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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</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/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/No</p>	

Signed off by:

Head Teacher:	<i>Mrs Shella Lawrenson, Mrs Bal Kettory</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Hulme - KS2 PE Lead</i> <i>Graham Sparrowhawk - EYFS & KS1 PE Lead</i>
Governor:	
Date:	