

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
Continuation of 'active learning' throughout weekly timetables to ensure engagement of all pupils in physical activity.	Provision for pupils working towards having 60mins of activity every day – x2 days a week provided in PE lessons and active learning lessons as a top up on other days. Staff are more confident in delivering a resourcing active learning. Children value active learning and their health is improved.	Active learning is an area of strength and something to maintain/build upon.
Invest money into purchasing new lunchtime equipment and PE lessons for EYFS, KS1 and KS2 to encourage engagement of all children in physical activity.	Use of equipment during PE lessons and lunchtimes encourages physical activity levels in children as well as positive attitudes.	With the introduction of OPAL play upcoming, money can be utilised to help provide equipment within this.
Celebrate sporting achievements in weekly whole school assemblies and ensure delivery of sports specific assemblies (specifically sports values) to raise awareness of PE and sport and encourage all pupils to be involved.	Sporting achievements were continuously celebrated. Various pupils achievements were recognised in Sports Week boosting profile of PE and sport across the school.	Continue to celebrate achievements and push sports values.

<p>Hold Sports Week for all children exposing them to a broad range of activities and opportunities for participation, celebrating achievements.</p> <p>Up skilling of all staff through sharing of plans, continued observation of, and involvement in, PE lessons led by external PE providers (once a week all year), specifically dance and gymnastics, to enable the delivery of high-quality PE lessons.</p> <p>Introduction of Drumba to the PE curriculum and upskilling of staff to deliver this effectively.</p> <p>Enter a wide range of inter-school competitions and festivals providing opportunities for all pupils at KS2 and most at KS1 to represent the school and take part in a broad range of sports and activities.</p> <p>External PE providers to offer a broad range of sports in PE lessons and extra-curricular clubs, to expose all pupils to a broad range of sports.</p>	<p>Profile of PE and school sport raised by children taking part in Sports Week. Activities included Forest Schools, tag rugby, korfball.</p> <p>Staff have had the chance to observe gymnastics, dance and multi-sport specialist coaches, improving their confidence and knowledge to deliver gymnastics, basketball, dance, athletics and handball. This will positively impact on planning and delivery of high-quality lessons for pupils.</p> <p>Drumba has successfully been introduced to the curriculum and all children have taken part in a unit of learning. Staff have received a CPD session on teaching Drumba and have increased confidence in this.</p> <p>Across KS2 classes, all children were offered the opportunity to take part in extracurricular sporting activities, increasing the range of opportunities and activities available to them.</p> <p>External providers have delivered units in athletics, basketball, gymnastics, dance and handball. This has offered children a range of activities delivered by high quality providers.</p>	<p>Sports Week will continue as in previous years and is a valuable asset in the school calendar to raising the profile of PE&SS.</p> <p>Staff continue to develop and upskill PE teaching through observation of and involvement in external PE provision.</p> <p>Drumba is popular and will remain on the curriculum.</p> <p>Continue to try to access a wide range of extra-curricular sports with a focus on engaging children who are not as active/involved.</p> <p>Continue with current strong programme of external provision for some teaching of PE.</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
Continuation of 'active learning' throughout weekly timetables to ensure engagement of all pupils in physical activity.	Teachers who are delivering lessons and pupils who are experiencing the lessons.	KI1 & KI2	Provision for pupils working towards having 60mins of activity every day – x2 days a week provided in PE lessons and active learning lessons as a top up on other days. As active learning is built into lessons, it doesn't require additional time in the curriculum and is sustainable long term.	<i>No cost – Teach Active subscription still running from previous year</i>
Target less active children/those who would benefit from additional sporting activity to attend targeted interventions or extra-curricular fixtures.	Pupils who are less active are exposed to more physical activity	KI2 & KI4	Pupils who are less active improve their experiences of sport and increase time spent physically active. Positive experiences should lead to increased engagement now and in the future.	<i>£500 for sports coach</i>
Buy into local partnership offer.	Pupils who will go to fixtures	KI4 & KI5	Opportunities for a wide range of children to be involved in a variety of inter-school sport, increasing engagement and positive experiences.	<i>£750 £120 for Rushcliffe football buy in</i>
Embed OPAL play at lunchtime, including training and the purchasing of equipment.	Play team (midday supervisors) – OPAL training, staff members – OPAL training, pupils – experiencing the play	KI1 & KI4	Children have access to a far greater range of play equipment that encourages them to be physically active in many different ways. OPAL play continues to evolve over time to improve and provide the best experience possible.	<i>Up to £1000 (497.24 spent so far)</i>

Bring in an athlete for Sports Week to inspire children.	All pupils and staff	KI3	Children will be inspired by sports person / athlete, perhaps resulting in them being more engaged in that sport. More likely to encourage future involvement.	£425
Hold Sports Week in July.	Pupils, staff and parents who come to events.	KI3, KI4 & KI5	Profile of PE/ sport is raised amongst pupils, staff and wider community, more opportunities to play sport and celebrate sport.	<i>Cost links to above</i>
CPD and upskilling opportunities for staff.	Staff and their teaching of PE, therefore pupils and the lessons they experience	KI1	Staff improve their confidence and proficiency of delivering PE lessons, leading to better lessons and better outcomes for pupils.	£7,500
Employment of external providers to ensure broad curriculum offer and high-quality PE	Staff and their teaching of PE, therefore pupils and the lessons they experience	KI4	Children are exposed to high quality PE in PE units where staff are generally less confident with their delivery.	<i>(as above)</i>
Full integration of GS4PE scheme & Forest Schools into PE curriculum.	Staff and their teaching of PE, therefore pupils and the lessons they experience	KI1 & KI4	Children experience high quality PE across all units and are exposed to a broader range of opportunities through Forest Schools. GS4PE scheme bought into and staff member trained in Forest Schools ensures longevity.	<i>No cost – Forest schools training took place last year and GS4PE scheme purchased already</i>
Purchasing of new PE equipment for lessons	Staff and pupils using equipment	KI4	Suitable equipment is available for PE lessons and teaching so that children have experience high quality PE.	<i>£358.80 spent (£500 allocated)</i>

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
Continuation of 'active learning' throughout weekly timetables to ensure engagement of all pupils in physical activity.	Pupils experience active learning throughout the week as part of lessons, including PE, break, lunchtimes and extra-curricular clubs. Children have high levels of physical activity with all achieving 30 mins /day and many towards 60 active minutes.	
Target less active children/those who would benefit from additional sporting activity to attend targeted interventions or extra-curricular fixtures.	Pupils who are less active improve their experiences of sport and increase time spent physically active through targeted interventions with sports coaching and invites to sporting events. Children have positive experiences, improving core physical skills and engaging in activity.	Inter-competition tracker shows children identified as least active last year have been targeted for extra-curricular opportunities.
Buy into local partnership offer.	Opportunities for a wide range of children to be involved in a variety of inter-school sport, increasing engagement and positive experiences.	PE lead also supported by SGO
Embed OPAL play at lunchtime, including training and the purchasing of equipment.	Children have access to a far greater range of play equipment that encourages them to be physically active in many different ways. Children perceive themselves as more physically active and have been observed to be more physically active by staff.	
Bring in an athlete for Sports Week to inspire children.	Ash Randall – freestyle footballer delivered an assembly and skills sessions to each class as part of Sports Week – children inspired.	Alternative sport – laser tag (£125) – delivered in Autumn term.

<p>Hold Sports Week in July.</p> <p>CPD and upskilling opportunities for staff through external provision, as well as the delivery of high quality lessons – gymnastics, dance, invasion games.</p> <p>Full integration of GS4PE scheme & Forest Schools into PE curriculum.</p> <p>Extra-curricular provision as part of PE curriculum/ learning time: Ice skating programme for Y5 children. Swimming programme for Y4 (catch up for Y6) children. Bike Ability programme for Y4 and Y5.</p>	<p>Profile of PE/ sport is raised amongst pupils, staff and wider community, more opportunities to play sport and celebrate sport.</p> <p>Staff have improved their confidence and proficiency of delivering PE lessons. High quality PE delivered in these unit areas leading to better lessons and better outcomes for pupils.</p> <p>PE monitoring shows children experience high quality PE across all units and are exposed to a broader range of opportunities through Forest Schools – integrated successfully with all year groups.</p> <p>Children across KS2 are exposed to different sports such as ice skating, learn core skills such as road safety and swimming.</p>	<p>Parents able to attend OPAL play afternoon to get understanding of importance of play and active lifestyle.</p> <p>Gymnastics and dance are 2 keys areas identified as CPD needs for staff within PE.</p> <p>Funding is used to target Y6 pupils who do not meet the key indicators. Y6 child part of the Nottingham Panthers programme – inspired by ice skating in Y5.</p> <p>£1,012.50 spent on ice skating programme £400 allocated for swimming</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?	87.5%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	82.5%	Y6 children have had catch up swimming to try and boost their proficiency but we did not secure as many sessions for them as we would like and some children were off for some of these lessons/forget their kit and were unable to attend.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	72.5%	Y6 children have had catch up swimming to try and boost their proficiency but we did not secure as many sessions for them as we would like and some children were off for some of these lessons/forget their kit and were unable to attend.
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/ No	Children from Y6 are selected for and invited to take part in additional swimming lessons if they do not meet the 3 key indicators.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes /No	All swimming teaching is done by trained swimming teachers and staff members are not required to teach therefore we have not invested in swimming CPD.

Signed off by:

Head Teacher:	<i>Gary Kenny</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ally Lead, PE coordinator</i>
Governor:	<i>Sarah Evans, PE and Sport</i>
Date:	22/07/24