



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
<ol style="list-style-type: none"> 1. Healthy living week promoted active travel to and from school, a big uptake in walking, cycling and scooting to school 2. Storm break has been used in every class following training of lead facilitators and all teachers 3. Forest school for every child (6 sessions x 90 mins per year) 4. Improved implementation of Real PE and Real Gym for consistent approach of delivery AND ensuring high levels of activity, heart rate and enjoyment. 5. Implementing essential knowledge and skills progression in line with Sandford umbrella curriculum document, and to teach active sports/games skills and rules 6. KS2 Fit Fridays continue to promote uplift in exercise and CV/heart rate 7. Girls' football uptake continues to improve 	<ol style="list-style-type: none"> 1. Whole school 'buy in' and positive, energised atmosphere was felt by many during Healthy Living Week 2. Stormbreak has featured in every class for periods of over a week – now needs regular diet. 3. Promotes healthy outdoor activity and relational practice for attitudes and behaviour alongside positive mental health through movement 4. Teachers delivery clearly focused PE lessons, closely matched to NC/school curriculum map 5. Teachers delivery clearly focused PE lessons, closely matched to NC/school curriculum map 6. KS2 Children are more active inc playtimes. Feedback from children and support staff has been positive. Behaviour has improved at playtimes. 	

<p>and inspire</p> <p>8. Purbeck school offer our children a range of sports and activities as well as self esteem/confidence boosts</p>	<p>7. Increased uptake in girl's football and representation of girls at a range of sports.</p> <p>8. Intra and Inter Engagement with other schools to offer wider ranging opportunities (and wider ranging ages/gender)</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
<ul style="list-style-type: none"> Embed Stormbreak as an agreed ‘diet’ in KS1 and KS2 <i>Provide further training and support for Stormbreak</i> 	<i>Children</i>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<i>Ongoing CPD with stormbreak team – regular staff meetings</i>	£1000
<ul style="list-style-type: none"> Support and upskill staff who supervise breaks and lunchtimes for positive, active sessions – consider ‘scrap store’ and other active, creative strategies for active recreation times 	<i>Midday team and sports coach</i>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p><i>Links to pastoral team</i></p> <p><i>Ongoing incident and success tracking</i></p> <p><i>Feedback from coaching staff and other adults</i></p>	£3000

<ul style="list-style-type: none"> Keep reviewing travel plan and incentivise healthy travel to and from school with SusTrans/school council 	<i>Parents and children</i>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p><i>Ongoing liaison with SusTrans</i></p> <p><i>Competitions and incentives</i></p>	<p>£500</p>
<ul style="list-style-type: none"> Review and re-implement areas for improvement from PESSPA Active Lives survey <ul style="list-style-type: none"> ➤ Activity during school hours (linked to timetable, house competitions, PE delivery and recreation times) ➤ Awareness of travel modes (incentivise and promote periodically) ➤ Enjoyment of sports (linked to sports coaching and inclusive practice) ➤ Activity out of school (linking to community opportunities) 	<i>Parents and children</i>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p><i>Sports ambassadors training</i></p> <p><i>SusTrans links</i></p> <p><i>Liaison with local clubs</i></p> <p><i>Facilities hire ie dogdgebball and champion soccer</i></p> <p><i>Sports coaching and staff CPD</i></p>	<p>£3000</p>

<ul style="list-style-type: none"> Continue to grow areas of pupil leadership and responsibility/pupil voice inc sports and healthy living 	<i>Children and staff</i>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p><i>Sports ambassadors training</i></p> <p><i>Positive play and peer run clubs</i></p>	£500
<ul style="list-style-type: none"> Review and improve impact of Forest School on health and exercise 	<i>Children and forest school team</i>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<i>Additional staff trained and new resources</i>	£2000
<ul style="list-style-type: none"> Improve PE/Sports delivery through curriculum review, CPD for staff and effective practice in other settings 	<i>Children and staff</i>	<p>Key indicator 3: 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>	<i>Ongoing training and scheme support</i>	£3000
<ul style="list-style-type: none"> Sustainable staffing plan to support Thursday inter-schools activities 	<i>Children and staff</i>	<p>Key indicator 5: Increased participation in competitive sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<i>Staff capacity, skills and interest</i>	£5000
<ul style="list-style-type: none"> Promoting and supporting adult led sports clubs (lunch and after school) 	<i>Children (Y3, Y4, Y5, Y6)</i>	<p>Key indicator 5: Increased participation in competitive sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<i>Shared planning and expertise</i>	£2000
<ul style="list-style-type: none"> Consider sports coaching to increase expertise and range 	<i>Children and staff</i>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 3: Increased</p>	<p><i>Shared planning and expertise</i></p> <p><i>Staff capacity, skills</i></p>	£3000

		confidence, knowledge and skills of all staff in teaching PE and sport	<i>and interest</i>	
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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
<ul style="list-style-type: none"> * Continued development PE within the school to support children in creating positive relationships with physical activity. 	<p>Children’s engagement and confidence in PE and with learning new skills continues to develop. PE and sport are promoted across the school and children are confident with taking part in different sports.</p>	
<ul style="list-style-type: none"> * Further development of physical activity during playtime and lunchtime with the continued replenishment of PE and sports equipment purchased for clubs and lessons as well as providing quality coaches at lunch time play. 	<p>Children’s productivity and activeness at lunch and play times has increased. Children utilize the PE equipment to create their own sports/games. Increase in physical activity across all year groups. Having a coach has also increased the children’s level of physical activity.</p>	<p>Coaching will continue over lunch times as well as creating an active environment during lunch and play times.</p>
<ul style="list-style-type: none"> * Sports leaders established in Year 6 for KS Sport events and sports days. 	<p>Sports leaders are well respected and established across the school. They have ran multisport events for ks1 children and have increased activity across the school. Leaders display pride for their role and represent the school and sports positively.</p>	<p>Training provided by the Sports trust has given the leaders confidence to run events for younger children.</p>
<ul style="list-style-type: none"> * Maintained link with local sports partnerships. Engagement with competitions to enable all children to represent their school in inter school competitions. 	<p>Children have competed across a range of sporting events and have been provided with opportunities they would not have had otherwise. Increase in engagement and activity throughout the year.</p>	

<p>* Progression of skills embedded across PE/Games.</p>	<p>All children can achieve in their PE lessons and feel confident to take part in a range of sports and activities.</p>	<p>Skills based curriculum has enabled those children who find PE difficult, to succeed.</p>
<p>* Children provided with forest school sessions across the whole school.</p>	<p>Increase in movement and activity. Children's mental health and confidence has increased. Sessions offered to those children who have found transition or school challenging which has resulted in them attending school more often and successfully.</p>	
<p>* Continued increase of girls playing football across the school and taking part in the girls football club/tournament.</p>	<p>Increase in confidence with taking part in football games at lunch times and in their own time. Girls and boys now play together. Continued growing intake of the amount of girls who go to football club has meant it is now seen as a sport for everyone.</p>	<p>To continue to offer a separate girls club as well as opportunities for mixed teams to play.</p>
<p>* Coaches to be used to support teaching in target year groups.</p>	<p>High quality PE teaching in the year groups where there has had staffing difficulties has provided the children with a consistent and precise PE scheme. Children have become confident in their PE sessions.</p>	<p>Coaches have increase activity and movement at lunch times, after school and during PE sessions.</p>
<p>* A range of sports clubs offered to the children at lunch times and after school.</p>	<p>Increase in activity and movement across the school and especially in KS2. Confidence of children taking part in these activities has grown and more opportunities to be active have helped increase engagement in the school.</p>	
<p>* Mental health scheme brought in to support positive mental health through movement (Stormbreak).</p>	<p>Children are beginning to use strategies to support them with their own mental health and are seeing the link between movement and good mental health.</p>	<p>To continue to develop this and to deliver CPD to all staff.</p>

<ul style="list-style-type: none"> * Children to learn how to swim in year 3. * Catch up sessions offered to year 6 children who have not been able to 	<p>Increase in children who are able to swim by the end of KS2. Children are more confident with swimming and being in the water at a younger age.</p> <p>Children who have not has swimming lessons before were offered swimming sessions. Increase in confidence and number of children who can swim by the end of ks2.</p>	<p>To continue to offer swimming to younger years and to develop confidence across the whole of ks2.</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?	93%	<i>Due to pool problems, the children lost out on a swimming session which would have impacted on the final %</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>93%</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>No</p>	<p>Catch up sessions were offered to all of year 6 children who were not able to swim 25m.</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>Lifeguard training for 2 Tas to support the in school swimming teacher.</p>

Signed off by:

Head Teacher:	<i>Paul Beveridge</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alex Fallesen/Katherine Keen</i>
Governor:	<i>Mel Bolt</i>
Date:	<i>23/7/24</i>