



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
<p>Enable breaktimes and lunchtimes to be active and allow children access to a range of physical activities.</p> <p>Ensure all children have access to a range of extra-curricular after school clubs which promote physical activities.</p> <p>Continue to work with South Dartmoor Partnership.</p> <ul style="list-style-type: none"> ○ SSP to train and support staff. ○ Participation of festivals during curriculum time and after school. ○ To provide support and training for YPL and staff at lunchtimes. <p>Regular audit and purchasing of resources to improve lunchtime activities and curriculum delivery.</p> <p>Sports coaches to run focused interventions at lunchtimes 4x per week.</p>	<p>Lunchtime activities have a variation which has helped improved pupil engagement. This has led to a reduction of incidents with behaviour. Sports coaches help to facilitate this.</p> <p>A broad range of clubs being run after school with a strong uptake due to the cost being subsidised</p>	<p>Continued training opportunities for new and existing staff and youth play leaders at lunchtimes.</p> <p>Continued engagement with local clubs and extend opportunities through football leagues, including girls' football.</p> <p>Reintroduction of the 'Golden Mile' to encourage children to run for longer periods.</p>

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>To promote active 60 by improving lunchtime and daily physical break activities.</i>	<i>To continue to train young playleaders to take an important role in support younger children by running playground activities. Extra support will be provided to MTAs to help facilitate this. Saints SW to train both staff and children.</i>	<i>Key indicator 1+2</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>Cost linked to having Saints SW coaches in during lunchtime.</i>
<i>Continue with SDSP to provide opportunities to all children. This will be both competitive and fun festival.</i>	<i>All children including SEN and MAT.</i>	<i>Key indicator 4+5:</i>	<i>Children to have opportunity to try different sports, train to achieve in competitive sport and participate with children from other schools.</i>	<i>Part of the sports partnership grant</i>
<i>Provide access to high-quality planning and</i>	<i>Teachers to have access to various planning, Saints SW online portal + Get4PE planning.</i>	<i>Key indicator 2+3</i>	<i>Children to have a varied and high-quality teaching.</i>	<i>£150 for Getset4PE Saints included in contract with SEND</i>

<p><i>activities for teaching staff to use.</i></p> <p><i>Provide children access to outdoor learning.</i></p> <p><i>To have more intra school competitions available throughout the year.</i></p>	<p><i>Teacher / TA to be trained with Wild Tribe to ensure outdoor learning experiences continue to next year.</i></p> <p><i>PE Co-Ordinator and Sports coach to plan and arrange relevant sports link with local competitions.</i></p>	<p><i>Key indicator 2+4</i></p> <p><i>Key indicator 2+5</i></p>	<p><i>Children to experience a great range of experiences and long-life skills.</i></p>	<p><i>and Lunchtime provision</i></p>
--	---	---	---	---------------------------------------

<p><i>Continued CPD for teachers through impact days and training days with SDSP.</i></p>	<p><i>Class teachers to deliver one of the two PE weekly lessons.</i></p>	<p><i>Key Indicator 2+3:</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</i></p>	<p><i>Part of the sports partnership grant</i></p>
<p><i>Participate in competitive sports by continuing membership of the football league and joining the Netball league from September. To continue to attend tournaments offered through these and the partnership.</i></p>	<p><i>PE Co-Ordinator + Sports coach to arrange fixtures, transport and communication with other schools.</i></p> <p><i>PE Co-Ordinator + Sport Coach to train children in the relevant sports so that the children are ready to compete.</i></p>	<p><i>Key indicator 4+5:</i></p>	<p><i>Children to experience competitive sport at local level and use these experiences to compete in inter school competitions.</i></p>	<p><i>Part of Saints SW contract.</i></p>
<p><i>Continue to provide specialist SEND interventions for children.</i></p>	<p><i>Sports coach to be trained to deliver Fun Fit and other interventions.</i></p>	<p><i>Key indicator 2+4</i></p>	<p><i>Interventions to help target children with specific needs so that these can be transferred in the classroom and during PE sessions.</i></p>	<p><i>Part of Saints SW contract.</i></p>

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
<p>To ensure that all children have access to a broad, rich and engaging curriculum which develops thinking, social skills and allows inclusion for all.</p> <p>To target children to develop their fine and gross motor skills.</p> <p>Subject leader to ensure that the children have access to a range of festivals or competitions and ensure that every child has an opportunity to attend at least one SSP festival or non-competitive event each year.</p> <p>To ensure that we capsulise Highweek's growth mindset values into every PE lesson, including any extra-curricular activities.</p> <p>Continued work with youth play leaders in Y5/6 with Premier Sports and South Dartmoor Partnership during impact days and provide ongoing CPD to support PE events and active play.</p> <p>To broaden children's experiences by establishing outdoor learning activities for all.</p> <p>To widen opportunities for all children to attend an extensive range of sporting clubs after school.</p> <p>To ensure that physical activities run at lunchtimes for all children in EYEFS, KS1 and KS2.</p> <p>Year ¾ to attend Olympic Day held in the summer term.</p>	<p>High quality PE lessons are being taught across all year groups. Following the support curriculum, core skills are being taught, support by the use of growth mindset values.</p> <p>Targeted invention children have been participating in 'Fun Fit' sessions to improve the fitness, self-esteem and social skills.</p> <p>Majority of years have had access to at least one non-competitive sporting event and many more, including pupil premium children, have entered into competitions.</p> <p>Staff has received training and are completing outdoor learning as part of the wider curriculum.</p> <p>Club numbers have been high, helped by not charging parents/careers for their children attending. Waiting lists for some clubs has meant a rotation system is in place to ensure access to everyone, especially those who receive pupil premium.</p> <p>Children from across KS2 have had experience of being part of a competition.</p> <p>To allow PE to be seen as an inclusive and that participation is the most important aspect to improve over health.</p>	<p>Teachers to work alongside specialist staff from the partnership to deliver that term's PE planning. This will include activities that could be used for DPA opportunities.</p> <p>CPD inset to be offered to all staff to support their delivery of the PE curriculum.</p> <p>Get Set for PE curriculum has been introduced to staff to help their planning.</p> <p>Staff have been identified and trained on the 'Wild Tribe' course and have been able to deliver outdoor learning lessons.</p> <p>Youth play leaders have enjoyed taking a senior role and working for younger children. This has provided them with confidence and a sense of pride as they prepare themselves to transition to secondary school.</p> <p>Enter the football league for Y5/6 snf Y3/4. To enquire about other competitions in the local area for other sports (netball, tag rugby).</p> <p>To work closely within the partnership and local secondary schools to ensure opportunities are created to allow a wide range of abilities and backgrounds to participate in a range of competitive sports.</p>

To ensure that we have a range of competitions and tournaments.

To continue to provide competitions for a range of abilities such as 'Change 4 Life' and SEND children.

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?	66%	We have had to limit the number of pupils attending swimming lessons for one term only due to financial implications.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	45%	We have had to limit the number of pupils attending swimming lessons for one term only due to financial implications.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>30%</p>	<p>We have had to limit the number of pupils attending swimming lessons for one term only due to financial implications.</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>We have had to limit the number of pupils attending swimming lessons for one term only due to financial implications.</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>No</p>	<p>We have had to limit the number of pupils attending swimming lessons for one term only due to financial implications.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	