



# 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"><li>1. Working collaboratively with external agencies to ensure pupils obtain high quality PE sessions.</li><li>2. Pupils to participate in active lunchtime clubs throughout the week</li><li>3. Pupils have the opportunity to compete against other SEND provisions and to be involved in inclusive sports and games.</li><li>4. Further, develop the knowledge and skills of our staff.</li></ol> | <ol style="list-style-type: none"><li>1. Year 6 pupils in the last academic year completed their bikeability award. Pupils are accessing high quality PE lessons.</li><li>2. Increased engagement in sports and physical activity for pupils. Pupils's physical skills, muscle tone, gross motor control, coordination, visual perception, spatial orientation and sensory skills are improved over time.</li><li>3. An increasing number of pupils have the opportunity to participate in inclusive, competitive sporting events. Pupils develop their teamwork skills and can play competitive team games.</li><li>4. Staff attend PE sessions delivered by external professionals to ensure ongoing CPD opportunities. More classes now use sensory circuits to support the pupils's motor development.</li></ol> |          |

## 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 provide CPD for staff across the school</i>                | <i>PE lead</i><br><br><i>Lunchtime supervisors</i><br><br><i>It will also support the wider staffing population by disseminating knowledge.</i> | <i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i><br><br><i>Key Indicator 2: Engagement of all pupils in regular physical activity.</i><br><br><i>Key Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement</i> | <i>Staff are more confident to deliver effective PE and teaching a full range of activities expected within the PE curriculum. As a result, we will see greater progress in PE.</i> | <i>Staff PE course £1150</i><br><br><i>Wilson Stuart Sport Partnership – including lunchtime supervisor course £300</i>  |
| <i>Develop lunchtime sports sessions/ activities for pupils.</i> | <i>Lunchtime Supervisors</i><br><br><i>Pupils</i>   | <i>Key indicator 2: 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</i><br><br><i>Key indicator 3: The profile of</i>  | <i>More pupils will be undertaking at least 30 minutes of physical activity a day in school.</i>  | <i>£2200 West Bromwich Albion PE &amp; Lunchtime session</i><br><br><i>£6670 Aston Villa PE &amp; Lunchtime sessions</i><br><br><i>£33 per session x 3 times per week JC Academy Lunchtime</i> |

|  |   |   |  |   |
|--|---|---|--|---|
|  |   | <p><i>PE and sport is raised across the school as a tool for whole school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</i></p>  |  |   |
| <i>Pupils to access a range of inclusive, competitive community sports/ activities</i> | <p><i>Pupils</i></p> <p><i>Staff</i></p> <p><i>Parents/ Carers</i></p>            | <p><i>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>  | <i>More inclusive competitive activities accessed by our pupils.</i> | <p><i>West Bromwich Albion PE &amp; Lunchtime session (priced above)</i></p> <p><i>Aston Villa PE &amp; Lunchtime sessions (Priced above)</i></p> <p><i>Minibus lease/ hire (TBC)</i></p> |
| <i>Year 6 pupils develop their cycling skills</i>                                      | <p><i>Year 6 pupils</i></p> <p><i>Staff CPD</i></p> <p><i>Parents/ Carers</i></p> | <p><i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils</i></p> | <i>More pupils have the skills to cycle</i>                          | <i>Wilson Stuart Sport Partnership (Priced above)</i>   |

|   |  |   |   |  |
|---|--|---|---|--|
|   |  | <p><i>undertake at least 30 minutes of physical activity a day in school</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</i></p>   |   |  |
| <p><i>Pupils develop their sporting skills and enhance their PE provision through visiting professionals who deliver PE sessions.</i></p> | <p><i>Pupils</i></p> <p><i>Staff CPD</i></p> | <p><i>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport</i></p> <p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</i></p> | <p><i>CPD opportunities for Langley Staff supporting the sessions that enable staff to be confident to deliver effective PE sessions.</i></p> <p><i>Pupils receive high-quality PE lessons.</i></p> | <p><i>West Bromwich Albion PE &amp; Lunchtime session (priced above)</i></p> <p><i>Aston Villa PE &amp; Lunchtime sessions (Priced above)</i></p> <p><i>RDA + Equine Therapy £200 per session x 6 sessions a half term £4800</i></p> |
| <p><i>Maintenance and replenishment of equipment</i></p>  | <p><i>Pupils</i></p>                         | <p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p>   | <p><i>Pupils can access appropriate equipment so they can engage in sporting activities.</i></p>  | <p><i>£2500</i></p>  |

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|  |  | <i>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</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 |
|-----------------|--------|----------|
|                 |        |          |



## 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><br><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.<br/>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.<br/>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>Toni McCarroll</i>   |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Stephanie Parkes</i> |
| Governor:  |                         |
| Date:  | September 2023          |