



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p>All pupils to fully engage in a diverse range of sporting activities for a minimum of 2 hours each week in both KS1 and KS2 stages.</p> <p>To make improvements to the provision of activities available with funding of new sporting equipment.</p> <p>To make improvements to the primary school play area with refurbished astroturf and commence a Primary after school football club run by parents.</p> <p>To enable students to develop and experience greater opportunities for developing skills required for team and individual sports and through outdoor classroom experiences.</p>	<p>Students have developed skills in a wide range of activities.</p> <p>There are increased opportunities for students to engage in physical activity during break periods in the school day and as a result, more students have been engaging in physical activities.</p> <p>Astroturf was professionally refurbished, and the football club has been thriving in terms of numbers attending.</p> <p>Links with other schools and competitions has provided additional physical educational experiences.</p> <p>Netball club and gym club are new clubs</p>	<p>Students to continue to make good use of the on-site facilities and the school is active in seeking out further improvements to encourage greater physical activity levels.</p> <p>It is the intention to continue to maintain on site facilities so that students have greater opportunities to develop skills through participation in events.</p> <p>Activities will be arranged to continue to provide opportunities for students to engage in competitive sport to develop important transferable life skills.</p>

<p>To provide opportunities for students to develop the skills they have learnt in physical activity lessons through competitive sport.</p>	<p>run by external coaches with interpreter support provided by the school. This interpreter support also extends to a ballet club run at a local school.</p>	<p>Organization of intra school primary sports day event for students to compete in athletic events. Students also compete with other schools in football and swimming events.</p>
<p>To ensure students from the early years have good provision and engagement within physical activity.</p>	<p>In addition to developing their physical skills, students have also been able to acquire important life skills in communication, cooperation, and confidence through engagement in competitive sport.</p>	<p>Weekly timetable provision for PE embedded in timetable.</p>
<p>To continue to support and provide opportunities for primary staff to develop their skills in delivering and supporting PE lessons and increase the confidence levels of primary school staff to deliver PE within school.</p>	<p>Quality of PE lessons is regularly assessed as at least good through lesson observations and learning walks.</p>	<p>Staff confident to lead sessions on a weekly basis.</p>
<p>Involvement of external professionals for the delivery of gymnastic sessions in extra-curricular activities for students.</p>	<p>Pupils able to develop and acquire skills related to gymnastics.</p>	<p>Some students inspired to continue to develop skills at weekend clubs and events organized by parents.</p>
<p>To improve and maintain onsite athletics facilities by making repairs to the long jump pit and providing additional apparatus and equipment.</p>	<p>Pupils able to engage safely in a range of physical activity.</p>	<p>Further playground refurbishment planned.</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
Embed physical activity into the school day by encouraging active break times through re-landscaping the play areas to provide a range of different physical activities for the development of gross motor skills.	Lunchtime supervisory staff and all primary pupils.	Key indicator 1 - The engagement of all pupils in regular physical activity for at least 30 minutes daily in school Key indicator 2 -The profile of PE and sport being raised across the school.	The vast majority of pupils meeting (and in many cases exceed) their daily physical activity goal. All pupils encouraged and inspired to take part in activities.	The amount of PE and sport premium available = £20,000 (inc £4577 carry forward) £12,751 has been carried forward to 2024/25 as the building works delayed refurbishment plans for the playground.
Provide a range of targeted activities and staffing to enable support to involve and encourage the least active children	Lunchtime supervisory staff and identified least active pupils.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils experience an increased range of sports and activities.	£7249 was spent on a variety of items of which there are some examples below:
Provide equal access for all pupils to a broad range of sports and physical activities.	All pupils	Key indicator 1 -The engagement of all pupils in regular physical activity for at least 30 minutes daily in school		Trampoline repair £782 Playhouse £262
Continue to raise attainment in primary school swimming and water safety	Small group sessions for pupils that do not meet national curriculum requirements after completing core swimming lessons.		The majority of-pupils from year 2 upwards are now assessed as competent swimmers and the majority able to swim at least 25 metres to safety.	Sports day hire £330 £1000 interpreter support. £562 Funding for top-up swimming sessions for those assessed and identified in need.

Provide CPD to staff leading PE sessions to increased knowledge and confidence.	All teachers leading PE lessons.	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teachers demonstrate greater confidence in delivering effective PE lessons.	
Take part in inter school competitions and external events.	All students	Key indicator 5: Increased participation in competitive sport	Students able to meet and socialize with other students as well as practice and improve their competitive skills in real life situations.	

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>Physical activity has been embedded into the school day and at lunch and playtimes.</p> <p>Targeted activities have been arranged to encourage the least active children to be 'involved' in activity.</p> <p>Pupils have been provided with access to a broad range of sports and physical activities.</p> <p>Weekly swimming lessons have ensured pupils continue to progress in terms of capability in swimming and water safety</p>	<p>The vast majority of pupils are regularly observed to be active at play times.</p> <p>Pupils are regularly observed to be active at play times.</p> <p>Pupils have been regularly observed to be making progress and enjoying participation in PE lessons, sports days and , where possible, inter school competition.</p> <p>The majority of pupils from year 2 upwards are able to swim 25 metres and therefore able to swim to safety over a reasonable distance should the need arise.</p>	<p>We were unable to use our main playground for much of the academic year due to building work taking longer than expected, but we successfully transitioned children to use the Astroturf at play and lunchtimes. This meant we need to provide different resources to enable children to play creatively and well and continue to develop their physical and gross motor skills</p> <p>With the building of new classrooms, the existing playground was closed off for safety. We lost access to some things like the climbing equipment but we were able to provide and purchase other equipment to develop ball skills and other skills such as g throwing, catching, and teamwork in activities such as football, netball and basketball by purchasing goals and posts. Going forward we are planning to re-landscape the whole of the Primary play area to allow for even better physical development</p>

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?	100%	All pupils from year 2 upwards have the opportunity to participate in swimming lessons as part of the curriculum each Tuesday afternoon. This is arranged on a rota basis at a local leisure centre (Westminster Lodge).
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	30%	This represents three out of ten pupils. The other seven students could be expected to be able to swim to safety up to 25 metres.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All are competent swimmers and able to swim at least 25 metres to safety.
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	All pupils participate in the lessons at the leisure centre and are grouped according to ability with sufficient staff to support less able swimmers to improve.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Lessons are taught by fully qualified swimming coaches at a local leisure centre. In addition one member of Heathlands staff is a swimming coach and also attends and co-ordinates the program in conjunction with leisure centre swimming coaches.

Signed off by:

Head Teacher:	Lesley Reeves Costi
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sara Head
Governor:	Oyin Kalejaiye
Date:	10.05.24