



# 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 <sup>[OBJ]</sup> necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding

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
<ul style="list-style-type: none"> <li>Continued full range of after school clubs fully funded with priority now given to children in receipt of PP funding.</li> <li>Lunchtimes supported by Sports HLTA, as well as y6 sports leaders and 'red tops'</li> <li>Bikeability-Y5&amp;Y6- and Balance ability-Y1-continued</li> <li>Swimming program revised to target pupils earlier and provide catch up and intervention</li> </ul>	<ul style="list-style-type: none"> <li>Continued high levels of engagement in after school clubs</li> <li>Higher levels of engagement from children in receipt of PP funding</li> <li>Continued engagement in cycle training</li> <li>Targeted support for pupils not achieving swimming standard-leading to greater confidence and success for less confident children</li> </ul>	<ul style="list-style-type: none"> <li>Range of clubs is reviewed termly to provide a broad and balanced offer across all year groups</li> <li>It has been challenging to maintain a full lunchtime program of activities due to levels of staff absence and recruitment challenges.</li> <li>The quality of external provision for Bikeability/Balance Ability is high</li> <li>The swimming program will continue to be implemented in the current form due to the success of this and resulting smaller swim group sizes. The facilities at the new leisure centre have enhanced the offer.</li> </ul>

## 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
<b>Playleader and Sport Leader Training</b>	Pupils Lunchtime staff	2-Increase engagement of all pupils in regular physical activity and sport	Building on pupil confidence each year to provide more structured play. Developing future sport leaders	2 days pupil training delivered by sports partnership lead
<b>Participate in all available sports partnership festivals providing</b>	Pupils-higher participation levels and engagement  Class teachers-flexibility of timetables required  Admin-increased communication/permission  EVC-increased Evolve admin	4-Broader range of sports offered  5-Increased participation in competitive sport	Class teacher attendance at festivals prioritised to increase class teacher involvement and understanding of progression in sport  Greater opportunities and wider range of experiences for pupils  Systems established for full commitment to sports partnership program and attendance at events understood by all staff as a non-negotiable	Sports Partnership annual subscription- £2,630 Transport costs- £1,300
<b>To recognise and offer further development opportunities for talented individuals in sport</b>	Individual pupils  Admin staff	4-Broader range of sports offered	Support for individuals to access a wide range of sports and increase individual motivation and enjoyment in preparation for continued secondary school engagement	Rising Stars subsidy £460
<b>Introduce competition into school sport through sports days</b>	Pupils PE HLTA-organisation of event to be altered to include scoring Staff-greater support needed at each event to support scoring	5-Increased participation in competitive sport	House groups established into termly activities giving children a sense of identity and belonging throughout the school year ahead of summer sports days competitive events	Additional resources including new annual shield for presentation to winning house
<b>Maintain high profile of sport and physical activity throughout the school</b>	Pupils Staff Wider community	3-The profile of PE and sport is raised across the school as a tool for whole school improvement	Newport recognised as valuing sport and physical activity Children confident to participate throughout their primary years and into secondary school Staff enthused and confident to teach high quality PE	Through range of activities above

<b>Ensure access to sport for all with adaptive PE teaching for children in SEND provisions or with additional needs</b>	Children with SEND-increased confidence through development of physical skills Specialist staff-increased skill development	1-Increase confidence, knowledge and skills of all staff in teaching PE and sport 2-Increase engagement of all pupils in regular physical activity and sport	Ensure access to physical activity for most vulnerable pupils who are not accessing mainstream teaching through separate sessions where this is the most appropriate setting	Cost of PE HLTA 2x am sessions weekly £6,955
<b>Use sport and physical activity to support children with SEMH needs</b>	Children with SEMH needs-using physical activity to regulate Support staff-positive impact on skills	1-Increase confidence, knowledge and skills of all staff in teaching PE and sport 2-Increase engagement of all pupils in regular physical activity and sport	Support for class TAs from PE HLTA to deliver morning sessions to support regulation	3x 1hr half termly cost of PE HLTA £411
<b>Provide admin support for PE HLTA through admin attendance at partnership meetings in order to co-ordinate events and liaise with SLT</b>	Admin staff-increased workload Pupils-increased range of opportunities/more frequent opportunities Staff-opportunities to increase own knowledge and skills in the progression of specific sports	3-The profile of PE and sport is raised across the school as a tool for whole school improvement 4-Broader range of sports offered	By moving responsibility of the administration of events to the office team events will be diarised and prioritised for the year ahead to ensure participation	Part of administrator role £3000
<b>Year 6 participation at Oceanfest Primary Sports Beach games day</b>	Pupils-participation in high profile competitive sporting event	4-Broader range of sports offered 5-Increased participation in competitive sport	Introduction to beach sports which are available in local area for engagement outside of school. Enjoyment through engagement in competitive sport to increase participation and motivation	Transport cost-public bus £150
<b>Introduce Level 1 Bikeability for Y3 &amp; 4 Pupils</b>	Bikeability staff Pupils- greater confidence when doing Bikeability in Y5 & Y6 Teachers  Administrator- providing admin between parents/bikeability/teachers/SLT	2-Increase engagement of all pupils in regular physical activity and sport	Introduction of level 1 bikeability to Y3/4 in Autumn term. Continuation of balanceability and bikeability level 2. Should allow more children to have confidence to cycle to school and greater uptake of level 2 in Y5&6.	Part of administrator role See above

## 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
<b>Playleader and Sport Leader Training</b>	<ul style="list-style-type: none"> <li>Year 6 developing leadership skills and personal development</li> <li>Active playtimes for KS1</li> <li>Year 6s have supported Sports Days for younger year groups</li> </ul>	Further developments for 24-25 to develop lunchtime staff confidence in leading structured play activities.
<b>Participate in all available sports partnership festivals providing</b>	<ul style="list-style-type: none"> <li>Increased participation from all pupils in a wider range of sports</li> </ul>	There are organisational and staffing challenges around attendance at all events but the support of parent volunteers and shared understanding of the importance of sport has enabled festivals to be prioritised.
<b>To recognise and offer further development opportunities for talented individuals in sport</b>	<ul style="list-style-type: none"> <li>Identified gifted and talented children have participated in full year of Rising Stars</li> </ul>	Pupil voice demonstrates the value of these events in recognising and broadening the experience of talented pupils
<b>Introduce competition into school sport through sports days</b>	<ul style="list-style-type: none"> <li>Community/parent voice demonstrated support for competitive yet inclusive events.</li> </ul>	The introduction of a house system has provided a natural structure for competition. This is an area to be further developed.
<b>Maintain high profile of sport and physical activity throughout the school including through a wide range of after school clubs.</b>	<ul style="list-style-type: none"> <li>Participation levels have continued to increase with sports clubs consistency oversubscribed.</li> <li>Analysis shows increased participation from pupils in receipt of PP funding-however, there is further work to be done to reach PP children who are not participating in the wider sport offer</li> </ul>	Sport news regularly features in the weekly celebration assembly including the achievements of children outside of school including regional and national athletes. PE HLTA has high profile in school and community reflecting the value and positive impact of sport within an inclusive setting. Further work in 24-25 to target PP pupils and encourage participation through engagement with families and understanding barriers.
<b>Ensure access to sport for all with adaptive PE teaching for children in SEND provisions or with additional needs</b>	<ul style="list-style-type: none"> <li>Children accessing Nest provision have had regular timetabled PE lessons each week to ensure development of gross motor skills through climbing, balancing, jumping activities in a suitably organised environment led by PE HLTA.</li> </ul>	Children have made good progress in physical development-co-ordination and balance-developing confidence and the ability to manage risk.



# 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?	84%	Core lessons are provided for all pupils in year 3. There is recognition that the majority of pupils access swimming lessons outside of school due to the proximity of the new leisure centre. A large number of pupils are also actively involved in local surf life-saving clubs. Therefore, the focus of school lessons is to continue to teach those who do not reach the required standard by the end of year 3 and to prioritise further lessons for them throughout Key Stage 2.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	84%	
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	Core lessons are provided for all pupils in year 3. There is recognition that the majority of pupils access swimming lessons outside of school due to the proximity of the new leisure centre. Therefore, the focus of school lessons is to continue to teach those who do not reach the required standard by the end of year 3 and to prioritise further lessons for them throughout Key Stage 2.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	



Signed off by:

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Subject Leader or the individual responsible for the Primary PE and sport premium:	Edward Sherwin-PE Subject Lead
Governor:	Kim Baker (Chair of School Community Board)
Date:	29 07 24