



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
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	Pupils are now clearer on what is expected of them in a PE lesson and what to expect in a PE lesson. They are clearer on what knowledge, skills and understanding they are obtaining from carrying out each lesson. They have consistency of practice, expectations and rules/routines.	Zones to continue and a rota of a variety of sports to be devised to ensure lunchtimes remain active and engaging.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	- CPD records and evaluations, Performance Management, lesson appraisals and subject development points evaluate impact of CPD.	Lessons to continue to be carried out by a subject specific PE lead.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	- Quality of lessons improved (appraisals, pupil assessments) - Pupil outcomes improved (data and assessment outcomes).	To continue to find new ways to make our healthy fortnight inspiring and engaging. To continue to plan a sports day that is fun, fair and competitive for all.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils		
Key indicator 5: Increased participation in competitive sport	Assessment practices enable us to identify at the beginning of each year a child's current ability in	

each specific sport taught – games, dance, gymnastics, swimming, athletics and OAA. From this we can then identify their next steps and focus on skills which can be transferable across the 5 different sports. Using the head, hand and heart approach enables both teacher and pupil to see how they are progressing in each sport, which in turn gives them some autonomy in try to achieve their next steps.

Pupils are more aware of a wider variety of sports.

All sporting events entered where enjoyed by the pupils and our sports day and healthy fortnight was carried out successfully. All children took part and were engaged in all aspects of healthy fortnight – pupil surveys informed us that the children fully enjoyed the experiences provided and some were inspired to take up old and new sports

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
<p>To promote active lunch and break times for all pupils.</p> <p>To continue to carryout daily wake and shakes (across school)</p> <p>To increase pupil participation in after school clubs</p> <p>Continue monitoring pupil use of 'trim trail'</p> <p>Pupils taking part in intra and inter school competition/festivals</p>	<i>All children and staff</i>	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>Having clear zones within the infant and junior playground will ensure the children are provided with more opportunities to be active and are given support from zone leaders. The zones will encourage children to be active at play and to join in with others.</p> <p>Wake and shakes every morning and at the end of lunch will ensure that children are ready to come into lessons having had a brain break, being more focused and bale to concentrate in lessons.</p> <p>Trim trail time will provide the opportunity for children to work on core strength, balance and coordination.</p>	<i>£400</i>

<p>To ensure access for all pupils to high quality first teaching of PE by training highly skilled PE teaching staff.</p> <p>To develop staff knowledge of 'Knowledge of Health & Fitness' strand in PE and how to support pupils learning in this area</p> <p>To introduce sharper assessment practices in PE to quickly identify next step skills to be taught</p>		<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Intra and inter school competition/festivals will provide children with the opportunities to put in to practice skills obtained and showcase their sporting talents.</p> <p>Will help children to develop confidence and sportsmanship.</p> <p>High quality first teaching of PE is achieved by having all lessons taught by a subject specific PE Lead. (See Key indicator 3)</p> <p>SL to check progression of content for this strand across school</p> <p>The assessment in Physical education at St George's should illustrate a student's current levels of achievement and overall progressions over a year's period.</p>	<p>£14,000</p> <p>Include in cost for PE Lead and any training provided by DCCT as part of our affiliation.</p> <p>£2750 DCCT affiliation</p>
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			<p>1. <u>Baseline testing:</u> is carried out at the start and end of the year. This assessment will measure a student's physical literacy and fitness levels. This assessment will underline if progression has been made by the students over the year.</p> <p>2. <u>Termly Assessment:</u> These have been designed to help assess student's current ability and overall progression in specific sports over a two-year cycle. The termly assessments follow Chris Quigley 3 milestone progressions for KS1 & KS2 and cognitive domains (Basic, advancing, deep). Additionally, the heads (thinking), hands (doing) and hearts (behavioral) model of assessment</p>	
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<p>To ensure access for all pupils to high quality first teaching of PE by training highly skilled PE teaching staff.</p> <p>To provide a broad opportunity for pupil participation in alternative activities</p> <p>To identify talent pathways</p>		<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>	<p>has allowed for them to be more accessible by both the teacher and students to follow.</p> <p>High quality first teaching of PE will be achieved by having all lessons taught by a subject specific PE Lead.</p> <p>Pupils will be clearer on what is expected of them in a PE lesson and what to expect in a PE lesson. They will be clearer on what knowledge, skills and understanding they are obtaining from carrying out each lesson. They will have consistency of practice, expectations and rules/routines.</p> <p>Pupils are more aware of a wider variety of sports.</p> <p>Children with a clear interest and/or potential in a sport will be given information about the sport and made aware of</p>	<p>£14,000</p> <p>£430 healthy fortnight and athletes, workshops and provisions</p>
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<p>To increase opportunities to take part in competitive sport and healthy positive competition.</p>		<p>Key indicator 5: Increased participation in competitive sport</p>	<p>clubs available in the community.</p> <p>Links have been established with clubs and will continue. Competitions across local schools will continue to be arranged (outside of catholic cluster schools also.)</p> <p>Ensure a range of sporting events are entered which can be enjoyed by all pupils. Sports day will have a fun yet competitive approach and healthy fortnight will offer a range of workshops which will aim to introduce new sports and hopefully inspire children. All children to take part and engaged in all aspects of healthy fortnight – pupil voice will aim to inform us of children’s experiences overall.</p>	<p>£430 healthy fortnight athletes, workshops and provisions</p> <p>£400 sports day equipment – field marking x 2</p>
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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
<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 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <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> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>As evidenced in our recent OFSTED inspection children are clear on expectations of them in a PE lesson and what knowledge, skills and understanding they are obtaining from carrying out each lesson. They have consistency of practice, expectations and rules/routines.</p> <p>- CPD records and evaluations, Performance Management, lesson appraisals and subject development points continue to evaluate impact of CPD.</p> <p>- Quality of lessons continue to improve (appraisals, pupil assessments)</p> <p>- Pupil outcomes continue to improve (data and assessment outcomes).</p> <p>- SEND adaptations ensure that all children thrive.</p> <p>Our rigorous and variety of assessment practices continue to enable us to identify at the beginning of each year a child's current ability in each specific sport taught – games, dance, gymnastics, swimming, athletics and OAA. From this we continue to identify their next steps and focus on skills which can be transferable across the 5 different sports. Using the head, hand and heart approach enables both teacher and pupil to see how they are progressing in each sport, which in</p>	<p>Zones to continue and a rota of a variety of sports to be devised to ensure lunchtimes remain active and engaging.</p> <p>Lessons to continue to be carried out by a subject specific PE lead.</p> <p>To continue to find new ways to make our healthy fortnight inspiring and engaging. To continue to plan a sports day that is fun, fair and competitive for all.</p>

	<p>turn gives them some autonomy in try to achieve their next steps.</p> <p>Pupils are more aware of a wider variety of sports. Particularly this year with having a motorsports and bobsleighbing athlete join us during our healthy fortnight.</p> <p>All sporting events entered where enjoyed by the pupils and our sports day and healthy fortnight was carried out successfully. All children took part and were engaged in all aspects of healthy fortnight – pupil surveys informed us that the children fully enjoyed the experiences provided and some were inspired to take up old and new sports.</p> <p>Children with a clear interest and/or potential in a sport continue to be given information about the sport and made aware of clubs available in the community.</p> <p>Links continue to be well established with clubs and competitions across local schools have been arranged (outside of catholic cluster schools also.)</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?	76%	<i>24% - we struggled to get as many swimming lessons as we would have liked due to pool availability post COVID.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	68%	<i>This is current percentage for our current year 6 cohort.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	82%	<i>18% - we struggled to get as many swimming lessons as we would have liked due to pool availability post COVID.</i>
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?	No	Unfortunately our bid to have an onsite pool (temporarily) was unsuccessful.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	PE Lead practitioner observes lessons as taught. CPD will be undertaken next year if available.

Signed off by:

Head Teacher:	<i>Rachael Snowdon-Poole</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Natasha Johnson PE Lead</i> <i>Charlie Groves PE Lead Practitioner</i>
Governor:	<i>Donato Maffione</i>
Date:	March 2024