



# 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
Funding used to allow SSP Sports Coaches to support lunch time activities with the aim of engaging more and different children in regular lunch activity.	As a result of this project, between 8-215 children were actively joining in the clubs.	Staff commented that there were less behavior incidents on these days. Children were more active.
Support the development of fine and gross motor skills to improve handwriting across the school. Fund, run and assess daily gym trail club, to develop handwriting of those that are less able	Discussions with teachers showed: There was a clear improvement in handwriting and presentation. Size has depreciated. Joining is now more regular – this can be seen in books.	Continue to focus on the purchase of fine motor resources for each class – this can then be completed in class as a form of consistent intervention.

Engage with Team Teaching opportunities through SSP projects, Flying Start and Fit4Action for teaching and support staff.	<p>Flying start – Reception Spring 1 Fit4Action – Year 3 – Summer 1 Flying start and beyond – Year 2 – Summer 1 Athletics support and team teaching – Year 5 and 5 – Summer 2</p> <p>Adding to 60 active minutes per day and 1 out of 2 weekly PE lessons.</p>	Staff commented on their own CPD and how they feel more confident – staff perception surveys completed before and after the projects.
Target lunch time clubs to help manage behavior and ensure children are active. - Ensure small groups are managed and entertained.	<p>Middays can focus on more children and interact.</p> <p>Children are active during lunch times.</p> <p>Games are adult supported, helping to manage behavior.</p>	
Help to develop the St. Katherine's youth board.	<p>Children get the opportunity to interact with children from other schools and gain ideas.</p> <p>-Children take ownership of the learning and feel they are listened to.</p> <p>-New ideas for our school and new interactions.</p>	<p>This continued into the Year 23-24 and has grown in popularity.</p> <p>Current progress: 21-22 – 1 member 22-23 – 2 members 23-24 – 4 members (capped)</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
<p><i>SSP Basic Membership Model (see attached)</i>  <i>To impact on KS 1 and 2 students and staff / including working with targeted cohorts and the least active within the school population.</i></p> <p>SSP Conference attendance including sessions from Teach Active and an Introduction to Physical Literacy</p>	<p>PE Subject Leads, Maths and English Lead, teaching and support staff.            - This will then impact on the children as the teaching will be fed through.</p>	<p>Key Indicator 1 – Engagement of all pupils in regular physical activity</p>	<p>Feedback given to staff.            Next step: Provide specific English/ Maths active learning training.</p>	<p>SSP Basic Membership - £2000</p>
<p>Recent purchase (June 2024) – Teach Active Math's Resource – Ready for September start.</p>	<p>Teaching staff, PE subject lead, children taking part</p>	<p>Key Indicator 1 – Engagement of all pupils in regular physical activity</p>	<p>Gain an understanding of teacher views.</p> <p>How do they feel about active teaching, specifically in Maths?            - Complete again after trialing the scheme.</p>	<p>£200</p>

<p>SSP termly staff inset sessions in school.</p> <p>Session 1: Assessment in PE. (7.11.24)</p> <p>Session 2: Inclusive PE (25.6.24)</p>	<p>All teaching staff.</p> <p>- This will help to support LSAs and children.</p>	<p>Key Indicator 2 – the profile of PESSPA being raised across the school</p> <p>Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p>	<p>Pre and post staff perceptions completed.</p> <p>- Teachers seem more confident and feel more prepared.</p> <p>- Topics covered and reported to PE lead.</p> <p>There was great feedback from the CPD staff meeting. Teachers explained they felt more confident. Teachers have provided reasoning behind their assessment data.</p> <p>Next step: Continue to observe PE lessons and track this.</p>	<p>SSP Basic Membership - £2000</p>
<p>Happy lunchtime award training for midday assistants.</p> <p>Tuesday 19th September, 2023</p>	<p>Mid-day Assistants and lunch support staff</p>	<p>Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p>	<p>Levels of lunchtime activities - a range of activities are now available for children, including using different areas of the playground.</p> <p>Staff explained they feel more confidence.</p> <p>Staff are now involved in the purchasing of lunchtime equipment.</p> <p>Less lunchtime incidents have been reported.</p> <p>Next step: Continue to track availability of activities</p>	<p>£1200 plus £195 travel costs</p>

			during the winter, as well as incident reports.	
Engage with Team teaching opportunities through SSP projects (Flying Start , Fit4Action and PALs)	Primary Teaching and Support staff	Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff	<p>The Reception teacher had recently returned to reception after teaching in a different year group and the Year 1 teacher was new to year 1 – both teachers now feel more confident and comfortable with teaching PE.</p> <p>-Both teachers now use some of the games, activities, etc. in their own teaching.</p> <p>Next step: Consider staffing arrangements next year and those new to EYFS and Class 1.</p>	SSP Basic Membership - £2000
Distribution of SSP termly newsletter to raise awareness and profile across the wider school community	Teaching staff and parents/carers	Key Indicator 2 – the profile of PESSPA being raised across the school	<p>Longer term support and engagement from stakeholders regarding the importance of PESSPA.</p> <p>-Newsletter reaches a wider audiences and explains the importance of physical activity and what this includes.</p>	SSP Basic Membership - £2000

Access to SSP CPD central training programme and courses	.Primary teaching and support staff	Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff	Attendance records, course details, certificates if required and continued monitoring of delivery	SSP Basic Membership - £2000
Access to the SSP full calendar of events, festivals , leagues and competitions	Students across the school have been selected or volunteered to attend the most appropriate events. - Staff gaining knowledge and ideas	Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils	Records of events entered – attached on our website.  <b>Next step:</b> Can each child attend at least 1 event/ festival? – Keep tracking for the year 24/25	SSP Basic Membership - £2000
SSP PALs training for Year 5 and Year 2 mini PALs. Training of students to support peers and engage less active students in physical activity.	Students receiving training and those benefitting from increased opportunities at lunch and break.	Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils  Key Indicator 5 – Increased participation in competitive sport	Children are more active at lunchtimes. Children are playing with different and new peers.  <b>Next step:</b> Retain an infrastructure for PALs and Sports Leaders within the school. - Complete this slightly earlier next year. (Autumn term 1, if possible)	SSP Basic Membership - £2000



SSP youth board – training and activities provided by the SSP	The 4 children selected and the PE lead.	<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>The children support those who are less engaged with sport.</p> <p>The Youth board take on a leadership role and help to provide both the SSP and the school with a pupil voice – this has been taken on board by the PE lead.</p> <p>Children get the opportunity to interact with children from other schools and gain ideas.</p> <p>Sustainability: Year 5 children will stay on. <b>Next step:</b> Advertise to the new year 5s and ask for children apply.</p> <p>Current progress:  21-22 – 1 member  22-23 – 2 members  23-24 – 4 members with over 10 applications.</p>	SSP Basic Membership - £2000
Engaging a range of students in SSP performance-based opportunities such as Dance Festival and Virtual Dance Events	Students and staff attending events	Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils	<p>Tracking of students involved and levels of activity</p> <p>Next step: Check to see if virtual dance events collide with any other events. This did have a slight impact this year, with only EYFS/ KS1 attending the Red Nose event.</p>	SSP Basic Membership - £2000

The purchase of sports day equipment.	All students and staff participating – including LSAs.	<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>Children are provided with a sports day and the chance to take part in competitive sports.</p> <ul style="list-style-type: none"> <li>- Adding to 60 active minutes per day.</li> <li>- Children understand the set-up of competitive activities</li> <li>- Children take part in a range of sporting activities (different to PE lessons and clubs)</li> </ul> <p>Sustainable: Equipment to be used again for sports day/ PE lessons/ break &amp; lunch times to ensure active play.</p> <p>-Used for other sporting events (intra-school and EYFS sports day)</p>	£327.86
Provide children with different experiences throughout the year.	<p>Reception-Year 6 children.</p> <p>All staff participating.</p>	<p>Key indicator 1 - The engagement of <a href="#">all</a> 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 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>-Children have the opportunity to learn about different cultures and events actively.</p> <ul style="list-style-type: none"> <li>- Adding to the 60 active minutes a day.</li> <li>- Cultural capital/ diversity.</li> <li>- Discussing opportunities with teachers helped to create a broader range of experiences – continue to do this throughout Spring/ Summer.</li> </ul> <p>Next step: Provide a different cultural opportunity for the year 24/5</p>	£780 (all included)

Provide year groups with a transition event, settling back into school through participating in active learning and getting to know their new teacher.  Wat Tyler trip – Years: 2, 3 and 4.	Years 2, 3 and 4.  Staff taking part.	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  Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils	Children spend the day taking part in OAA. -Used as a tool for transition, coming to school, meeting the new teacher etc. -Chance for children to be active.	£663.05
Provide children with an adult to take them to events and cover classes when the PE lead is needed.	All year groups taking part.  PE lead.	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  Key Indicator 5 – Increased participation in competitive sport  Providing the adult to allow for this.	Children are able to take part in a range of events and competitive sports, representing the school. Children are working towards and active day.	Sept & October 2023 = £488.05  January 2024 = £98.01  Feb/ March 2024 = £130.68
Lunch time supervision midday	All children	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  <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement	To enable children to engage with a range of physical activities during the lunch hour.	Sept & October 2023 = £80.09  Feb = £49.56

Up keep and repairs of equipment	Children's safety  Children – using the equipment	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	Ensuring children can play safely on the equipment.  Ensuring the children are able to use the equipment and continue active play/ learning.  Sustainable: Ensure new equipment is not needed, therefore money can be spent elsewhere.	Service = £120  Repairs = £84.64
Happy lunchtimes award	Children  Middays  Staff members	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  <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement  Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils	The aim of the award is to provide staff with different active ideas for lunchtimes, zoning the activities on the playground and field. - The adult supervises and leads the game as a tool for behavior management and an opportunity to keep children active.  After completing the training, middays are aware of new games. The training will not need to take place again, just an update for new staff.  Children are active and enjoy lunch times. Children feel a sense of pride, winning stickers etc. for trying and playing well.	£1395

Whole school Bringing Books to life workshop - An active workshop revolved around books and world book day/ week.	All children  Staff members to gain new ideas for PE and active lessons.	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	-Active learning (English) -English cross-curricular link -Children take part in an active 30 additional minutes - Inclusive (all children could attend)	£157.69
Youth sport trust membership	PE lead  Teaching staff	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  <b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	Access to a range of activity and resource ideas. - Useful to support planning and ideas for children with SEND or to help support inclusive planning.  Constant updates are given.	£225
Travel costs (Coaches)	Children attending the events  Staff attending the events	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  Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils  Key Indicator 5 – Increased participation in competitive sport	Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.  Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit.  Ensuring children and adults are able to get to and from the events.	£700



Playtime/ Lunch time equipment	<p>Middays</p> <p>Teachers/ staff during break times</p> <p>Children</p>	<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><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> <li>- <b>Ensuring children are engaged.</b></li> </ul>	<p>Children have a range of equipment to play with.</p> <p>Children are more active and engaged at lunch times.</p> <p>Middays were asked for their opinion as to what the children want more of, would benefit playing with etc. Next step: Complete another survey for September 2024 with both children &amp; middays.</p>	£254.14
Steel pans drumming workshop	<p>All staff</p> <p>Children</p>	<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 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>Provide children with different experiences throughout the year. -Relating to important cultural days that appear throughout the yearly calendar. (Black history month)</p> <ul style="list-style-type: none"> <li>-Children had the opportunity to learn about different cultures and events actively.</li> <li>- Adding to the 60 active minutes a day. - Cultural capital/ diversity.</li> <li>- Discussing opportunities with teachers helped to create a broader range of experiences – continue to do this throughout Spring/ Summer.</li> </ul>	£780

Year 5,1 Day residential trip.	Year 5 adults and children	<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 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children had an opportunity to participate in different sports – some that are not offered in school (E.G. zip lines/ rock climbing). - Build the confidence and therefore the love of activity within all pupils.</p> <p>– All children participate (inclusive).</p> <p>The aim was: Keeping children active and enjoying different elements of school.</p> <p>- To build the confidence of the children in the class. - To widen the children’s understanding of “sport”</p> <p><b>Transition:</b> Preparing for overnight residential with activities in Year 6.</p>	£1615 - event
Whole school Bringing Books to life workshop - An active workshop revolved around books and world book day/ week.	<p>Teaching staff present</p> <p>All children</p>	<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><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport – Understanding how to teach lessons actively.</p>	<p>-Active learning (English)</p> <p>-English cross-curricular link</p> <p>-Children take part in an active 30 additional minutes</p> <p>- Inclusive (all children could attend)</p>	£371.31

Super star sport sessions – Girls football lunch time club.	Year 5 and 6 girls	<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><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement <b>Ensuring children are engaged.</b></p>	<p>The aim was to ensure girls are involved in football – showing them all children can take part.</p> <p>Children continue to be active and engaged at lunchtime.</p> <p>This also prepared the girls to take part in an intra-school competition at the beginning of the year – this was take place again in September.</p>	<p>£200 – term 1</p> <p>£200 – term 2</p>
Cross country morning club	KS2 children invited	<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 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children are adding to their active minutes per day.</p> <p>Children get the chance to take part in an activity taught by a specialist in that area.</p> <p>Preparing the children for future cross-country events.</p> <p>Providing morning clubs to help with attendance.</p>	Autumn term = £300
Dodgeball club	KS2 children invited	<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 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children are adding to their active minutes per day.</p> <p>Children get the chance to take part in an activity taught by a specialist in that area.</p> <p>Preparing the children for events (the dodgeball SSP event)</p>	Autumn term = £90

Fine motor course to improve fine motor in the early years, therefore feeding through the school.	EYFS teachers – passing on information  EYFS children – who will progress though the school.	<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement  <b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport – Understanding how to teach lessons actively.	Teachers knowledge and skills of fine motor and how to build these skills has increased. Teachers fed back to the whole school as a form of CPD.  Children are using these activities and skills in class.  Next step: Track the fine motor in 24-25 (Reception and Year 1).	£50 per teacher
Extra happy lunch time equipment	All children – equipment to be used during lunch breaks  Middays	<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement	Children are staying active at lunch times.  The areas are zoned to help with behaviours management.  Middays gained confidence.	£207.19

## 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
Providing team teaching for the Reception and Year 1 teachers.	Staff received personalized support and the quality of lessons improved. The support gave specific ideas for EYFS/ KS1.	This approach worked well and supported teachers with planning and activity ideas. Both teachers feel more confident and have been using the ideas within their own teaching.
Through the SSP calendar of events we were able to provide an opportunity for almost every student to attend an event and represent the school.	An opportunity for the school to celebrate all students. Increased sense of belonging and raised profile of being active	This will remain a key aim for our school in future years. <b>Next step:</b> Continue to keep a register of who attends the events. <b>Next step:</b> Had a conversation with our SSP lead and discussed providing more whole-class opportunities.
The SSP youth board took on a more active role.	The children enjoyed leading sports and games and feeding back ideas to the PE lead and other members.	<b>Next step:</b> Keep year 6 members but advertise for Year 5.
The purchase and implementation of Happy lunch times.	Middays feel more prepared for lunchtimes. Children are involved with a range of different games.	<b>Next step:</b> Continue to ensure lunchtimes are well resourced.



# 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?	36.63%	<p>This particular class was heavily impacted by COVID 19. This impacted their Year 2 and Year 3 class. We provide swimming support in Year 4. It was still quite tricky to provide this, due to pools opening up etc.</p> <p>I have since sent out a letter asking for adults to provide information about their child's swimming ability, however still have some outstanding replies.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83.25%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	26.64%	.
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/No	Please note SSP TOP UP SWIMMING PROGRAMME DOES THIS COLLECTIVELY ACROSS THE AREA
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Swimming is taught by an outside agency.  Our teachers take the children and are there, poolside, during the session.

