



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
<p>Children participating in a wide range of sports: Curriculum - through the coaching of a specialist PE teacher increasing teachers' skills. Investment in equipment to facilitate excellent teaching. Extra-Curricular – through offering a wide range of clubs. Lunchtime, playtime and wrap around care – leadership of welfare staff in leading sports activities and running clubs at lunchtimes. Leadership of ASC staff in providing sports activities. Provision of plentiful, high quality and good condition equipment. Competitive and exposure to unusual sports – participation in local cluster for competitions, additional coaching in different sports. Involvement in local and regional football tournaments.</p>	<p>The provision of PE lessons is at a consistently high standard and there is excellent provision of equipment for all sports ensuring that the quality of teaching and learning is maximised. Many children participate in sports clubs and have benefitted from external specialists too. All children have opportunities to enhance their motor skills and sporting techniques through plentiful high-quality equipment, both fixed and mobile. Staff proactively encourage and develop participation in sporting activities in playtimes and ASC both adult-organised and adult-assisted. Many children have had the opportunity to participate in competitive sports in a wide range of sports. Some of these events were targeted specifically at children who are less naturally sporty and these have resulted in increased confidence sports-wise for those children. We have been highly successful in competitions over the past year especially, this is linked to our commitment and</p>	

<p>Continued commitment to the mile a day – repairs ongoing to the running track to keep in excellent condition for the long-term.</p> <p>Adventure learning continues to be a priority – a subsidy for the day at Borwick Hall for all children and continued maintenance of assault course and climbing frame equipment.</p> <p>Continued use of our orienteering course and investment in updates and CPD</p>	<p>active promotion of sports. We won several football comps, tag rugby, swimming, athletics, etc.</p> <p>All children run at least some laps per day with most classes having the opportunity to run at least a mile on most days. Children’s attitudes to fitness and awareness of why this practice is a good one both for physical and mental health and learning have increased.</p> <p>All children participate in a days’ adventurous activities at Borwick and this has a great impact in their proficiency and also in their willingness to take a risk, step outside their comfort zone, try new things, persevere and work together as a team.</p> <p>By using our cross-curricular orienteering course, the children have very regular opportunities for exercise within various curriculum lessons. Eg maths where the course is used on a fortnightly basis at least as reinforcement of learning. This will have improved fitness and children’s awareness of the contribution that exercise and being mobile can make to learning as well as increasing motivation in other subjects.</p>	
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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
Continue to develop lunchtime and playtime sporting activities both through organised clubs and through support of children’s own games or specific sporting skills. Also ASC sports activities promoted.	Teaching assistants cover lunchtime supervision and, in the 2 nd half of the break, do a mixture of focus adult-led activities and facilitation of individuals and small groups in specific activities using the play equipment, both fixed and mobile. ASC staff actively develop sports and fitness through activities indoors and out.	K.I. 1 TAs develop skills in leading sports. K.I. 2 Children have plentiful opportunities throughout the day where sporting activities/ physical activities are actively encouraged and there is high quality and inviting equipment to facilitate this. K.I. 4 Children are encouraged to participate in activities that are new to them or that they wouldn’t normally engage in.	Most children are engaged in physical activity for a majority of playtimes and all children are encouraged to develop these skills to encourage this participation.	Staffing costs for 2 x 0.5 hours per day welfare (5 hours per week for 38 weeks) : £3226.20 Equipment replenishment for playtime shed: £200 Repairs and upkeep of adventure play areas/ assault course incl. replenishment of rubber chippings: £700 Climbing frame repair: £150.40 Trimtrail repair: £120 Total so far £4396.60
Continue to develop stamina and an exercising habit through the Run a Mile	All classes have daily opportunities to “Run a Mile”. Children are encouraged to complete as many laps as possible at a run or fast walk and are coached in effective ways to do this exercise in a sustained way and build up stamina.	K.I.2 Contributes 10 mins a day to each child’s exercise. K.I.4 Encourages children who wouldn’t normally run to develop this type of exercise as a habit.	Many children are highly focused on challenging themselves to run further and faster. All children are aware of the benefits of the mile and day and are aware of the techniques they can use to develop stamina and fitness.	Upkeep for running track: £300

<p>Continue to develop the children's fitness and orienteering skills in cross-curricular activities.</p>	<p>Children are motivated in various curriculum areas through a physical challenge. They increase fitness and have time learning outdoors.</p>	<p>K.I. 2 This contributes to weekly exercise quotas for children. K.I.3 Whole school focus on outdoor learning and active learning enhanced. K.I.4 All children are very accustomed to doing orienteering as a sport.</p>	<p>Children increase stamina and speed as part of the competitive nature of the activity.</p>	<p>Annual fee: £480</p>
<p>Continued participation in competitive and inter-school sports activities.</p>	<p>Children have opportunities to experience competition with children from other schools and to push themselves to achieve. They learn the importance of accepting losing as part of sporting competition and develop drive to improve.</p>	<p>K.I.4 Children have often been able to participate in less usual sports eg golf, korfbal, dodgeball, archery, etc. K.I. 5 They have had the opportunity to experience competitive sport.</p>	<p>Participation and success in competitive sport has encouraged many children to take up those sports out of school too eg girls' football. Children have developed confidence and a sense of pride representing the school. This has spurred many on to be more confident in sports activities generally.</p>	<p>Membership of sports cluster: £800 Transport to competitions: Sports kit: Equipment for training for competitions eg footballs: £188 goal posts: £240 Total so far: £1228</p>
<p>Continued professional development for teaching staff from our specialist PE teacher</p>	<p>PE lessons are consistently of a high quality with a clear progression of skills and effective methodology/ pedagogy. Teachers gain confidence in teaching all aspects of the PE curriculum to a high standard and their long-term professional development is secure.</p>	<p>K.I. 1 Teachers develop their skills through CPD K.I.2 Children have high quality PE lessons twice weekly. K.I.4 Children have access to high quality extra-curricular PE clubs in different sports.</p>	<p>Children's attainment and achievement in PE are high due to consistent approaches and a clear progression in all aspects. Children develop skills more deeply in other sports through clubs.</p>	<p>Cost of specialist teacher input: £4500 Gym equipment: £271.10 Total so far: £4771.10</p>
<p>Continued development of adventurous learning</p>	<p>All children have access to experiences that they wouldn't normally encounter and develop their physical skills as well as</p>	<p>K.I.4 Children have access to sporting activities that they wouldn't normally encounter and would be</p>	<p>Children develop risk taking, resilience, perseverance, confidence, teamwork and physical</p>	<p>Subsidy for visit Y1-6: £1970 Additional hours for TAs: £180</p>

<p>through subsidy for Borwick Hall day</p> <p>Additional clubs offered by specialist coaches: streetdance, football for KS1</p> <p>Additional clubs offered by TAs in addition to clubs offered by teachers</p> <p>CPD for EY teachers on developing fine motor and gross motor skills with input from LCC sports specialists at EYFS Practical Conference 2024</p>	<p>mental and emotional strength and resilience.</p> <p>Children have access to a wider range of sports clubs than those available from school staff.</p> <p>Children have access to a wider range of sports clubs</p> <p>EY teachers are more equipped and skilled in developing children's PD in preparation for PE and sports development.</p>	<p>prohibitively expensive otherwise.</p> <p>K.I. 4 Children have access to a wider range of sporting opportunities.</p> <p>K.I. 4 Children have access to a wider range of sporting opportunities.</p> <p>K.I. 1 Teachers develop their skills through CPD</p>	<p>grow motor skills.</p> <p>Children develop skills in other sports/ physical activity areas.</p> <p>Children develop skills in other sports/ physical activity areas.</p> <p>EY practice actively develops sports and PE capabilities in more creative and holistic ways in cross-curricular ways as well as in PE and PD focused activities.</p>	<p>Subsidy for Year R: £135 Total so far: £2285</p> <p>Streetdance: £550 KS1 football: £270 Total so far: £820</p> <p>TA time for 2 x weekly clubs for 26 weeks of the year: £1007.24</p> <p>Cost of 2 teachers to attend EY Practical Conference: £378</p> <p>Total so far committed: £16465.94</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
Additional provision of extra-curricular sports activities.	Increased involvement of children of all ages in sporting activities that staff cannot ordinarily provide.	
EYFS Practical Conference	Awareness and understanding of EYFS staff as to the benefits of sports/ physical activity on motor skill development and also links with handwriting.	
Purchase of new equipment for playtimes and PE lessons.	Children consistently have plentiful high quality, good condition equipment to use for sports and sporting activities at playtimes.	
Outdoor adventurous learning days for the whole school subsidised.	Children develop linked to our Planet Inspiration: resilience, perseverance, independence, risk taking, communication, cooperation, creative problem-solving, questioning as well as developing skills in adventurous activities.	
CPD for PE coordinator and other staff.	Staff's understanding and expertise in the teaching of PE is continually developed.	
Continued investment in our cross-curricular orienteering course and resources.	Children learn outdoors in a motivational way applying and revising prior learning or	

<p>Run a Mile track repaired and high profile given to this activity on a regular basis with children doing the mile activity daily.</p> <p>Membership of sports cluster of local schools and transport to events.</p>	<p>developing understanding and knowledge across the curriculum.</p> <p>Development of fitness and awareness of a healthy lifestyle.</p> <p>Children have the opportunity to participate in a wide range of sporting activities, often competitive, with children from other schools. They have the opportunity to challenge themselves in new activities and to develop confidence in new situations.</p> <p>.</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?	100%	<i>Use this text box to give further context behind the percentage. 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]?	89%	<i>Use this text box to give further context behind the percentage. 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>100%</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>Nicki Bradbury</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Wendy Keates PE coordinator</i>
Governor:	<i>Adam Bateman</i>
Date:	Sept 2024