



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.

Key Indicator	Actions & Impact	Comments / Future Thoughts
Key indicator 1: The engagement of all pupils in regular physical activity	Variety of sports clubs run offering provision for all year groups 74% of children attended at least one sports club. Equipment provided to encourage physical activity available to children during break and lunchtimes.	Use of sports coach / staff alongside outside agencies running in school workshops and after school clubs could improve range of activities on offer and ensure greater sustainability. More sedentary children are not necessarily inspired to physical activity at break times/club – needs to be whole school strategy for active and outdoor learning promoted and modelled by adults.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Wider school community is aware of commitment to PE and sport in school. Extra physical activity each week for Year 2 pupils through Forest School sessions. Children have used new sporting equipment which has enhanced the teaching and learning during PE lessons.	Communication of PE curriculum, school sport and physical activity should include school website etc Sporting achievement to be recognized in celebration assemblies Greater emphasis on school sports days and involvement in WPOS sporting offer. Exploration of access to Forest School for all year groups and use of sport and physical activity to support transition to The Batt

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Real PE subscription continued, to support PE curriculum development and supports staff in delivering PE through detailed planning and scheme of work, so PE lessons are more structured and have clearer learning outcomes PE Curriculum Lead monitors staff knowledge and understanding and offer support where needed and membership of Real PE offers CPD opportunities to all staff meaning teachers are more confident in accessing skills and of how to improve physical education, development and movement.	All teachers are using Real PE for at least an hour a week – focusing on agility balance and co-ordination and wider skills and values linked to physical education. PE now needs development in area of teaching individual sports.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children cover 6 different units of PE and Gym/Dance in a year in PE and after school sports clubs are on offer throughout the school year and are offered to all pupils - Children have taken an interest in new sports and activities offered e.g. dance and there has been an increased uptake in after school sports clubs Vulnerable learners are supported in accessing sports clubs and physical activity - No children have missed out on joining in extra-curricular activities when they have wanted to.	Explore further physical activity clubs. Explore sports coaches and staff running in after school clubs. More robustly monitor participation at clubs to understand who is not taking up the offer and why.
Key indicator 5: Increased participation in competitive sport	Promote participation in local sports clubs and events to individuals and through school newsletters – meaning more children are attending local sports clubs outside of school. Seek competitions between pupils across both schools – sporting activities involving both schools formed part of Year 2 transition programme. Develop Sports Day provision to include more competition	Use staff more to help and join in with sporting events. Work with local school partnership to increase competitive sporting events / physical activity offer for KS1 and early years.

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
1. Further embed REAL PE Curriculum across school – including further training on assessment by PE Lead	Teachers – providing planning and resourcing to support high quality PE All children at school – benefitting from higher quality teaching	Key Indicator 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teachers are more confident in teaching broad range PE – including agility, balance and control and associated skill/values Children have better quality PE sessions –PE curriculum is broad based, coherently planned and sequenced and taught by class teachers.	£1000 costs for curriculum, training for PE Lead and any new resources required
2. Employ sports coach(es) to support teaching of wider range of sports in PE	Teachers and other support staff - will benefit from working alongside trained sports coaches and so develop their skills. Children – benefit from access to greater range of sports being taught by qualified staff.	Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils / Key Indicator 5 – Increased participation in competitive sports	Children receive better quality coaching in wider variety of sports during PE (especially competitive sports) School staff benefit and improve skills over time. Extending this offer to all classes would bring benefit to more children and staff.	£2000
3. Offer range of extra-curricular sports/physical activities after school – supported by teachers/coaches from school or external clubs	Children - have access to extracurricular workshops and clubs including, yoga and tennis Clubs cater for all ages over course of the year.	Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils / Key indicator 2 - The engagement of all pupils in regular physical activity	Extending sports coach and staff involvement in offering clubs would support greater offer and sustainability over time. Exploring joint club offers with The Batt school might also ensure greater range of opportunities.	£2500
4. Invest in outdoor equipment which will help develop whole school commitment to outdoor and active	Teachers – equipment will support curriculum learning outside the classroom Children – engaging them in outdoor and active learning	Key indicator 2 -The engagement of all pupils in regular physical activity / Key Indicator 3 The profile of PE and	Outdoor learning environment encourages and supports active learning and increases daily activity of children.	£4000

<i>learning for infants</i> 5. Develop outdoor education offer (to pre-covid levels) to include community involvement, class trips etc 6. Physical activity and sporting provision developed as a means to build relationships and effective transitions with The Batt School e.g. shared sporting activities, local park visit (inc. promotion of walking bus) 7. Develop participation in competitive sport through better sports day provision and more engagement with WPOS 8. Maintain existing equipment and facilities	Teachers – benefit from having opportunities to use of site opportunities and resources Children – benefit from increased physical activity and curriculum enrichment Teachers – benefit from having opportunities to build effective relationships with children outside the classroom Children – benefit from increased physical activity and opportunities to develop relationships with new staff and classmates. Children – have increased opportunities to participate in competitive sport in school and between schools	sport is raised across the school as a tool for whole school improvement Key indicator 2 -The engagement of all pupils in regular physical activity Key Indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement Key Indicator 5 – Increased participation in competitive sports	Activities/Trips include visits to local library, visits to workshops/activities at The Batt, local litter picking, Hill End Outdoor Activity Centre, Local Wildlife Park, visit to country park in Oxford etc. Active and sporting activities have been popular way for children to embrace new setting, staff and classmates. Employing coaches who can work across both schools will help facilitate development and be more cost effective in future Sports day held at The Batt and supported by coaching staff there was very popular and provided a much better competitive experience for children involved. In future infant sports day for both schools could offer further opportunity for development of competitive opportunities. Further work with WPOS is necessary to support greater involvement of infants in interschool competition. Ensures safety for children and sustainability of equipment / resources	£2000 school contribution to visit costs and increased staffing ratios £2000 (increased staffing ratios & coaching costs) Coaching costs absorbed by partner school. £300
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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
1. Further embed REAL PE Curriculum across school – including further training on assessment by PE Lead	Teachers are more confident in teaching broad range PE – including agility, balance and control and associated skill/values Children have high quality PE sessions – PE curriculum is broad based, coherently planned and sequenced and taught by class teachers	Changes in staffing, including the departure of the infant PE lead, will make it necessary to ensure that all teachers have support and training next year and that PE is monitored – both lesson observations and pupil voice – to ensure quality of provision and positive engagement.
2. Employ sports coach(es) to support teaching of wider range of sports in PE	Children in Year 2 have really benefitted from coaching provision – meaning they have received high quality lessons in individual sports. Coaching provision has also been helpful in supporting wider physical activity and sporting opportunities in school	This provision should be extended to all classes on site next year – to further develop sporting skills. Coaches could also offer extracurricular clubs – enhancing existing provision.
3. Offer range of extra-curricular sports/physical activities after school – supported by teachers/coaches from school or external clubs	Clubs offered tennis and yoga have proved popular and all children wanting to attend have been able to.	This offer should be extended next year to include greater variety of clubs next year. Using coaches and staff already employed would help with sustainability.
4. Invest in outdoor equipment which will help develop whole school commitment to outdoor and active learning for infants	Enhancing outdoor learning provision has increased time children are outdoors and engaged in more active learning – meaning increased movement and activity on their part (as well as enhancing the curriculum)	This provision will continue to be developed next year as we develop whole school vision for early education of infants.
5. Develop outdoor education offer (to pre-covid levels) to include community involvement, class trips etc	Trips and visits have provided excellent opportunities for children to participate in physical activity off-site – developing a wide range of social skills alongside.	Using wider local area helps makes this provision more sustainable though staffing costs to ensure adequate supervision outside of school are necessary.

6. Physical activity and sporting provision developed as a means to build relationships and effective transitions with The Batt School e.g. shared sporting activities, local park visit	Sporting activities have proved the most popular of all transition events – meaning children have had increased opportunities for physical activity and competitive sport. Children have also been walking between school sites much more regularly and this development area also includes encouraging parents to use the walking bus to access wraparound provision.	Greater partnership between both schools will continue to foster more physical activity for children as well as opportunities for organized sport and events. This is a low cost/sustainable way of increasing activity and should continue to be developed.
7. Develop participation in competitive sport through better sports day provision and more engagement with WPOS	Feedback about Sports Day this year was very positive – involving as it did coaching support and facilities at our partner school. Celebrations through certificates and medals was also very popular. WPOS – the local schools partnership disappointingly still provides very few activities or competitions for infants.	We should continue to develop infant sports day provision next year – as this is a real opportunity for us to foster a love of competitive sport at relatively low cost. School leadership should seek to influence the WPOS in providing more opportunities for workshops and competition for KS1 children next year.

Signed off by:

Head Teacher:	<i>Deborah Seccull</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Deborah Seccull (following departure of Infant PE Lead Dec 2023)</i>
Governor:	<i>Jeremy Lasman – Chair of Governors</i>
Date:	<i>To be finalised and ratified</i>