



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
Enrichment activities and after school clubs	All clubs across key stages were well attended by pupils, including those from the target groups. 172 pupils attended extra-curricular sporting activities. 55% boys 45% girls 52% disadvantaged 11% SEND	Next steps to increase SEND participation and less active pupils. Target this through school games criteria and feedback from LTS during 60 active minute lunchtimes.

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
Introduce EYFS and nursery PE scheme, Move with Max, promoting fundamentals of PE linked to cross curricular phonics and reading	Teaching staff, coaches - as they need to lead the activity and require CPD to do so. Pupils will participate in PE activities with Move with Max.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Through defining and refining the fundamental movement skills with control according to the development matters guidance for EYFS by end of reception	Costs for resources and additional CPD and coaching to support first teaching sessions. £1050
Development of KS1/KS2 playground equipment to ensure ALL children are physically active or positively stimulated during break and lunch times.	Pupils will utilise the equipment for active play at lunchtimes, facilitated by lunchtime staff.	Key indicator 5: Increased participation in competitive sport. 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. Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.	More physically active children cross curricular. Health and fitness conscious children and an embedded ethos of healthy active lifestyle across the whole school. Improved focus and learning behaviours due to inclusive engaging activities throughout the school day.	Equipment to be purchased throughout the year. £1200
Increase uptake of and participation in enrichment activities – with a particular focus on target groups, SEND and less active. Sports coach to facilitate physical activity during play and lunchtimes. Sports coach also employed to team teach with new staff members during PE lessons.	Teaching staff – CPD allowance and team teach support. Subject lead – to tailor and support lessons to address prior gaps in learning. Coaches will lead clubs and lunchtime activities to help consolidate the skills knowledge previously lost.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. 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.	ECT cohort 23/24 to be supported through team teaching as part of Spark Active's offer. They will be supported in effective planning and delivery of lessons by the subject lead. Subject lead upskilled in how to effectively deliver feedback and modelled lessons.	Premier education Monday PM Curriculum to be run for the duration of the academic year. 37 weeks accounting for bank holidays and inset days. Wednesday & Friday lunch clubs *39 weeks Thursday after school *39 weeks £5704.10

<p>Spark Active membership to also include Sports coaches to facilitate physical activity during play and lunchtimes, subject leader support and centralized CPD for ECTs.</p> <p>Workshops also included and to be spread across EYFS and each Key stage throughout the year.</p> <p>Entry to all Spark Active festivals included in membership.</p>	<p>Pupils</p> <p>Teaching staff</p> <p>Lunchtime supervisors</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>ECT cohort 23/24 to be supported in team teaching as part of Spark Active buy in and supported in effective planning and delivery of lessons by subject lead. Subject lead be upskilled in how to effectively deliver feedback and modelled lessons.</p>	<p>Spark Active</p> <p>a) Subscription for coaches and CPD : £3975</p> <p>(£1316.10 to be paid by Pupil Premium)</p> <p>a) Subscription for dance clubs at lunchtime: £2067</p>
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<p>To raise the profile of PE so that pupils enjoy and succeed in sport. Pupils to be enthusiastic about PE engagement by introducing house teams and intra competition across year groups and key stages. Promote parent enthusiasm for sport through parent workshops – 1 each half term.</p> <p>Trust wide competitions with Key stage 2</p> <p>Implement outdoor education opportunities in PE curriculum and an end of key stage 2 residential trip focusing on outdoor education.</p>	<p>Subject lead</p> <p>Teaching staff – hopefully will introduce some of their sporting hobbies into school activities and engage with workshops.</p> <p>Parents - accessing the signposted feeder activities outside of school e.g., wildcats Wednesdays – football for girls at Erdington Academy</p>	<p>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>More physically active children and increased parental engagement cross curricular. Health and fitness conscious children and parents and an embedded ethos of healthy active lifestyle across the whole school</p>	<p>Visits (including residential visit) £6000</p>
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<p>Top up swimming lessons to ensure greater number of children leave year 6 competent in strokes and water safety.</p>	<p>PE Subject Leader, School Leadership Team</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>		<p>£500</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

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?	41% Currently 5 weeks into 10-week swimming cycle	Revised approach to swimming to encourage continuity of sessions for: <ul style="list-style-type: none">• Year 5 for 1 term (summer)• Year 6 for 1 term (autumn) to allow catch up lessons for those not competent in swimming by end of Autumn term• Few children newly arrived EAL
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	41%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p>Use this text box to give further context behind the percentage.</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:	Jenni Downes
Subject Leader or the individual responsible for the Primary PE and sport premium:	Stuart Hunter
Governor:	Steve Christie
Date:	12.10.23