



# 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
Bikeability Balance and Level 1.	Pupils share knowledge with parents. Pupils report they want to ride more outside of school. Pupils have a better understanding of safety whilst riding a bike.	With a new cohort of children, enquire and book Level 1 and Level 2 to develop further skills and knowledge.
Forge further links with local mainstream primary schools via competitions and events.	Pupils voice the skills they have learnt and reflect on improvements needed. Pupils compete as a team and embrace new challenges. Pupils develop confidence and self-esteem to communicate and mix with hearing peers.	Build connections and opportunities for EYFS/Key Stage 1
Installed an outdoor trim trail to encourage active play at break, lunch and after school club.	Pupils have differing OT needs, increased balance, spatial awareness, agility, core	Further outdoor equipment to be added outside to increase different range of

	strength and co-ordination skills. Pupils voice their thoughts/feelings and listen to each other.	skills e.g. turn taking, communication, flexibility.
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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
For pupils to participate in sports and competitions across the local and wider area against deaf and hearing pupils including those run by sporting organisations.	Staff – qualified drivers to drive minibus to events, often travel is further for deaf events as there are fewer deaf schools across the country Pupils – travelling to events and participating.	Key indicator 5: Increased participation in competitive sport	Develop communication, personal challenges, winning/losing, confidence. More pupils across the school are participating in a range of competitive events. Focus more on developing KS1 opportunities next year.	Travel costs to venues/parking Affiliation fee £1,500
KS2 pupils to attend an outdoor residential which offers a diverse range of activities in which they would not usually experience.	Staff - attend the residential and Pupils – attend the residential and gain experience of a variety of activities	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Personal achievement and success. Pupil voice – how it made them feel, what they enjoyed and why. Shared with parents on Seesaw and school newsletter, social media.	£1000

For pupils, parents and staff to engage with a skipping workshop.	<p>Parents – participating in the workshop if they choose to</p> <p>Pupils – see their parents being involved as active role models and participating</p> <p>Staff – build skills to embed at other times during the school day to promote skipping during break, lunch and after school club.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Primary staff are more confident to support and deliver effective skipping activities inside and outside of school, as a result improved % of pupil's attainment in PE. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and</p>	£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
Oxenwood 4 day residential. £1,950	Personal challenge, achievement and success. Pupil voice, trying new activities, personal goals and how it made them feel, what they enjoyed and why.	Achievements shared with parents, on Seesaw and via newsletter. Parents comment on how much pupils benefit from this experience. 2024 residential has been provisionally booked at a different location to further increase range of activities offered.
Bikeability Level 1 and Level 2. £200	Pupils understand the importance of pre bike checks and can apply and share this knowledge outside of school. Increased confidence to ride a bike and understand how to be safe. Pupils have shared this with parents.	Further communication has begun with regards to the next academic year and offering this to KS1 and new pupils that have joined mid-year.
Events specifically for Deaf pupils and opportunities to participate in local competitions £1,574: affiliation fee £780: transport contribution	Provides new challenges and experiences e.g. competing in a team and at an Olympic pool! Supports personal development e.g. being competitive, winning gracefully and accepting losses. Creates opportunities for pupils to meet deaf and hearing children from other schools, participate together and make friends. Promotes confidence and self-esteem.	Travel to and from Queen Elizabeth Park, London. Travel to and from local mainstream schools. To participate in further Panathlon opportunities where possible e.g. bowling was rescheduled to a date when we were on school holidays.

<p>Provide dance, gymnastics and swimming lessons from EYFS to KS2.  £1,690: Dance  £342: Gymnastics  £3,133: Swimming (Additional 25 hours a year)  £57: Parachutes/Bean Bags</p> <p>Dan the Skipping Man.  £274</p>	<p>Development of overall balance, spatial awareness and coordination skills  Development of agility and flexibility.  Sustained physical activity can improve the condition of the heart and lungs and help to regulate healthy blood pressure.  Supports children in developing increased muscular strength, endurance and aerobic fitness.</p> <p>One pupil who had disengaged with dance had a passion for skipping therefore as a tool for whole school improvement we brought in DTSM to embed this. Parents and staff were actively involved and had lots of fun. Parents spending quality time with their child being active. One pupil commented that they have a competition set up at home and aim to skip every day which develops and builds fitness.</p>	<p>Specialist dance teacher taking a year out but qualified TOD from secondary school will continue next year. Gymnastics lessons to continue with focus on KS1.  Additional swimming lesson provision across primary school in addition to the core 13 hours.</p> <p>Parents were able to purchase skipping ropes for home to continue practising and building skills.</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?	80%	The year 6 cohort (5 children) have swum for 2 terms this year. We have a weekly allocated slot for Primary swimming. We are fortunate to be able to access our school swimming pool which is shared with our Secondary pupils. One pupil joined us this last year and has not had much previous schooling or swimming experience.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	Weekly swimming lessons with specialist Teacher of the Deaf who can fully meet the needs of all pupils with deafness and other neuro diverse profiles as our pupils would not be able to access mainstream swimming lessons.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	80%	One child refused to undertake this during swimming lessons.

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	Due to the needs of our pupils, they would not be able to access local mainstream swimming lessons. Further swimming lessons will be undertaken when they move onto our Secondary specialist provision.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	3 members of staff have undertaken the National Rescue Award for Swimming Teachers and Coaches.

Signed off by:

Head Teacher:	Rachel Sheen
Subject Leader or the individual responsible for the Primary PE and sport premium:	Rachel Solly
Governor:	
Date:	16 <sup>th</sup> July 2024