



# 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
Swimming lessons taught to both year 5 and 6 classes (Covid recovery) to catch up on the cohorts who missed swimming lessons during the Covid pandemic.	Children in year 6 are now at 93% and year 5 are currently at 88%. Swimming lessons are now able to resume in year 4, allowing for more time throughout the year and into the following year if needed.	Children caught up and lessons are now back in year 4 to allow more time for lessons throughout the year if/when needed. The children in year 5 who have not yet passed, will take part in more lessons in the Autumn term.
Teacher trained to teach swimming lessons.	Swimming lessons are carried out by a paid swimming teacher and our trained class teacher. This has allowed lessons to be differentiated and provides better support for our weaker swimmers.	Lessons also moved to year 4 so the class teacher will be teaching her own class swimming.
Introduction of Complete PE – scheme of work.	Teachers have access to age appropriate planned PE lessons across	The use of this still needs to be refined, developing the use of assessment tools, purchasing of

<p>Cycling proficiency –</p>	<p>a range of sports.</p> <p>All children were awarded with safe to cycle certificates. Children traveling to and from school on their bikes know how to do so safely.</p>	<p>resources to support plans and creating a progressive plan for CGPS.</p> <p>All children took part and passed.</p>
<p>Active leaders – year 5/6 training</p>	<p>Year 5 children were taught how to lead different games for younger children. Creating more opportunities for the younger children to take part in different games and practice skills. Older children have gained a better understanding of game rules and umpiring.</p>	<p>Active leaders will take place in the summer term when our children are mixed across the school. Children will take part in sports during their break times in addition to PE lessons.</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
Employ sports coach from Grassroots and Superstar Sports providing PE lessons for all children and CPD for teachers. This is proposed for at least 2 years so that teachers can observe the teaching of all sports.	Children – they will receive quality first teaching in PE lessons.  Teachers – they will observe the teaching of all of the sports that they are required to teach across 2 years.	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	Teachers becoming more confident to deliver effective PE lessons which build on skills throughout the school. Teachers will observe sports coaches teaching all sports so that they are then able to take on the teaching of all sports themselves in 2026	£5750
Use of Complete PE scheme and Jigsaw scheme	Children – they will be taught progressive skills throughout their time at CGPS and learn healthy habits for their physical and mental wellbeing.  Teachers – they will have	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	Progressive lessons across the school, delivering physical and mental health education.	£1920

	well planned activities to give clear progression of skills and knowledge of a variety of sports across the school.			
--	---	--	--	--

<p>Purchase of early years' outdoors gym equipment for gross motor development, balance and fundamental movement skills.</p>	<p>Children – they will have daily access to a variety of climbing equipment and bikes for hand-eye co-ordination, balance skills, strengthening gross motor skills etc.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p>	<p>Robust equipment for daily use in the early years' outdoors space.</p>	<p>£9700</p>
<p>Purchase of resources to support the teaching of a variety of sports.</p>	<p>Teachers - able to teach all sports with access to the correct equipment.</p> <p>Children – will receive lessons on all sports with the correct, age appropriate equipment.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Resources for all year groups across different sports.</p>	

Increase attendance to local tournaments. Providing clubs to coach teams leading up to events.	Children – they will have more opportunities to compete in a variety of sports.	Key indicator 5: Increased participation in competitive sport.	Building relationships with local schools in preparation for hosting tournaments in the future.	£time
Sports Relief Day – promoting ‘Think like an athlete’ – lacrosse and archery lessons provided for children.	Teachers – they will have the opportunity to be introduced to different sports and observe how specialist coaches deliver.  Children – they will develop an understanding of what it means to be an athlete, across different sports, and foster a love of sports.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.  Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Raising the profile of sports around school, children will value PE lessons as much as any other subject	£350
Support from local sports clubs to model teaching their sport.	Teachers – watching passionate professionals deliver their sport to a class.  Children – gaining an insight into different sports and those that are available within their local community. Potentially inspiring children to go on and train and/or compete	Key indicator 3: The profile of PE and sport is 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.  Key indicator 5: Increased participation in competitive sport.	Increased enjoyment in a range of sports within the local community. Children encouraged to develop a sport creating healthy habits for life.	£time



--	--	--	--	--

## 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?	93%	2 children required additional lessons to achieve this. 1 child did not attend lessons. 1 child joined the cohort after their swimming lessons.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	Due to pool time allocation, there was a group of children who would have benefited from more lessons and would have achieved this. They needed more time to work on breaststroke.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>93%</p>	<p>2 children received extra lessons in order to achieve this, along with swimming 25 metres. 1 child did not attend swimming lessons. 1 child has joined the cohort after swimming lessons.</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>No</p>	<p>2 children received extra lessons in order to swim competently across 25 metres.</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</p>	<p>Year 4 class teacher is now trained in teaching swimming and teaches swimming lessons weekly.</p>

Signed off by:

Head Teacher:	<i>Vania Eaglen</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rebecca Fearn</i>
Governor:	<i>Clare Ahern, Vice Chair</i>
Date:	21.3.24