



# 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
Key indicator 1: Increase confidence, knowledge and skills of coaching staff in teaching PE and sport  Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers' guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school  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 physical activities offered to all pupils	Key indicator 1: Pupil interviews demonstrate that pupils can articulate what assessment in PE looks like and what the expectations for pupil are. At least 5 PE related coach and subject leader meetings have taken place during the academic year. As a result, staff are now clear on what is expected regarding the planning and teaching of a high-quality curriculum PE. At least 100% of lessons were of a good overall standard.  Key indicator 2: Targeted/ disengaged children for improvement to ARE have made the targeted amount of progress. 80% of the identified ARE children have made the targeted amount of progress. LTP and MTP plans have been modified after pupil conversations. Learning walks have shown that good quality PE sessions are being taught. Planning is followed, and our school expectations and values are being explicitly taught and followed. Pupil mentoring has enabled us to work towards improving attitudes towards PE. Evidence through learning walks, lesson observations and pupil interviews have highlighted that children who are GD	Overall last years spend enabled us to work towards improving standards linked to the key indicators on our subject action plan.  We look forwards to another successful year with the focus on improving our assessment tools.

	<p>are being provided with regular opportunities to become reflective learners and leaders within PE lessons.</p> <p>Key Indicator 3: Lunchtime learning walk each term by PE subject lead to ascertain the effectiveness of the zones and engagement in extra physical activities. The daily mile in KS2 supports this also. Termly subject action plan reviews completed.</p> <p>Key Indicator 4: LTP changed to include more sport disciplines across the pupil's journey at Joseph Turner Primary. After school clubs have been offered to all ages.</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
<p>1.1 To ensure that coaching staff are delivering improved planning and high-quality PE lessons ensuring progress between lessons/ year groups and begin to focus on assessments that have an impact.</p> <p>1.2 To support coaches in the planning and teaching of a high-quality curriculum PE.</p>	<p>PE subject lead to carry out meetings with coach to ensure staff expertise and consistency in delivering PE is maintained.</p> <p>PE lead to provide regular feedback with regards to the teaching and planning of curriculum PE. Regular meetings across the year.</p> <p>PE lead to carry out meetings to ensure staff expertise and confidence in delivering PE is maintained.</p> <p>Sports coordinator to provide regular feedback with regards to the teaching and planning of curriculum PE.</p> <p>Lesson observations.</p> <p>Pupil interviews</p>	<p>Key indicator 1: Increase confidence, knowledge and skills of coaching staff in teaching PE and sport.</p>	<p>Pupil interviews demonstrate that pupils can articulate what assessment in PE looks like and what the expectations for pupil are</p> <p>At least 5 PE related coach and subject leader meetings have taken place during the academic year. As a result, staff are now clear on what is expected regarding the planning and teaching of a high-quality curriculum PE. At least 100% of lessons were of a good overall standard.</p>	<p>£ 516.62 Cover for meetings and pupil voice carried out</p> <p>£4,671- Sports coach CPD for staff</p> <p>£ 516.62 Cover for meetings</p>

1.3 To undertake observations to ensure good quality teaching in PE and Swimming with the aim of increasing the amount of good-outstanding practice.	3 x 1 -hour observations per term and 3 termly learning walks. Lesson observations and feedback.		At least 100% of lessons have been at a good overall standard. With 20% of overall practice to be judged as outstanding.	£ 516.62 Cover for meetings
2.1 Children who are below ARE to be targeted for improvement to ARE.	PE lead to observe 3 PE lessons termly. This will ensure that the targeted children are being provided with the necessary opportunities to improve within lessons.	Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.	80% of the targeted/ disengaged children for improvement to ARE have made the targeted amount of progress.	PE lead time reviewed as part of the £516.62 from target 1.1. £ 5546 sports coach lunch time cost £ 1500 equipment allocation
2.2 Identified ARE children to be targeted for GD.	PE lead/ sports coach to monitor lunch time sessions as part of half termly learning walks. This will ensure that activities are varied and that pupils are joining in.		Targeted GD pupil have made the targeted amount of progress.	
2.3 Timetable of structured activity at lunch time.			At least 80 % of children are taking part in the lunch time activities.	
2.4 Targeted daily mile session for all KS2 children.	Sports coach to identify GD children within their classes. Lessons expected to stretch the learning experiences of GD children by providing opportunities for them to deeply reflect on their learning but also to develop as leaders within the PE and sport setting.		Evidence through learning walks, lesson observations and pupil voice have highlighted that children who are GD are being provided with regular opportunities to stretch their learning.	
2.5 To supplement a broad and balanced curriculum with the correct equipment.			After school clubs consistently attended.	



<p>3.1 To ensure that play and peer supporters are being deployed effectively during lunchtimes.</p> <p>3.2 To offer a range of after school clubs to a variety of ages.</p> <p>3.3 To ensure that sports news is shared across school.</p>	<p>Sports coach to liaise with lunch time play leaders and staff to ensure they support the children with active play.</p> <p>PE lead and coach to meet with sports leaders to train for leading sports day events.</p> <p>Assistant head to organise pupils into offered clubs each term.</p> <p>PE lead to share results and news during assemblies and pass onto assistant head for the monthly newsletter.</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>Lunchtime learning walks each term by PE lead and coach to ascertain the effectiveness of the sport opportunities in zones.</p> <p>PE lead to rewrite the long-term planning, medium term planning, subject intent, subject impact and SDP for PE each year.</p>	<p>£800 for lunch staff</p> <p>£2400- Cover for staff for sports clubs.</p>
<p>4.1 To ensure maximum participation in the wide range of after school and lunch time activities.</p> <p>4.2 Provide opportunities for children to take part in outdoor adventure activities during residential.</p> <p>4.3 To ensure that children are provided with the opportunity to work towards meeting national curriculum requirements for swimming and water safety.</p>	<p>PE LEAD to review registers to ensure that places are being filled. If places are not being filled, then PE lead will ensure that the clubs are advertised via email/ text.</p> <p>PE lead to ensure that a range of sports are provided as part of the afterschool club offer.</p> <p>PE lead/coach to ensure that the relevant equipment is available for lunch time and afterschool clubs.</p> <p>Sports coordinator to ensure that clubs are full and if not publicise them via letters, social media and targeted invites.</p> <p>Swimming organised for Year 4 children across the academic year.</p>	<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>	<p>All available places at clubs to be filled.</p>	<p>Half termly £ 516.62 Cover for well being days earned by delivering a sports club.</p>

## 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
Sports physical after school clubs provided for the children throughout the school year.  Multi-sports- Autumn Y3/4, Spring- Y5/6, Summer- Y1/2 Yoga- Spring term Field Games- Summer term	Increased participation in after school sports in Autumn, Spring and Summer terms.  Multi-sports- 34 children from Y1-6 Field Games- 6 children Yoga-15 children	More children accessing sports club than previous academic years.



## 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 4 cohort are on track for swimming competently, confidently and proficiently over a distance of at least 25 metres?	60%  10% can already swim 25m	
What percentage of your current Year 4 cohort are on track for using strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60%	

What percentage of your current Year 4 cohort are on track for being able to perform safe self-rescue in different water-based situations?	60%	
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	Some extra swimming lessons were provided for the children last academic year.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	<i>Mrs L Collins</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss A Hickman</i>
Governor:	<i>Steve Walker</i>
Date:	21/07/2024