



# 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 Objective 2 regular engagement in physical activity, All children were offered 50 minutes of well planned and differentiated PE lessons every week.	Children's confidence and enjoyment in PE grew with children being able to manage longer periods of physical activity.	Regular physical activity continues to be an area of importance in the school.
Key Objective 4 broader experience of a range of sports offered to children. Gymnastics coach. Every child offered a 30 minute well planned and differentiated gymnastics	Gymnastics is being used as an intervention as well as normal lessons. A few children helped to support other classes and this was a great motivator in helping them to manage their behaviour during the school day	More children are starting to participate in gymnastics even if it is for short periods of 5 mins and for some this will be a 1:1 Session.
Key Objective Key Objective 5 increased participation in competitive sport. Hotshots basketball: All children are offered a	One focus has been on building a basketball team made up from children from different classes. This team has then been able to play	Many ECHP targets are being met very naturally as children participate in competitive sport. Children enjoying this

<p>weekly 30 minute basketball lesson</p>	<p>several schools in competitive basketball. The option to play others has been an important aspect in motivating children to give their best in training and stay focused</p>	<p>aspect of sport although the winning and losing needs careful managing.</p>
<p>Sports day. Key Objective 3 Profile of sport is raised across the school as a tool for whole school improvement. Children competed in their class groups a range of novelty and more classic races.</p>	<p>Over 75% of parents attended to support their children and many gave very positive feedback. The children were very excited to have their parents present.</p>	<p>Still a very positive day in the school calendar.</p>
<p>Seeds of change: Key Objective 3 Profile of sport is raised across the school as a tool for whole school improvement. Horse care alternative provision. 4 children accessed this.</p>	<p>The participants started to build a positive school experience and were able to engage in conversation about being in school for longer periods.</p>	<p>Expensive but for those participating it appears very beneficial.</p>
<p>Swimming. Key Objective 1 develop staff confidence in teaching sport.</p>	<p>One teaching assistant has qualified as a swimming coach and is actively helping to deliver weekly swimming lessons.</p>	
<p>Competitive sports: Key Objective Key Objective 5 increased participation in competitive sport. The school attended five different sporting events.</p>	<p>Children enjoyed these events and had the opportunity to build good sportsmanship qualities as they managed winning and losing.</p>	<p>Covered above</p>
<p>Football: Key Objective Key Objective 5 increased participation in competitive sport. A football team was formed and trained regularly and played several other schools home</p>	<p>Children were very keen to be apart of the this team and it provided a good opportunity for children to work towards a tangible goal.</p>	<p>Football is a massive motivator for many children and is helping classes to mix and trust each other.</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
<i>Participate in a wider range of sporting events with other schools.</i>	<i>This will impact on the whole school and require careful flexible planning with a commitment to make it work.</i>	<i>Key indicator 5: Increased participation in competitive sport.</i>	<i>This will be a challenge but providing the children with the opportunity to participate with non SEMH children offers a powerful experience.</i>	<i>Minibus costs.</i>
<i>Continue climbing</i>	<i>Provides children with a unique school experience and is progressive rather than just a taster session. Trust and confidence are developed.</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>Challenge around staffing. Might need to be for a particular term only.</i>	<i>£1000 for hire of equipment and entry fee.</i>
<i>Intra sport</i>	<i>Maintaining termly intra sport helps develop a sense of achievement and stamina.</i>	<i>Key indicator 5: Increased participation in competitive sport. Key indicator 1: increase staff confidence in teaching PE</i>	<i>Staff need to be trained and intra sport timetabled.</i>	<i>£200 for some new equipment.</i>
<i>Outdoor learning</i>	<i>All pupils can benefit</i>	<i>Key indicator 2: The engagement of all pupils in regular physical activity.</i>	<i>In depth risk assessments and correct staffing levels to be maintained.</i>	<i>£400 for parking and minibus hire. £200 additional equipment.</i>

<p><i>Gymnastics off site as an alternative provision on Wednesday afternoon</i></p> <p><i>Bike ability.</i></p>	<p><i>For those pupils who are requiring a more therapeutic approach to learning and engagement with school.</i></p> <p><i>Children gain great confidence and road safety awareness while participating in physical activity.</i></p>	<p><i>Key indicator 3: Profile of PE raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to children.</i></p>	<p><i>Creative thinking and planning on how to involve all children.</i></p> <p><i>Select children, discuss the option with parents, arrange transport.</i></p> <p><i>Staff training course, make sure bikes are road worthy, timetable activity.</i></p>	<p><i>£35 for lesson plus transport where necessary.</i></p> <p><i>£1000 to train staff and fix bikes.</i></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
Sports coach for all PE lessons. All children are offered 50 minutes of PE every week.	Children are building a greater resilience to push themselves more physically. Children have an increased desire to join in with structured, physical learning and play.	The same coach has been with Kings Meadow for two years now and has developed a good understanding of how to prepare and deliver lessons with the correct level of challenge and fun while at the same time starting to develop strong relationships with the children.
Gymnastics coach. All children are offered 30 minutes of gymnastics weekly.	Many children see this as highlight of the week. It is helping children to manage their behaviour to ensure they don't miss the lesson. There is a noticeable development in children's physical confidence as their balance and coordination improves.	The same gymnastics coach has been with Kings Meadow for two years now and has developed a good understanding of how to prepare and deliver lessons with the correct level of challenge while at the same time developing strong relationships with the children. The coach has identified more able pupils and is providing them with the opportunity to work on more advanced gymnastic skills.
Hotshots basketball: All children are offered a weekly 30 minute basketball lesson.	For some children this is a highlight of their week and they become very upset if the lesson is unable to happen. Children have not only developed basketball skills but the personal skills to play competitively with each other and against other schools.	The same coach has been with Kings Meadow for three years now and has developed a good understanding of how to prepare and deliver lessons with the correct level of challenge and fun while at the same time starting to develop strong relationships with the children. Matches

<p>Climbing: children were selected for this activity and then offered a six-week climbing course.</p>	<p>Climbing provided a great opportunity for children to overcome real fears as they climbed higher and more confidently week by week. It also provided a real-life opportunity to build trust in adults and peers who were holding the rope.</p>	<p>with other schools continues to be an important aspect of these lessons as children know they are training for a match.</p> <p>Due to a staff member being able to run these sessions, these were sustainable and affordable. At the same time lessons of trust and confidence were able to be interfaced back into school.</p>
<p>Outdoor learning: all children had the opportunity to participate in weekly outdoor learning at local country parks.</p>	<p>Staff and children enjoyed the opportunity to be off site for either a morning or afternoon. This was a new introduction and the impact is still being considered.</p>	<p>This was a positive aspect of the weekly curriculum. Not all children enjoyed it as they found the notion of learning outside the school a real challenge and some require more small group opportunities to prepare themselves for this form of learning.</p>
<p>Sports day.</p>	<p>This was a great opportunity for parents to see their children compete and interact with their peers. Over 75% of parents attended to support their children and many gave very positive feedback. The children were very excited to have their parents present.</p>	<p>Feedback from staff and parents was very positive. Sport's day awards were presented in a special assembly to celebrate the winners. Kings Meadow sports day formula appears to be an appropriate way to enhance competition in the children.</p>
<p>Intra sport: Every term, children are encouraged to take part in a class intra sport competition. The idea being that data is collected with the challenge of the children improving next term.</p>	<p>This was not able to take place every term.</p>	<p>This needs reinstating next year but will require the training of teachers and pupils. Well worth persevering with.</p>

<p>This is an individual competition.</p> <p>Seeds of change: Horse care provision offered to individuals who required additional therapeutic support and activity.</p>	<p>For all those that participated this provided a very positive school experience and helped them engage with more formal time in school.</p>	<p>This is a great provision but is expensive and is only for a six-week period. Children often find it hard to manage the emotions of it not continuing for longer.</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?	10 %	<p><i>10% of children still gaining basic water confidence.</i></p> <p><i>20% of children are able to complete push and glide activity with some kicking to move half-way across the pool.</i></p> <p><i>20% of children able to push and glide and starting to take second breath during the activity.</i></p> <p><i>40% of children starting to use both arms and legs with a degree of coordination to swim half-way across the pool. Next step to add a second breath in.</i></p>

<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>40 %</p>	<p><i>40% of children starting to use both arms and legs with a degree of coordination to swim half-way across the pool. Most children using free style and all becoming more confident with floating.</i></p>
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0 %</p>	<p><i>This aspect of the curriculum has not been covered. However, children are taught and practice safe entry and exit from the pool but not in deep water.</i></p>
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<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>Maybe</p>	<p><i>Due to pool hire availability and staffing it is very difficult to book additional pool time. However some parents have been offered the opportunity to arrange their own lessons and the school will use Sports Premium to cover the costs.</i></p>
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Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	One member of staff is now a qualified swimming instructor and they assist the pool's coach while at the same time show other staff members how to teach or improve the children's swimming.
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Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	