



# 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
<p>During the last academic year, we achieved silver for the school games mark. This was an achievement as both the two PE leads were new to the school and worked hard to make as much difference as they could in the short time they had for the rest of the academic year.</p>	<p>The impact was that during this short time, 17% of KS2 children represented the school. This helped to increase the awareness of sport within the school and provided new opportunities to celebrate the children and their successes.</p>	<p>This should be continued within the next academic year to ensure that the percentage of children that represent begins to grow and allow a wider range of children to represent their school in a variety of sports.</p>
<p>The fun run is an annual success for the school and is organised to promote sport as well as to raise money for the school and a chosen charity. This is an opportunity for the children to participate in a sponsored run that promotes</p>	<p>The fun run is something the children look forward to every year. It promotes health and wellbeing within the school and the families as they are encouraged to join in with the laps as well. It brings the school</p>	<p>This is an event that will continue annually as it is loved by the children/staff and families.</p>

stamina but also a way for all children to be involved in a sporting activity altogether.	community together with parents/carers and families all coming to support their children and encourage their participation with the run.	
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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>To improve progress and achievement of all pupils through staff training and upskilling</p> <ul style="list-style-type: none"> <li>- L5/6 PE leader disseminating training from attended courses</li> <li>- JC and HC to attend Borough Subject Leaders Meetings</li> <li>- Staff to attend</li> </ul>	<p><i>This will impact the children and teachers themselves due to understanding next steps, challenges for pupils and how to progress children with different skills.</i></p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p>	<p>% of ECT staff who now feel more confident in teaching PE due to attending the ECT PE course has risen from 0% (Sept 23) to 100% (Jul 24)</p> <p><i>Sustainability – to enroll x2 ECTs onto the course next year.</i></p> <p>% of staff who now feel more confident in delivering certain sports after receiving subject specific training has risen from 43.65% (Sept 23) to 80% (Jul 24)</p>	<p>£4,363</p>

<p>courses put on by Bexley Borough to increase their knowledge of certain sports</p> <ul style="list-style-type: none"> <li>- PE coaches to upskill staff through collaborative PE lessons</li> </ul>			<p><i>Sustainability – to complete a staff confidence survey during Sept 24 and after analysing the data, assign staff to courses run by the borough. Redo survey in September as members of staff leaving</i></p> <p><i>% of children making ARE has decreased from 86.5% (July 23) to 73.4% (Jul 24). We will be investigating this to ensure consistent use of assessment across the school.</i></p>	
<p>Continue with SoW (Complete PE) to give more confidence to teachers when teaching PE, as well as enabling detailed SoW for all sports from EYFS to Y6.</p>	<p><i>The teachers due to a clear understanding of the SoW and the steps needed for progression. It will impact the pupils by giving them detailed and clear steps to success for the sports/games/skills that they are learning.</i></p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p>	<p>The percentage of staff who feel more confident now using Complete PE consistently has risen from 80% (Sept 23) to 86.3% (Jul 24)</p> <p><i>Sustainability – to continue using scheme next year</i></p>	<p>£812.50</p>

			<i>ensure to survey new staff in September so that figures are consistent with new staff.</i>	
<i>Use of Sports coaches to co-teach with staff in order to upskill and develop understanding.</i>	<i>This will impact directly on the teachers confidence with delivering the curriculum.</i>	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport	% of staff who now feel more confident in delivering certain sports after receiving subject specific training from coaches has risen from 43.65% (Sept 23) to 80% (Jul 24)  <i>Sustainability – to complete a staff confidence survey during Sept 24 and analysing to determine level of support needed for the academic year</i>	£4214.00
<i>Develop lunchtime leaders for each lunchtime from year 5. This will help engage KS1 children by facilitating games</i>	<i>The children in Year 5 by enabling them to develop leadership and responsibility. This will impact the KS1 children by having role models for physical activity.</i>	Key Indicator 2: Engagement of all pupils in regular physical activity	Throughout the year 100% of the year 5 children have taken on the role of lunchtime leaders to support the KS1 children and facilitate play. 68.2%	£57.45

			<p>of the KS1 children like the support and games given by the year 5's and want it to continue next year.</p> <p><i>Sustainability – use the current year 5 to train the year 4's in the role to support for the next academic year.</i></p>	
<p><i>Lunchtime coach to facilitate games and target specific groups of children</i></p>	<p><i>Children from a range of year groups and targeted groups to allow them to develop and participate in skills and games.</i></p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p>	<p>% of children who feel that the coaches are a benefit to lunch time is 45%. Of the targeted groups of children 85.3% believe it to be beneficial.</p> <p>% of children who currently enjoy lunch time stand at 40%. New equipment purchased in July 24 and impact of new equipment will be assessed during a pupil survey in the new academic year.</p>	<p>£5355.00</p>

			<i>Sustainability – Use data to support continued employment of lunch coaches and complete surveys through the year to understand benefits.</i>	
New lunchtime scheme – Move to Music.	<i>All children as they will have the opportunity to participate in another type of physical activity during their lunch hour.</i>	Key Indicator 2: Engagement of all pupils in regular physical activity	<p>% of children who feel that the music will helps them to stay active at break time is 42%. New equipment purchased in July 24 and impact of new equipment will be assessed during a pupil survey in the new academic year.</p> <p><i>Sustainability – Use year 6’s to help run the move to music scheme. Take survey in sept 24 and analyse to help understand what the children would like from the program.</i></p>	£140.83



<p>Development of a wider range of playground equipment in a variety of sports</p>	<p><i>Allows all children on the playground to have the opportunity to take part in a range of games/sports and activities and keep active at break/lunch</i></p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p>	<p>In sept 23, 62.3% of children believed that the equipment was boring and not engaging. With the new equipment, 83.6% of children now believe that the equipment is interesting, exciting and look forward to playing with it at break time. <i>Sustainability – continue to use surveys and pupil voice to understand the different games wanted in the playground and the resources that will keep them active.</i></p>	<p>£736.77</p>
<p>Celebration of Sport to be mentioned each week in Celebration Assembly</p>	<p><i>All children as they can celebrate and bring in any sporting achievement and get to present these in front of the whole school</i></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><b>All children visibly enjoy finding out the sporting achievements of the school teams, as well as individual successes. Quote from Y5 child: “I can’t wait for when I</b></p>	<p>FREE</p>

			<b>get my next swimming certificate so that I can show the rest of the school.”</b>	
School Team Successes to be celebrated at weekly Achievement Assembly	<i>Children on the team/group that have participated and represented the school get to feel pride and</i>	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.		Free
Sports Day Olympics Celebrations		Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	The children all enjoyed taking part in the opening ceremony and the parents also loved it. ‘Thank you for organising a great day. *** loved it. The parade at the start was brilliant.’	£369.62
NSSW celebrations	<i>Whole school impacted due to the importance placed upon the week with the support from staff and parents. Children were able to experience a range of sports that are not taught in the curriculum</i>	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	All the children thoroughly enjoyed sports week, as well as the parents. A quote from a year 4 child was ‘I have absolutely loved trying out new sports and activities that I didn’t know	414.50

			<p>were to do with PE!' 'Well done for a fantastic Sports Day event but also somehow managing to keep the sporty spirits high all week through. It was clear to see that **** thoroughly enjoyed the sporting activities throughout the week, and every afternoon they talked excitedly about what they'd been up to while guessing what the next day's might be like. The Burpies and High 5 Station were firm favourites from the whole school session, and today's bouncy castle certainly went down a treat!'</p>	
Storage for new equipment		Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	<b>The children now have access to over 10 new sports (tennis, volleyball,</b>	714.59

			darts, archery, HRE, javelin, table tennis, speed stacking, boules, pool) and equipment for PE lessons has been improved so that children have better opportunities (tennis nets for all etc)	
New equipment to increase the variety of sports on offer in the curriculum across EYFS, KS1 and KS2	<i>All children will be positively impacted due to a wider variety of sports on offer.</i>	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	As above	£5606.75
Continue to hold trials for children to get into sports teams in UKS2.	<i>Allows children to understand sportsmanship and develop their ability to play competitively in a safe environment.</i>	Key Indicator 5: Increased participation in competitive sport	% of children in KS2 that have represented the school stands at 37.1% We would like this to rise to 50% for the next academic year.	Free
Kits, Competition and referee equipment	<i>Allows the children that play in the kits pride when representing their school.</i>	Key Indicator 5: Increased participation in competitive sport	As a school, we have been able to host, and referee matches and parents have enjoyed watching the school team	£308.41

			play.	
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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
<p>Increased involvement in competitive sport has been a huge success this year with the children being able to take part in a variety of competitive sports that has enabled them to represent their school.</p>	<p>37.1% of children have represented the school, which has increased from last year. This has helped to increase the awareness of competitive sports around the school and motivated children to take part in team sports.</p>	<p>This will continue within the next year with the aim to take part in a greater range of sports festivals as well to promote competitive sport as well as sport for participation.</p>
<p>We increased the range of sports that we have available for the children to try and experience during their time in primary school.</p>	<p>Children have the opportunity to take part in sports which they may not have tried otherwise. This has helped children to gain new experience but also raise awareness for sports that many not traditionally be taught in school.</p>	<p>Use pupil voice to understand the benefits of the new sports and see what the next steps for our curriculum would be.</p>
<p>National School Sports Week – a week-long event full of sporting activities for the children to enjoy and promote physical fitness</p>	<p>Both the children and parents loved Sports Week and we will continue it next year. This had high praise and the children went home talking about it every day meaning the awareness of sport was raised at school but also within the wider community.</p>	<p>This will be completed again within the next academic year and will include another range of activities to promote and increase sports within the school.</p>
<p>Sensory circuits run four times a week</p>	<p>This has been used to support different groups of children and ensure that they have the opportunity to take part in regular physical activity that will support their development as well.</p>	<p>Continue and understand the needs of the children to provide the most support to the groups of children that need it.</p>

## 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?	55.17%	<i>55.17% - we struggled with the length of time of the sessions. We only had 25-minute sessions in the pool during which lots of children only had a couple of opportunities to practice a skill. Due to this we have changed our swimming session for the next academic year to be 50-minute sessions.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	44.83%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	55.17	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>Charlotte Rhodes</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jenny Cusselle Hannah Childs</i>
Governor:	<i>Sylvia Smith - Chair</i>
Date:	September 2024

Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport

Key Indicator 2: 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.

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Key Indicator 5: Increased participation in competitive sport