



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Daily mile	Internal data shows that the children are able to complete more laps in the daily mile. This is now being completed by each class at least three times a week.	Continue to develop this within the school. Trying to ensure that this happens more frequently 3-4 times a week. Premier Sport may be able to run this next year.

Active lunchtimes	<p>Play leaders have been developing active lunchtimes.</p> <p>Equipment is out every day and this ensures more active participation from the children.</p>	<p>School Council were not trained this year.</p> <p>May need to look at this for next year, or encouraging the sports ambassadors to play a more vital role.</p>
Playground and playing field are maintained.	<p>Lines were painted.</p> <p>Children were able to participate in sports day, using the track for sprinting.</p> <p>Rounders pitch was used for after school rounders in summer 2, as well as PE for the children.</p>	
Playground marking on the EYFS and main playground.	<p>These were completed.</p> <p>Children in EYFS have access to the balance bikes and the painted circuit everyday. It is always being used by the children.</p>	<p>This will not be a cost in the following year.</p>

Bikeability	<p>All of the children took part in bike ability this year; they all managed to achieve a level 2.</p> <p>For those children who did not have bicycles or helmets, we were able to procure them for the training.</p>	This to continue into 2024-25.
Regis school CPD	<p>Outdoor learning training has been completed with staff. Children are learning outside more, but this could be improved further.</p> <p>Engagement with the Regis school enabled the PE lead to be more secure in her knowledge of PE.</p> <p>Events held at the Regis School, such as dance, netball, athletics, enabled the accompanying staff to have CPD to teach this in school.</p>	This will continue in 2024-25
Premier sport	<p>All staff have engaged with coaching with Premier Sport. The school is teaching 2 sessions of PE a week, with a specific learning focus.</p>	With two ECTs next year, we will continue with Premier sport, to develop their teaching of PE.

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>More active break and lunchtime – ensure organised activities to encourage children to participate in sport.</i>	<i>Teaching assistants Teachers Children</i>	<i>Key indicator 1 -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.</i>	<i>Play leaders to be trained through the Regis School. Staff to receive training from Premier sport to support active lunchtimes. Impact – number of children accessing lunchtime activities.</i>	<i>£0</i>

<p><i>To ensure the school playground and playing field are maintained, so inter and intra competitions can be held.</i></p>	<p><i>Teaching assistants Teachers Children</i></p> <p><i>Line markers Grounds maintenance</i></p>	<p><i>Key indicator 1 -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.</i></p> <p><i>Key indicator 2: The profile of PESSPA being raised across the school as a tool for school improvement.</i></p> <p><i>Key indicator 4: Broader experience of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>Impact – all of the children are able to take part in intra competition.</i></p> <p><i>All of the children to be able to compete in sports day.</i></p>	<p><i>£2400</i></p>
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<i>To ensure consistency of the magic mile- 3 to 4 times a week.</i>	<i>Teachers Teaching assistants Children</i>	<p><i>Key indicator 1 -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.</i></p> <p><i>Key indicator 4: Broader experience of sports and activities offered to all pupils</i></p>	<p><i>Impact- Children's distances increase over the year (tracking).</i></p> <p><i>All classes are going out 3-4 times a week.</i></p>	<i>£1929</i>
<i>The school to take part in bike ability in which the children will use the local village to practice their skills and to become proficient cyclists.</i>	<i>Children Bikeability team</i>	<p><i>Key indicator 1 -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.</i></p> <p><i>Key indicator 2: The profile of PESSPA being raised across the school as a tool for school improvement.</i></p>	<p><i>Impact – All children to achieve their level 2 (at least) Bike ability badge.</i></p> <p><i>Children are more confident using bicycles on roads and are safe.</i></p>	<i>£250</i>

		<i>Key indicator 4: Broader experience of sports and activities offered to all pupils</i>		
<i>To provide staff with professional development and appropriate training to allow them to teach more effectively.</i>	<i>Regis School Teachers Children</i>	<i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i> <i>Key indicator 4: Broader experience of sports and activities offered to all pupils</i>	<i>Impact – Staff confidence in the teaching of PE has improved.</i> <i>LO and vocabulary, more specific to the lesson taught.</i>	<i>£1766</i>
<i>Staff to take part in coaching sessions with Premier sport to develop subject knowledge and progression of skills across the school.</i>	<i>Premier sport Teachers Teaching assistants</i>	<i>Key indicator 2: The profile of PESSPA being raised across the school as a tool for school improvement.</i> <i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i> <i>Key indicator 4: Broader experience of sports and activities offered to all pupils.</i>	<i>Impact- Children have access to high quality coaching and increased PE opportunities.</i> <i>Staff, particularly ECTs, are able to develop their subject knowledge and skills to support the teaching of PE.</i>	<i>£6000</i>

<i>School to offer swimming to all children in year 1 to year 5, to ensure catch up in swimming.</i>	<i>Arun Leisure Centre Teachers Children Teaching assistants</i>	<p><i>Key indicator 1 -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.</i></p> <p><i>Key indicator 4: Broader experience of sports and activities offered to all pupils.</i></p>	<p><i>Impact – Children in year 1-5 have the opportunity to swim.</i></p> <p><i>Water confidence has improved within the year groups.</i></p> <p><i>Insight data to show improvements.</i></p>	<i>£3500</i>
<i>School to continue to take part in inter sporting opportunities, so the children can take part in aspects of competitive sport.</i>	<i>Children Teachers</i>	<p><i>Key indicator 4: Broader experience of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<i>Children participate in more competitive sport.</i>	<i>£500</i>

Key achievements 2024-2025

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
<i>More active break and lunchtime – ensure organised activities to encourage children to participate in sport.</i>	Number of children accessing lunchtime activities.	All of the children are outside at break and lunchtimes. The children have been proactive in taking part in games and the play leaders worked on organizing games for others. Football free Fridays has challenged the children to consider different outdoor games.
<i>To ensure the school playground and playing field are maintained, so inter and intra competitions can be held.</i>	<i>Impact – all of the children are able to take part in intra competition.</i> <i>All of the children to be able to compete in sports day.</i>	All of the children have taken part in cross country running and sporting events on the field. All of the children took part in one of the sports day activities.
<i>To ensure consistency of the magic mile- 3 to 4 times a week.</i>	<i>Impact- Children's distances increase over the year (tracking).</i> <i>All classes are going out 3-4 times a week.</i>	Internal tracking – All of the classes have taken part in the magic mile. All of the children have increased the number of laps they complete. All classes have achieved going out at least three times a week.

<p><i>The school to take part in bike ability in which the children will use the local village to practice their skills and to become proficient cyclists.</i></p>	<p><i>Impact – All children to achieve their level 2 (at least) Bike ability badge.</i></p> <p><i>Children are more confident using bicycles on roads and are safe.</i></p>	<p>All of the children in year 6 took part in Bikeability.</p> <p>They all received a level 2 badge.</p>
<p><i>To provide staff with professional development and appropriate training to allow them to teach more effectively.</i></p>	<p><i>Impact – Staff confidence in the teaching of PE has improved.</i></p> <p><i>LO and vocabulary, more specific to the lesson taught.</i></p>	<p>All staff had the opportunity to spend a term observing dance teaching within the school. This has improved staff confidence.</p> <p>All staff have had the chance to work with Premier Sport.</p> <p>All teaching staff took part in a cricket workshop, led by Sussex cricket.</p>
<p><i>Staff to take part in coaching sessions with Premier sport to develop subject knowledge and progression of skills across the school.</i></p>	<p><i>Impact- Children have access to high quality coaching and increased PE opportunities.</i></p> <p><i>Staff, particularly ECTs, are able to develop their subject knowledge and skills to support the teaching of PE.</i></p>	<p>All staff had the opportunity to work with Premier Sport to observe and Team Teach with them.</p> <p>All children in the school had access to high quality PE sessions led by Premier Sport.</p>
<p><i>School to offer swimming to all children in year 1 to year 5, to ensure catch up in swimming.</i></p>	<p><i>Impact – Children in year 1-5 have the opportunity to swim.</i></p>	<p>Children in year 1-5 had the opportunity to attend swimming lessons. Only one two children did not attend any of these</p>

	<p><i>Water confidence has improved within the year groups.</i></p> <p><i>Insight data to show improvements.</i></p>	<p>sessions.</p> <p>Insight data shows improvement in the children's swimming and their water safety.</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?	75%	<i>Two children are not confident swimmers and need more time working on their water confidence.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	<i>4 of the children are working on using front crawl and back stroke.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	75%	<i>All of the children have taken part in water safety at the swimming pool. They have also taken part in water safety as part of the schools water safety curriculum.</i>
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Laura Webb</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Laura Webb (Headteacher)</i>
Governor:	<i>Phil Johnson (Chair of Governors)</i>
Date:	September 2024.