



# 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.**

## 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><b>Coaches</b> Break lunchtime provision offer of physical, social, emotional mental health activities. This would impact on all children's physical/social/emotional and health wellbeing.</p>	<p><i>All children across all year groups.</i></p>	<p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity</p> <p><b>Key Indicator 3:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p><b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> <li>• Participation rates during lunchtime clubs have improved greatly across all year groups.</li> <li>• The lunchtime clubs' offer is broader and offers the children different experiences.</li> <li>• A broader range of playground activities on offer to promote higher levels of physical activity.</li> <li>• Sports leaders are more confident, independent, proactive and</li> </ul>	<p>£9205</p>

			<p>support the provision on offer.</p> <ul style="list-style-type: none"><li>• Improved behavior and reduced incidents at lunchtimes.</li></ul> <p>77% of children have used sports coaches throughout the year.</p>	
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<p><b><u>Bikeability</u></b></p> <p>Bikeability cycle training equips children with vital life skills. Pupils not only learn to cycle, they gain independence, social skills and a sense of wellbeing.</p>	<p><i>Year 5 all children.</i></p>	<p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity</p> <p><b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p><i>100% of year 5 took part.</i></p> <p><i>15% never ridden before.</i></p> <p><i>38% felt they learned how to ride a bike.</i></p> <p><i>65% felt safer on the road after bikeability.</i></p> <p>After Bikeability, children are better at responding to risk and report increased confidence. As a result, more children cycle to school which in turn improves mental health and wellbeing.</p>	<p><i>£546 for lesson and bike hire.</i></p>
<p><b><u>Dance and Gymnastics CPD</u></b></p> <p>To continue to improve the quality of gymnastics teaching provided by the teachers in school.</p> <ul style="list-style-type: none"> <li>• Children will have an improved knowledge and</li> </ul>	<p><i>All children at SJA</i></p> <p><i>All teaching staff at SJA</i></p>	<p><b>Key Indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><b>Key Indicator 3:</b> Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p><b>Key Indicator 4:</b> Broader</p>	<p>Gymnastics coaching take place for every year group</p> <ul style="list-style-type: none"> <li>• Children's skills develop and become more proficient at 'real' gymnastics</li> <li>• Teachers are more confident and knowledgeable to teach</li> </ul>	<p><i>£3839</i></p>

<p>skills around gymnastics.</p> <ul style="list-style-type: none"> <li>● To ensure that this relates to 'Real' gymnastics Twist and Flip trained gymnastic coaches will lead these sessions for a term.</li> <li>● Staff to take part in the lesson to continue to develop staff knowledge and confidence in the delivery of inclusive gymnastic sessions. This will help to ensure that high quality gymnastic lessons are taught afterwards.</li> </ul>		<p>experience of a range of sports and activities offered to all pupils</p>	<p>gymnastics on their own</p> <ul style="list-style-type: none"> <li>● Children get high class 'real' gymnastic experiences.</li> <li>● Children get exposure to a wide range of inclusive sports.</li> <li>● Teachers feel confident in delivering inclusive sports sessions.</li> <li>● Provision from PE coach is high quality and is well met by the teachers</li> <li>● Teachers skills and knowledge improved and developed</li> </ul>	
<p><b><u>Transport, Competitions and festivals and equipment.</u></b></p>	<ul style="list-style-type: none"> <li>● SEND competitions and transport.</li> <li>● Termly intra house competitions.</li> <li>● Take part in a wide variety of sporting competitions</li> <li>● Keep a register of children's involvement so we give all the children the opportunity to take part over their time at SJA- using the chart provided</li> <li>● Transport will be provided for the sports trips to ensure we</li> </ul>	<p><b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p><b>Key Indicator 5:</b> Increased participation in competitive sport</p>	<p>All children attended a sports Festival.</p> <p>All year 6s offered the choice to go to a competition. 83% took up the chance to go.</p> <p>Over 50% of children in the school went to a competition.</p> <p>Children proud to wear the school uniform and</p>	<p>£4367</p>

	<p>don't rely on parents.</p> <ul style="list-style-type: none"><li>● School kits for competitions.</li><li>● Whole school golf day experience</li></ul>		<p>represent school.</p> <p>Gives PE lessons a purpose as children chosen for competitions from lesson engagement.</p>	<p><i>Total: £17957</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
<p>PE Coaches in every lunch hosting games and sport activities at lunch.</p> <p>Competitions and transport</p> <p>Dance and Gymnastic CPD</p>	<ul style="list-style-type: none"> <li>• 77% of children have used sports coaches throughout the year.</li> <li>• Wide range of inclusive sports.</li> <li>• Encourage sports leaders and guide them in right direction when leading games</li>   <li>• 100% of year6 children offered to go competitions. 83% took this offer up.</li> <li>• Increased SEND representation at competitions</li>   <li>• After speaking to staff they feel more comfortable leading lessons in dance and gymnastics.</li> </ul>	<p>Improved participation rates Improved behavior at lunch times Reduced incidents High quality coaches lead quality games/activities.</p> <p>Children Proud to represent school. Sports friendlies against local school organised.</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?	57%	<i>All children attended 6x45 minute lessons</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	57%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>50%</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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	

Signed off by:

Head Teacher:	<i>Neville Rice</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Harry Warwick, Chloe Walker PE Leads</i>
Governor:	<i>(Name and Role)</i>
Date:	