



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
1. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Sports HLTA used during play and lunch times to engage children in sport and physical activity. Play and lunch equipment boxes distributed. Guest athletes to attend school events to boost children's interest and enthusiasm towards a range of sports. Colour Run to take place to raise funding for future sports and raise the profile of sport being inclusive and fun for all children in the school.	Lunch and play times are working well as more children are likely to take part in physical activity. Play/lunch boxes include a range of equipment to engage all needs and abilities. Colour Run was very successful in terms of enjoyment for children, staff and parents (excellent feedback received), and also in terms of raising money to send children on OAA school trips. We would repeat this in the future on a 3-year rolling plan.

<p>2. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Athletes in school including a Paralympian to share a broader range of sports for children. Children took part in Paralympic style activities including running and jumping events. All children also tried Goal Ball and KS1 children tried Kurling and Boccia.</p>	<p>Children really enjoyed taking part in sports like Goal Ball as it placed every child on a level-playing field ability-wise, and exposed children to how sport can be inclusive for all. KS1 enjoyed taking part in an intra-school Boccia festival and asked if we could repeat this sport in the future. Understanding and empathy towards others were priority here, and the children excelled.</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. Children had expressed a desire to compete against local schools in sports other than football (information acquired through pupil voice/PE Council discussion).</p>	<p>Teaching staff, Education Enterprise Legacy coaches - as they need to lead the activity.</p> <p>All pupils – as they will take part.</p>	<p>Key Indicator 5: Increased participation in competitive sport.</p>	<p>Children from EYFS to Year 6 all had the opportunity to take part in a festival or competition ran by either Education Enterprise Legacy or by our local school sport cluster. These events allowed children to realise and release their full potential (e.g., Year 6 children scored the highest points at a Level 2 Athletics events). The events also allowed children to compete in sports they wouldn't have previously had the chance to e.g., dodgeball, Boccia, Golf, and promoted our local resources such as Crook Golf Club. Due to future decrease in staff and budget, the number of events we attend may be unsustainable, therefore, local cluster events would need to increase as these do not require travel fees.</p>	<p>£1248 for 10x trips via bus</p> <p>£5690 contract with Education Enterprise Legacy for access to competitions, festivals, CVLs, Fundamental Movement sessions in school and Play Leader training</p> <p>£11.99 for Sports hall Athletics awards for Y6</p>

<p>2. Pupil and staff voice had expressed that play and lunch times are lacking in equipment for children. PE Council had also discussed the possibility of a Play Leader system the initiate outdoor activities.</p>	<p>Teaching staff, Sports HLTA – as they will initiate play.</p> <p>All pupils – as they will take part.</p>	<p>Key Indicator 2: 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.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Pupil voice has shown that children enjoy having activities led outside rather than just being left to make their own games.</p> <p>Play Leaders have been trained by Lewis from Education Enterprise Legacy and this has improved the enjoyment of lunch times and engagement with activity (Mrs. Harker surveyed this and the results were very positive).</p> <p>Behavior has also improved due to scheduled football games and organized teams, and boxes of interesting and fun equipment to stop children from becoming bored.</p> <p>Our Sports HLTA before school leading an active Breakfast Club has also contributed to an increase in physical activity, and some of our least-active children taking part in ping-pong/basketball.</p> <p>Attendance/punctuality has also improved because of a more active/fun option being offered before school.</p>	<p>£57.80 Play Leader vests</p> <p>£27.84 Play Leader stickers</p> <p>£63.90 Play Leader Caddy and labels</p> <p>£15.99 Play Leader Bibs</p> <p>£705.02 Play/lunch boxes and equipment/perishables across three terms</p> <p>£5989 M. Littlefair Play Leader for Breakfast Club and morning break times</p>
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<p>3. Staff to work alongside Sports HLTA and Education Enterprise Legacy to improve their confidence and skills set for teaching curriculum PE.</p>	<p>PE Lead, teaching staff, HLTA and Education Enterprise Legacy staff – as they will work together in training.</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Play leaders sustainable as the children could train each other annually. HLTA less sustainable as costly and dependent on PE budget being sufficient.</p> <p>PE Lead has worked with HLTA to share best practice advice and ensured that successful systems are in place for lesson planning, assessment and evidencing. HLTA has worked alongside staff for 1 of the 2 weekly PE sessions that each class has, to build staff confidence and knowledge when teaching PE. Thomas from Education Enterprise Legacy has worked alongside EYFS and KS1 staff to improve their understanding of fundamental movement skills and how we bridge the gap for those struggling.</p>	<p>£130 CPD for PE Lead</p>
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<p>4. Foster a love of sport amongst the children through access to new resources, sports and popular sporting figures. Promote lifelong engagement with physical activity.</p>	<p>All teaching staff and pupils - as everyone will take part.</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>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>From student feedback and PE Council leading a pupil voice, the children have reported to have thoroughly enjoyed our external sporting visitors, and some have joined local clubs as a result of this. In every class, children spoke about their future being sport-centered (a minimum of 16% for Year 3 and a maximum of 45% for Year 4).</p> <p>In order to maintain this level of external visitors in the future, the PE Lead will look to invite local sporting groups into school for free with the incentive of promoting their business and boosting the amount of physical activity our children do outside of school.</p>	<p>£2178.80 for 7 whole day events led by sporting stars (including equipment donated to the school), for the full school e.g. basketball, football, athletics, breakdancing</p> <p>£285 EYFS Balance Biking course</p> <p>£5.98 Sport Week stickers</p> <p>£55.98 Sport Week PE Spine reading books</p>
<p>5. Update equipment to replace perishables and offer new sporting choices into the</p>	<p>All teaching staff and pupils - as everyone will take part.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>New basketball and golfing sets have been purchased to widen the range of sport we offer within the curriculum. Pupil voice has given incredibly positive feedback, particularly to the new addition of golf into the KS2 curriculum.</p>	<p>£188.95 perishable items e.g. foam balls and hula hoops</p> <p>£227.94 basketballs and bibs (class set)</p>

curriculum.			Sustainable due to equipment being good quality and usable for many years to come.	£287.96 golf clubs, balls and targets (class set) £474.85 Sportsafe Inspection and replacement of mats
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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
1. Breakfast Club HLTA to lead physical activity in the hall	Improved punctuality and attendance for targeted children Increase of the minutes of physical activity children can access during the school day	Valuable use of time and resources (to be continued in 24/25)
2. Active lunch times using Play Leaders and play equipment boxes	Better behavior at lunch times Fostering a love of physical activity amongst those less active Increase of the minutes of physical activity children can access during the school day	Valuable use of time and resources (to be continued in 24/25) Football teams will need to be evaluated next year Play Leader training will commence again in September for the next Year 6 class
3. Increased participation in sports competitions and introduction to new sports that weren't previously offered in the curriculum	All classes have attended at least one event and experienced sport at an inter-school level. This has been great for confidence, perseverance, determination and understanding the wider world. Year 6 successfully scored the winning points for the Level 2 Sports Hall Athletics festival and spoke later about how they would love to continue pursuing specific	Pending staff availability, classes will continue to access Level 2 events with the hope to progress to Level 3!

<p>4. Staff CPD (improve confidence and knowledge of teachers)</p>	<p>athletics events at secondary school. KS2 now have access to age-appropriate basketball and golfing equipment, and have given feedback that they have enjoyed these units. Three Year 4 children have been awarded a free yearly junior pass to the local golf club as a result of showing further interest in the sport.</p> <p>PE Lead and HLTA have worked with staff to increase their knowledge and understanding of how PE is taught, monitored and assessed at Willington Primary School. A staff questionnaire returned positive results that all teachers who took part, now felt confident to teach PE.</p>	<p>CPD to continue as the curriculum adapts.</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?	70%	There have been some pool closures and missed pupil sessions due to injury.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>85%</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>Yes</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>Yes</p>	

Signed off by:

Head Teacher:	K. Harker
Subject Leader or the individual responsible for the Primary PE and sport premium:	H. Milne
Governor:	O.Gunn
Date:	17/5/24