



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
Lunch time positive play.	Greater number of children accessing active lunchtimes	Resource development and networking with Preschool Forest school provision
Sensory circuits for children with additional sensory needs	Before school provision and parental engagement	
PE scheme of work and training	All staff trained and using new scheme of work.	
Forest school developments	New training planned for the next steps.	
Resources for the playground and PE lessons	Active key indicator 2, 3 and 4	
New assessment systems	Indicator 1	
Fine motor resource provision and development	Ongoing development	
Equipment servicing and health and safety	Essential	

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
lunchtime positive play sessions for all children. PE led to work with coach to highlight key children who need additional support to join in or would benefit from more structure. Further meetings half termly to support assessment of all children with coach.	Children will have good access to active lunchtimes. Lunchtime positive play leader x2- to encourage children to get involved, play and use sports equipment collaboratively and correctly. Lunchtime staff to support the structure of the daily timetable of events etc. Half termly meetings with PE lead and coach to discuss.	Key indicator 1	Supporting children's social skills and feeling part of a group. Positive sport role model in the coach with enhanced schedule of activities. Impact to develop children's wellbeing, social interaction and behaviour. Continue to employ sports coach x1 x 5 for lunchtimes. Time for PE lead to observe and met with coach to plan support.	£7500
Daily sensory circuits for children who have poor motor planning and coordination. TA and SEND responsible for planning and additional time to support.	Children who need an additional encouragement or support to access the provision	Key indicator 2	TA supports daily sensory circuits. Training for staff SENCO and CTs to highlight key children who would benefit from 6 weekly blocks daily at the beginning of the day. TA to be employed with additional	£1000
Promote walking and scooting to school to encourage daily exercise. Develop playground resources with use of more	Daily exercise and safer routes to school. A positive start to the day and fresh air is good for wellbeing. Wider choice for all			

physical development and trim trail, introduce new equipment - pirate ship to also develop speech and language skills/ confidence.	A positive start to the day, supporting children to develop their own self-regulation skills.	Key indicator 2	time to set up etc. Take part in the National Walk to school week and month, and promote scooting to school, taking part in Modeshift recording of efforts and activities. PE led to complete Modeshift summaries.	£4000
Development of fine motor resources to build hand eye coordination and improve writing skills.	Writing development and motor control for children who find this more challenging.	Key indicator 3		£300
EYFS development of woodwork station	Motor skills	Key indicator 3	Development of woodwork station in the EYFS, improved resources for fine motor and additional sessions for key children during day.	£2000 £750
Staff CPD and development	Primary generalist teachers.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers more confident to deliver effective PE.	£2000
KS1 competitive sports days in summer term	All children to take part in full range of field sports. Events to be scored and timed.	Key indicator 5: Increased participation in competitive sport.		£500

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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
Being consistent with implementing GS4PE.	From observations that have been taken it is clear that Lesson plans from the scheme are being used and skills are being taught progressively. The PE coach and teachers have made it clear that this has enabled him to feel more confident when delivering lessons as they feel GS4PE has clearly broken down the learning and key skills needed.	To continue into next year. New coach will need induction and training
Supporting sports coach and teachers in using GS4PE planning and assessment.	The sports coach and teachers have reacted incredibly positively to this, he has a folder that is kept in central place in school that has all planning printed off for each year groups and the units that they are taught, in there is the vocabulary pyramids and lesson resources.	Planning review- fit for purpose and cohort
Walk to school week promoted as a school and using the school's private Facebook page and Tapestry to support this.	This has been extremely successful, and it is something that both parents and children have enjoyed taking part in. We have had lots of interaction from parents particularly via the schools closed Facebook page where they have enjoyed sharing how their child has supported this week, and they have uploaded beautiful pictures to support this. It has promoted a dialogue in school not only to show how walking to school can have a positive impact on our own bodies but how this can also have a positive impact on helping look after and take care of our local environment.	Continue and aim for next award
To continue to develop lunchtimes to increase physical activity levels and engagement through the implementation of positive play and activities targeted to specific year groups.	Positive play has really helped to support the behavior of the children in school and make lunch times more structured. We have a minimum of one Sports coach out at lunch time every day and most days there are two coaches. The children are given the extra opportunity to use resources such as bikes and scooters and as these are timetabled in all of the children in school throughout the course of the week are given the opportunity to access this. A large-scale timetable is now in place in the doorway leading out onto the playground so that each year's group now what activities are available to them and on what day.	

School to offer a variety of sports clubs for children to participate in.	This has been extremely successful. It has increased the engagement of SEND and PP children by attending sensory circuits every morning before the school day commences. We have seen that after these sessions children are more prepared for learning as their sensory needs have been actively met. We have also continued to foster a love for physical activity by offering after-school sports clubs such as dodgeball, dance and football. These clubs have received a great response and have proven very popular with the children.																			
Sports premium spending is spent effectively to enhance provision and provide children with the best opportunities for their physical development.	Money has been specifically spent to develop EYFS and Year 1's outdoor areas and that there are sufficient resources in place to help support out children's physical development. We have purchased two new trolleys that are stocked with a variety of resources such as games equipment (to improve team building) to balls and bats to practice aiming and target skills. These are now up and running in both year groups outdoor areas and have been gratefully welcomed by the children.																			
Pupil Voice questionnaire	This was received so well by the children, and they spoke so positively about the current unit of PE that was being taught at the time they were asked. We have also had a very positive response from parents and children saying that they really look forward to PE when it is taught by the Class teacher which is credit to us all.																			
Equipment Audit completed to ensure the scheme can be delivered successfully.	A thorough equipment audit was carried out by the PE lead and sports coach, all equipment needed for lessons is present and is of good quality. Equipment Audit by Unit EYFS <table><tr><th>Introduction to PE Unit 1</th><th>Introduction to PE Unit 2</th><th>Ball skills Unit 1</th><th>Ball skills Unit 2</th><th>Dance Unit 1</th><th>Dance Unit 2</th></tr><tr><td>3 x benches 4 x skipping ropes 1 x tunnel 1 x parachute 12 x hurdles 15 x hoops 20 x base stations 30 x cones 30 x beanbags</td><td>6 x skipping ropes 12 x hoops 24 x base stations 30 x cones 30 x playground balls 40 x beanbags</td><td>15 x hoops 30 x cones 30 x tennis balls 30 x beanbags 30 x playground balls</td><td>2 x cricket wickets 15 x hoops 4 x metal skittles and plastic canes 10 x beanbags 30 x cones 30 x scarfs 30 x tennis balls 30 x playground balls</td><td>30 x hoops 30 x cones 30 x base stations</td><td>30 x base stations 30 x scarfs</td></tr><tr><td>Fundamentals</td><td>Fundamentals</td><td>Games</td><td>Games</td><td>Gymnastics</td><td>Gymnastics</td></tr></table>	Introduction to PE Unit 1	Introduction to PE Unit 2	Ball skills Unit 1	Ball skills Unit 2	Dance Unit 1	Dance Unit 2	3 x benches 4 x skipping ropes 1 x tunnel 1 x parachute 12 x hurdles 15 x hoops 20 x base stations 30 x cones 30 x beanbags	6 x skipping ropes 12 x hoops 24 x base stations 30 x cones 30 x playground balls 40 x beanbags	15 x hoops 30 x cones 30 x tennis balls 30 x beanbags 30 x playground balls	2 x cricket wickets 15 x hoops 4 x metal skittles and plastic canes 10 x beanbags 30 x cones 30 x scarfs 30 x tennis balls 30 x playground balls	30 x hoops 30 x cones 30 x base stations	30 x base stations 30 x scarfs	Fundamentals	Fundamentals	Games	Games	Gymnastics	Gymnastics	
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Signed off by:

Head Teacher:	<i>Donna Edson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Fran Moore</i>
Governor:	<i>Teaching and learning committee</i>
Date:	<i>5.7.24</i>