



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>Actively promote the benefits of a healthy, active lifestyle and purchase equipment to support this through daily physical activity.</p> <p>To work in partnership with 'Grey Cells PE' to increase awareness of the importance of physical activity, provide high-quality sports teaching to all pupils.</p> <p>Ensure all children are aware of and have a good understanding of the importance of a healthy lifestyle, including both regular exercise and a good diet. This is delivered during PE lessons, as well as PSHE lessons.</p> <p>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. To embed a comprehensive scheme of work.</p> <p>Increase participation opportunities for KS1 children through</p>	<p>Children to be engaged in targeted activities, facilitated by trained staff as well as lay leaders, that will encourage a critique play during break and lunchtimes.</p> <p>Children have the opportunity to join in with at least 30 minutes of sport or physical activity every day.</p> <p>To provide the children with a broad range of opportunities to to support children's understanding of the impact of leading a physically active lifestyle</p> <p>Children to be engaged and motivated to be involved in physical activity both inside and outside of school.</p>	<p>Children are timetabled a 2-hour PE lesson weekly to which involved both key sporting skills and teaching upon the importance of leading a physically active lifestyle.</p> <p>Children are provided opportunity in science, PSHE and DT to gain a holistically secure understanding of a variety of variables to lead a healthy active lifestyle.</p> <p>Our PE curriculum has been adapted for the new academic year to ensure that the children are being exposed to a diverse range of sports.</p>

<p>training play leaders in KS2.</p> <p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p>	<p>To provide physical actives at break time and lunchtime that are led by pupils from school.</p> <p>PE coordinator is supported to engage with external partners to develop high quality physical education, school sport and to promote physical activity.</p>	<p>Play leaders have been trained with plans in place to ensure that more play leaders will be trained for the next academic year.</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>Monitor physical activity levels to ensure ALL children, including those who are persistently absent, meet the government guidelines of at least 30 minutes a day for each child in school time.</p>	<p>PE lead</p> <p>Progressive Sports – PE specialist provider employed to support high quality PE in school, including monitoring activity levels of all children.</p>	<p>Key indicator 2 -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.</p>	<p>Ensure that all children are leading a physically active lifestyle.</p> <p>% of children in each year group meeting the expectations in PE at end 2023/2024 was:</p> <ul style="list-style-type: none"> EYFS 75% (18/24) Year 1: 88% (21/24) Year 2: 93% (26/28) Year 3: 81% (21/26) Year 4: 97% (28/29) Year 5: 92% (24/26) Year 6: 84% (27/32) 	<p>Sports Premium Funding 2023-2024: £17,570</p> <p>Funding allocated: Progressive Sports PE: £5,655.50</p>
<p>Purchase additional equipment to enable pupils to be physically active at break times and lunch times.</p>	<p>Break time and lunch time supervisors.</p> <p>PE lead.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupil</p>	<p>Children will have a variety of sports and games available. We will train play leaders from Year 5 and Year 6 to run these events.</p>	<p>Equipment: £1,400</p> <p>CPD for staff by Progressive for lunch and break activities: £1,000</p>
<p>Sporting activity timetables to be created for different areas of the playground to ensure the children</p>	<p>PE lead.</p>	<p>Key indicator 2 -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</p>	<p>Children will have a variety of sports and games available. We will train play leaders from Year 5 and Year 6 to run</p>	<p>PE Leadership time: £361.40</p>

<p>have access to a wide variety of targeted activities.</p> <p>Our school has a targeted approach to improving the wellbeing of all pupils.</p> <p>Support ECTs with their knowledge of the teaching of P.E. To ensure their lessons are of a good standard and they are supported to continue to improve.</p> <p>Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>Further increase opportunities for children to participate in after-school and</p>	<p>All staff at school</p> <p>P.E lead Senior leadership team</p> <p>P.E lead Extra curricular delivery staff (Clubz 4 Kidz and Progressive Sports) Progressive Sports – in-school PE deliverers</p> <p>P.E lead Teaching staff Mike Talbot – Community Advocate</p>	<p>school.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: increased participation in competitive sport.</p>	<p>these events.</p> <p>Children will be explicitly taught about wellbeing and emotions in a variety of subjects. This will allow them to be able to be in control of more feelings and emotions.</p> <p>The impact will be more children will be engaged in high quality physical education delivery. This will be sustainable through working collaboratively and setting a PE curriculum that is adaptive to our cohort of children.</p> <p>Children more confident to participate in competitive events. To make this more sustainable we can network to arrange more</p>	<p>PE Leadership time: £361.40 Staff CPD: £224</p> <p>PE Leadership time: £361.40 Progressive Sports: £3,327.75</p> <p>PE Leadership time: £361.40 Outdoor and Adventurous Visit support: £434 Progressive Sports: £3,327.75</p> <p>PE Leadership time: £361.40</p>
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<i>inter-school events.</i>			<i>inter-trust competitions.</i>	
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<i>CPD for Year 6 class teacher provided by specialist swimming teachers in order to develop their confidence, knowledge and skills of teaching swimming and water safety.</i>	<i>Primary generalist teachers.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	<i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i>	<i>1 teacher undertook CPD by working with specialist swimming teachers during swimming provision: £394</i>
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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>Further increase the opportunities for children to participate in after-school and inter-school events.</p>	<p>Children were able to participate in a variety of sports that were led by teaching staff and PE staff.</p> <p><i>Unfortunately many of the Lichfield sporting activities that we had signed up for were cancelled at short notice this academic year.</i></p> <p>Netball tournament x 5 matches Sports Day (Internal) x 2 Dance Curriculum Performance (Year 4) - x 1</p> <p>Residential: Y3 – School sleepover - Forest School/Physical Activities (1 night/2 days) Y4 – Ingestre - Dance/Performance (2 nights/3days) Y5 – Aberdovey – Outdoor Adventurous Activity (4 nights/5 days) Y6 – France (4 nights/5 days)</p>	<p>For next year, we should continue to diversify the sports offered in after-school clubs.</p> <p>PE Lead will also be working with Mike Talbot (Scotch Orchard Community Advocate) to develop a local annual league and/or inter-sport tournaments for sports such as cricket and netball.</p> <p>PE lead in communication with Erasmus Darwin Academy Sports Coordinator (James Austin) to ensure participation of Year 4, 5 and 6 children in inter-school competitive sports (including football and netball).</p>

<p>Monitor physical activity levels.</p> <p>Our school has a targeted approach for improving children's wellbeing.</p>	<p>We have (for summer term) adapted a PE curriculum to ensure that children are spending more time physically active during PE lessons.</p> <p>Children are able to talk more about how they are feeling and how certain situations may have a positive and negative impact upon wellbeing</p>	<p>For next year, we should continue to embed our PE curriculum to ensure that a diverse range of sports and National Curriculum aims are met.</p> <p>Wellbeing should continue to be a priority across a number of subjects next year, including PE. A whole school scheme (My Happy Mind) has been purchased for three years to support mental health and wellbeing.</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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>87.5%</p>	<p><i>After COVID – we were no longer able to access swimming lessons with our original Swimming provider (due to reduced capacity in the local area, as one pool was decommissioned and this lead to an increased demand). After two years of COVID closures, and therefore reduced access to swimming lessons or facilities for our children, we decided to provide swimming lessons for all Year 6 pupils, to ensure that they had the opportunity to meet the National Curriculum standard in swimming for end of KS2.</i></p> <p><i>As we were not able to book lessons in a swimming pool based in a leisure centre, we sourced a ‘pop-up swimming pool’ provision, and children attended 20 hours of swimming lessons for 1 hour, on a daily basis. This led to children making very rapid progress, so that only 4 of 32 children in Year 6 did not achieve the required standards by the end of this period.</i></p>

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87.5%	<i>We organized a 'pop-up swimming pool' provision for Year 6 pupils (32), and children attended 20 hours of swimming lessons for 1 hour over 20 consecutive days. This led to children making very rapid progress, so that only 4 of 32 children in Year 6 did not achieve the required standards by the end of this provision.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	87.5%	<i>Children attended 20 hours of swimming lessons for 1 hour over 20 consecutive days. This led to children making very rapid progress, so that only 4 of 32 children in Year 6 did not achieve the required standards by the end of this provision.</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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>CPD for Year 6 class teacher provided by specialist swimming teachers (10 minutes during each of 20 sessions) in order to develop teacher's confidence, knowledge and skills of teaching swimming and water safety.</i>

Signed off by:

Head Teacher:	<i>Dr Warrack</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Burns –PE lead</i>
Governor:	<i>Mr John Vickers (Chair of ATLP Board of Trustees)</i>
Date:	<i>31.07.2024</i>