



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.**

Review of last year's spend and key achievements (2023/2024)

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.

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

Activity/Action	Impact	Comments
<p>Key Indicator 1</p> <p>Lunchtime sports sessions provided by Salaam Peace to promote active lunchtimes and increase physical activity within student body.</p> <p>Increased range of PE equipment (Tennis nets and balls) for lessons so that lessons are well resourced for Year 3 and 4.</p> <p>PE lead attained a £250 voucher on completion of online Tennis course. Use to redeem against order of equipment.</p> <p>Specialist sessions led by Salaam Peace on Wednesdays in addition to PE sessions.</p> <p>To ensure less active children are identified and targeted so that barriers are removed to help them get engage more in a healthy life.</p>	<p>Extra sessions with SP increased physical competency alongside confidence, enjoyment, knowledge and understanding.</p> <p>Mini-tennis balls and nets purchased. Pupils able to take part in mini tennis during Pe lessons.</p> <p>Children had specialist coaching at least once every half term.</p> <p>Families targeted for Beezees family health program. Increase in disadvantaged pupils taking up afterschool sports clubs.</p>	

Key Indicator 2

Recruit a leader to raise the standards of PE provision

PE lead to organise a range of intra- school events during summer term, with a focus on fair play and healthy competitive behaviour

Participation in Beezee Bodies healthy lifestyle course for families

Eat them to Defeat them campaign to get children to eat more vegetables

Using a simple wristband that records a student's steps and active minutes, Moki offers a unique new way to engage children in their health and well being. Providing Moki bands starter kit to a class at a time. This will provide an accurate picture of children's physical ability

Through the School Council and House captains, children voice their ideas for skills they want to develop and select the equipment that would be needed to achieve these. Children complete questionnaires on google forms.

Key indicator 3

Leadership session led by Andrew and Erin. Teaching staff to work alongside and learn from specialist coaches to develop confidence, knowledge and skills

PE lead completed CPD online Tennis course

PE leader appointed. As a result, Sports Day was given a bigger profile and resources were more well-managed.

Many families participated in the online Beezee Bodies course and sessions ran in local community.

The whole-school participated in 'Eat Them to Defeat Them' campaign. This resulted in many children eating an increased amount of fruit and vegetables both at school and at home.

The Moki Bands tracked the children's physical activity and raised a lot of awareness and highlighted the significant benefits for health.

<p>Staff survey and questionnaire to help audit staff knowledge and confidence on all aspects of PE</p> <p>- Completed on google forms</p> <p>Key Indicator 4</p> <p>Ensure that there is good coverage of a range of sports and activities through the delivery of the PE programme of study</p> <p>Offer of a range of after school clubs. Liaise with Salaam Peace to discuss what new sports we can offer with our after-school clubs</p> <p>Additional top-up swimming lessons for year 6 pupils in July</p> <p>Year 5 and 6 children volunteer to monitor playground games during break and lunchtimes based on a half term rota.</p> <p>Playground facilities and equipment that children can access at lunchtime.</p> <p>Key Indicator 5</p> <p>KS2 children to compete in a range of Inter-school competitions during summer term with WFSSN school games, with a focus on fair play and healthy competitive behavior Sports include: mini-red tennis, cricket, sitting volleyball, ten pin bowling (SEND).</p>	<p>Tennis course completed and PE lead was credited £250 voucher to spend on additional resources.</p> <p>Staff voice was completed by year groups 4-6 leading to support in topic areas resulting in improved teaching quality.</p> <p>PE planning was updated resulting in a boarder range of activities being taught to pupils.</p> <p>Year 6 children had extra lessons and built upon their swimming skills and techniques. Pupils increased their swimming distances.</p> <p>Table Tennis timetable introduced, large uptake of pupils playing table tennis.</p> <p>Timetable for playground leaders created. More pupils engaging in lunchtime activities.</p> <p>New equipment purchased leading to more active playtimes.</p> <p>Y4 children competed in Intra-school Tennis competition and finished 4th place.</p>	
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<p>Whole-school sports day PE lessons to build in competitive elements, with a focus on positive behavior whether winning or losing.</p>	<p>Participation in sports had a positive impact on many children's self-esteem and overall confidence levels. They showed leadership, teamwork and communication skills, as they interacted with others and faced new challenges. It fostered camaraderie and collaboration by grouping pupils.</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
To provide a range of opportunities for students to engage in physical activity, through lunchtime sports sessions provided by Salaam Peace to promote active lunchtimes and increase physical activity within student body.	Coaches as they will lead the lessons. Pupils as they will take part.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Increased numbers of pupils have taken part in lunchtime physical activity. This will be sustained through the continual investment in lunchtime staff to deliver lunchtime activities.	Key indicator 1 £10,450 £4095 £334 Total: £14,879
To provide children with the opportunity to experience a range of multi-sports once in a half term - sessions led by Salaam Peace in addition to PE lessons.	Coaches as they will lead the lessons. Pupils as they will take part.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Pupils have been exposed to new sports this year including netball, tag rugby and multi sports. To sustain this, sports will be built into the PE curriculum and continued to be offered in clubs.	

<p>To increase quantity and quality of resources for being physically active: Subscription to '5 A Day' to encourage physical activity in the classroom. Use of Moki bands to encourage PA.</p>	<p>Pupils who engage in more physical activity. Teachers and lunchtime staff who lead additional physical activity sessions.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>'5 a day' activities have been used more regularly throughout the year. This has been popular with pupils so will be reinvested in to sustain its use.</p>	
<p>To provide a range of opportunities for students to engage in physical activity, including opportunities for specialist coaching: Less active children and pupil premium children are targeted and invited for free entry to certain clubs.</p>	<p>Coaches who will be delivering the sessions. PP children who will be taking part.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>The uptake of PP pupils in clubs has increased slightly. To sustain this, pp pupils will continue to be targeted and invited to clubs.</p>	
<p>Provide equipment to enable active break and lunchtimes to encourage PA.</p>	<p>Lunchtime staff who ensure equipment is available. Pupils who will be using the equipment.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>The greater range of equipment on offer has engaged more children in PA at lunchtimes.</p>	

<p>To ensure less active children are identified and targeted so that barriers are removed to help them get engaged more in a healthy life: Use of BeeZees program to promote healthy lifestyles with families.</p>	<p>Lunchtime staff who engage with less active children at lunchtime. BeeZees program staff who lead sessions.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>Increased number of families signed up to BeeZees healthy living program.</p>	
<p>Effective leadership of PE: PE lead to organise intra-school events during summer term, with a focus on fair play and healthy competitive behavior.</p>	<p>PE lead School Staff who support sports days Salaam peace staff who support sports day and run intra-school competitions.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Sports days engaged all pupils within the school. Salaam peace have run competitive games during lunchtimes, more children engaging in competitive games across the school.</p>	<p>Key Indicator 2 £180 £1005 £900 Total: £2085</p>
<p>Promote physical wellbeing across the school through the five ways to wellbeing. Invite WFMT to deliver workshops</p>	<p>School wellbeing lead School staff who promote wellbeing. Pupils who develop their understanding of physical wellbeing.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Continued promotion of Five Ways to Wellbeing has ensured pupils are aware of what they can do to support their wellbeing. All pupils revived a bespoke mental health workshop.</p>	
<p>Develop pupil voice mechanisms to engage pupils in PA and SS opportunities.</p>	<p>Pupils School staff Salaam peace staff</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>		

<p>To increase the percentage of children leaving KS2 with the ability to swim 25m and to enable the pupils' to have water safety knowledge.</p>	<p>Pupils who take part in lessons. Swimming coaches who deliver swimming lessons.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Further competitive sport opportunities have improved pupils understanding of sportsmanship and fair play.</p>	
<p>Increase engagement of pupils in school sport competitions.</p>	<p>Pupils who will take part in competitions. Salaam Peace Staff who organize competitions. WFSSN staff who deliver sports competitions.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>More house points are being awarded across the school illustrating pupils understanding of the school values in sport.</p>	
<p>Celebrate achievements in school sports competitions. Sports day celebrations. Weekly house points.</p>	<p>Pupils who earn house points. House captains who run lunchtime sports competitions. School staff who support sports events. Salaam peace staff who support sports events.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>		
<p>To develop staff pedagogy and confidence in teaching PE. PE lead/sports coaches used to help upskill teachers through modeling lessons.</p>	<p>Pupils who take part in lessons. Teaching staff who deliver lessons. Salaam Peace staff who deliver lessons.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>		

<p>To enhance quality of PE Program of study to support high quality teaching and learning in PE.</p> <p>Develop skills and knowledge progression documents linking to the national curriculum and Edinburgh curriculum.</p> <p>Ensure a range of sports and activities through the delivery of the PE program of study. Pupil voice used to help guide changes.</p> <p>Offer of a range of after school clubs to pupils through Liaising with Salaam Peace to discuss what new sports we can offer with our after-school clubs.</p> <p>Input additional budget for top-up swimming lessons</p>	<p>PE lead who will source quality assured PE teaching and learning documents. Pupils who will benefit from quality PE lessons.</p> <p>PE lead who will curate skills and knowledge documents for PE. Teaching staff who will refer to the skills and knowledge documents. Pupils who will engage in PE lessons.</p> <p>PE lead to monitor and adapt PE curriculum. Teachers who deliver Pe curriculum. Pupils who express views on PE and take part in lessons.</p> <p>Coaches Who deliver the sessions. Pupils who take part in the sessions.</p> <p>Coaches who deliver the sessions.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to</p>	<p>Skills and knowledge progression documents completed. Staff engaging with documents so children have received higher quality PE lessons.</p> <p>Children have engaged in a wider variety of sports e.g. introduction of Karate.</p> <p>Lunchtime activities and PE</p>	<p>Key Indicator 3: £3405</p>
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<p>for year 6 pupils in July.</p> <p>Ensure playground and hall provide a stimulating and practical space for children to be active through unstructured play and takepart in PE and sport with suitable</p> <p>House captains to monitor playground games during lunchtimes based on a half term rota.</p> <p>Whole school competitive sports events e.g. sports days, intra school sports events, competitive games in PE.</p> <p>Attend sports events through WFSSN partnership.</p>	<p>Pupils who take part in the sessions.</p> <p>Lunchtime staff Pupils at lunchtimes. Pupils during Pe lessons. Teachers who deliver PE lessons.</p> <p>House captains who will deliver lunchtime activities. Pupils who take part in activities.</p> <p>All pupils to participate in sports days and intra school competitive events. Teachers to support sports days Salaam Peace staff who support sports days.</p> <p>Pupils who attend events Teachers who attend events WFSSN staff who run events</p>	<p>all pupils.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>lessons are well provisioned so pupils have received good quality sessions.</p> <p>A range of activities have been delivered by school house captains which have engaged more children in PA.</p> <p>Sports days delivered to all children who have engaged in competitive events.</p> <p>Dance workshop attended by all children.</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>Key indicator 1</p> <p>To provide a range of opportunities for students to engage in physical activity, through lunchtime sports sessions provided by Salaam Peace to promote active lunchtimes and increase physical activity within student body.</p> <p>To ensure less active children are identified and targeted so that barriers are removed to help them get engage more in a healthy life: Use of BeeZees program to promote healthy lifestyles with families.</p>	<p>Increased numbers of pupils have taken part in lunchtime physical activity. This will be sustained through the continual investment in lunchtime staff to deliver lunchtime activities.</p> <p>Increased number of families signed up to BeeZees healthy living program.</p>	<p>We will continue to work with Beezees and increase presence within school through further sign up opportunities, workshops and assemblies.</p>
<p>Key Indicator 2</p> <p>Promote physical wellbeing across the school through the five ways to wellbeing. Invite WFMT to deliver workshops.</p>	<p>Continued promotion of Five Ways to Wellbeing has ensured pupils are aware of what they can do to support their wellbeing. All pupils revied a bespoke mental health workshop.</p>	
<p>Key Indicator 3</p> <p>Develop skills and knowledge progression documents linking to the national curriculum and Edinburgh curriculum.</p>	<p>Skills and knowledge progression documents completed. Staff engaging with documents so children have received higher quality PE lessons.</p>	

<p>Key Indicator 4</p> <p>Offer of a range of after school clubs to pupils through Liaising with Salaam Peace to discuss what new sports we can offer with our after-school clubs.</p> <p>Key Indicator 5</p> <p>Attend sports events through WFSSN partnership.</p>	<p>More children have engaged in a wider variety of sports e.g. introduction of Karate.</p> <p>Dance workshop attended by all children.</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?	39%	39% - We offered two two-week intensive blocks during the year. Although progress was seen by lots of pupils some children are unable to regularly attend swimming lessons outside of school hours due to the cost of living crisis so many were starting from a lower level.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	39%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>39%</p>	<p>Use this text box to give further context behind the percentage.</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>No</p>	<p>Swimming Lessons are provided by external coaches at the local leisure center.</p>

Signed off by:

Head Teacher:	Faye Rider
Subject Leader or the individual responsible for the Primary PE and sport premium:	Andrew Cherry – Assistant Headteacher