



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
Children acting as Sports Champions and taking an active part in applying for the Gold Sports mark	The school achieved the Gold Sports Mark, as the children co-led activities and challenges with sports coaches allowing them to model to their peers how to use the equipment. They were also able to support those children who were less confident in using the equipment.	This will continue into this academic year so that more children are trained to be leaders.

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>Continue with lunchtime sports challenges and activities so that more children are engaged in physical activities and understand healthy lifestyle choices.</p> <p>Pupils will participate in the Bikeability scheme.</p> <p>Children are encouraged to walk to and from school to support their daily physical activity.</p>	<p>Sports coaches and teaching assistants who will lead the activities every lunchtime.</p> <p>Play leaders – they will support the sports coaches to deliver activities.</p> <p>Pupils – they will take part.</p> <p>Bexley council – leading the Bikeability scheme.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</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>Pupils will develop a positive attitude to health and fitness.</p> <p>Play and lunchtimes will provide increased access to structured physical activities in school.</p> <p>Play leaders will be trained and become models for their peers and be responsible for organizing equipment for playtimes.</p> <p>More children meet their daily physical activity goal.</p>	<p>£3,000 to update the play equipment for use at lunchtime and during PE.</p>

<p>To improve the social skills and wellbeing of all children through the provision of a broadened range of physical education and activities.</p>	<p>Pupils – they will take part.</p> <p>TAs – provide sensory circuits activities for identified children.</p> <p>Sports coaches - will lead and deliver activities.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity.</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 5: Increased participation in competitive sport.</p>	<p>Improvement in the behaviour of identified children following targeted activity.</p> <p>Children’s increased ability to self-assess and set personal targets based on their performance.</p> <p>Development of positive attitudes towards health and fitness.</p> <p>Pupils will have increased standards of attainment against Key Stage targets including in swimming and water safety with an increase in the % of pupils meeting this target at the end of KS2.</p> <p>Sports activities pupils participate outside of school are celebrated in school.</p>	<p>£500 – TA sensory circuit training.</p>
<p>Provide staff CPD to enhance staff competence.</p> <p>PE lead to develop</p>	<p>PE lead – they will write action plan, monitor teaching and learning of PE.</p> <p>Sports coaches/PE leader will</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff including ECTs will have increased confidence to plan, teach, review and assess PE using PE passport tool.</p>	<p>£3,000 – release cover for teachers/P E leader to observe lessons.</p>

<p>action plan and access CPD training opportunities to improve subject knowledge.</p> <p>PE lead and DHT Curriculum to carry out learning walks to evaluate teaching of PE.</p>	<p>attend relevant CPD events organized by Bexley.</p> <p>Teaching staff will have opportunities to observe and team teach PE with the sports coaches.</p> <p>Pupils – will enjoy high quality lessons.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>PE leader will work with staff to map out short- and medium-term plans. Teachers will encourage pupils to participate in sports activities inside and outside of school.</p> <p>Pupils will participate in quality teaching and learning opportunities leading to better outcomes for all pupils.</p>	<p>£15,000– teachers to undertake CPD.</p>
<p>After school clubs are available to develop both physical and mental health.</p> <p>Increased opportunities for competitive activities.</p>	<p>Pupils – they will participate.</p> <p>Sports coaches – they will lead the clubs.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Intra competitions to be promoted.</p> <p>Children will take part in a range of competitive sports.</p> <p>After school club leaders to identify agencies to deliver a range of other sporting activities.</p>	<p>£500</p>

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
Children acting as Sports Champions and taking an active part in applying for the Gold Sports mark.	Children have been trained as play leaders and have had additional external training via All Kids Can.	The school has again been awarded the Gold Sports Mark.
Continue with lunchtime sports challenges and activities so that more children are engaged in physical activities and understand healthy lifestyle choices.	Increased spending has allowed us to purchase equipment for play times allowing children to utilise the skills taught in lessons.	Children are choosing to be more active in unstructured times. An example is badminton allowing children to try a sport not on the curriculum
Pupils will participate in the Bikeability scheme. Children are encouraged to walk to and from school to support their daily physical activity.	45 children participated in Bikeability	Children completed the scheme and this will be implemented again next year,
After school clubs are available to develop both physical and mental health.	After school clubs have been targeted at disadvantaged pupils allowing those pupils to have a space before other children are picked. These children have also been supported to attend holiday clubs run by our staff. Play leaders are used.	Children attending after school clubs have been able to participate in sports not offered in the usual curriculum. We have incorporated a variety of sports and physical activities to cater to different interests and skill levels. Thorough assessment of the children via PE passport has allowed us to set individual goals based on students' abilities and interests to motivate them and track their progress. We have provided ongoing professional development opportunities for our teachers to learn new

<p>To improve the social skills and wellbeing of all children through the provision of a broadened range of physical education and activities.</p> <p>Increased opportunities for competitive activities.</p> <p>Provide staff CPD to enhance staff competence.</p>	<p>Training has been provided for all teaching assistants to ensure they can deliver sensory circuits. In addition, adaptive equipment has been purchased so that all children despite their needs can participate.</p> <p>There has been extensive training for support staff which has resulted in children learning how to play more playground games.</p> <p>Teachers have worked alongside sports coaches</p>	<p>techniques and stay updated on best practices. This has allowed precision teaching to the children.</p> <p>Children are enjoying the physical activities and this is allowing them to go back into class in a more relaxed manner. They understand the importance of physical exercise for mental health.</p> <p>Children are sharing their participation in after school activities and 68 children received an award from Children's University in recognition of this. Children also bring certificates, awards ,medals to school to share. PE passport identifies that there has been an increase in extra curricular activities.</p> <p>Children are now both developing those games and teaching them to their peers.</p> <p>Teachers are more confident leading PE lessons.</p>
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	<p>increasing their knowledge of planning, teaching and assessment using the PE passport.</p> <p>Staff with sporting interests outside of school have also led training in school.</p>	<p>This had led to an early morning running club and tag rugby for girls.</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?	42%	In our school, children have two full terms of swimming in year 3. Year 6 have one term. Due to covid this cohort of children did not have lessons in year 3. The results shown are representative of those children who have had lessons outside of school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	26%	As above

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	10%	
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?	Yes/No	No. There was no availability at a local pool for additional lessons.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	No. Lessons are taught by pool instructors.

Signed off by:

Head Teacher:	<i>Dora Indresano</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ernesta Redwood Sawyerr</i>
Governor:	<i>Christopher Price</i>
Date:	11.12.23