



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.

Whatfield CEVC Primary School - 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
Employ PE lead to develop the subject.	Staff continue to teach PE and are becoming more confident in areas of the curriculum due to staff training, support and planning specific to their class.	
Promote healthy lifestyles.	Children often choose to be active in free time. Forest school is a positive experience and developments made to school site to allow access to wooded areas at lunchtimes. Still aim for more children to participate in positive play. Bikeability well attended as are after school clubs.	
Maintain competitive opportunities for all children.	All KS2 students represent Whatfield at least once in the year. SEND students attended panathlon events and virtual events gave extra competitive opportunities.	

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>To promote healthy lifestyles and regular exercise within pupil's daily lives.</p> <p>Space and organisation for outdoor/field clothing that can get muddy. Enables all year round play on the field.</p> <p>Use charity and fundraising events as an opportunity for adding more physical activity. Children in need etc.</p> <p>Bikeability course for KS2.</p> <p>Attendance at the farm and country fair.</p>	<p>Support from mid-day supervisors and staff on duty.</p> <p>All children to have more opportunities to be active.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - 60 active minutes.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>Clothing/footwear storage.</p> <p>Lunchtime equipment.</p> <p>Bikeability course.</p>

<p>To facilitate high quality National Curriculum lessons.</p> <p>Confidence of staff teaching PE to increase through professional development opportunities</p> <p>Develop teamwork skills in key stage 2 through the integration of team tasks and challenges in PE lessons. One unit of work devoted to this, but activities that work well to be added into other units as appropriate.</p>	<p>All children, teaching staff and those who support PE lessons.</p>	<p>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Use the integration of teamwork tasks as a case study for Platinum school games mark.</p>	<p><i>PE lead continues to develop new schemes of work that meet the demands of class size/mix/equipment and space available for lessons.</i></p> <p><i>Work with external coaches when opportunities fit our cohort</i></p> <p><i>Implement the motor skills programme developed in Switzerland in phases. At least 2 units of motor skills for each KS1 class and support via videos online and PE lead for staff delivery.</i></p> <p><i>Aim of teamwork tasks is to enable teachers to successfully incorporate competitive elements into PE lessons and to improve play during lunchtimes. Currently students struggle when they lose or feel there is a mis-justice in games.</i></p>	<p><i>Course and/or supply cover.</i></p> <p><i>Physical literacy course with follow up time to implement strategies into school.</i></p> <p><i>Registration with Motor skills programme for at least 3 months.</i></p> <p><i>Budget for equipment such as swim noodles to assist with the delivery of motor skills.</i></p> <p><i>PE lead time to work alongside class teacher.</i></p> <p><i>PE lead time to observe PE lessons and/or have time to discuss PE with staff.</i></p>
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<p>School grounds and equipment maintained and improved as part of an ongoing development.</p> <p>Maintain means of transport to and from festivals and tournaments.</p> <p>A high standard and range of PE and Sports equipment to be available for use in school to deliver a challenging and varied PE curriculum</p>	<p>All children and staff benefit from the use of safe equipment.</p> <p>Continuous development of the site helps to inspire the children to play in an active way.</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>Key indicator 5 - Increased participation in competitive sport.</p>	<p><i>Students involved in the ongoing development of the school grounds. This ensures that the process continues as it is part of the normal discussions.</i></p> <p><i>Being able to attend School games and HHS pyramid fixtures allows students to participate and compete at variety of sports.</i></p>	<p><i>Equipment serviced annually.</i></p> <p><i>Minibus serviced annually.</i></p> <p><i>New equipment ordered to meet the demands of the ever-evolving curriculum.</i></p>
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<p>Participation by all pupils, including those who are less active, girls, SEND students and pupil premium.</p> <p>Maintain competitive opportunities for pupils both inter and intra school. Combine with Bildeston Primary School for team events requiring larger numbers.</p> <p>Offer opportunities for gifted and talented pupils to participate in competitions.</p> <p>Continue to provide a sporting activity at after school club.</p>	<p>All students</p>	<p>Key indicator 2 - The engagement of all pupils in regular physical activity.</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>Panathlon events entered via school games. Sailing opportunities to be taken up.</p> <p>Focused swimming catch up group set up to increase overall percentage of swimmers.</p> <p>Build intra school events into the Autumn and Spring terms. Increase the profile of the house system with more events and celebrations.</p>	<p><i>Cost for some extra panathlon events.</i></p> <p><i>Staff swimming teaching update courses.</i></p> <p><i>Extra swimming lessons for catch up group.</i></p> <p><i>Coaches for after school clubs if necessary.</i></p>
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<p>To provide outdoor learning opportunities and adventurous activities.</p> <p>KS1 to continue with forest schools.</p>	<p><i>All children</i></p>	<p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>Units of work increasing with the aim for 2 at LKS2 and 2 at UKS2. Orienteering resources continue to be developed and looking to put permanent markings around school to ease the set up for teaching this.</i></p>	<p><i>Orienteering resources.</i></p> <p><i>Staff to lead forest schools</i></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
Organisation for outdoor play.	The children are always occupied at lunchtime. They use the field in most weathers as extra storage for shoes and wellies is now available. The new mud kitchen is in constant use and outdoor early years area is usable in all weathers now too.	We need to continue developing outdoor education on the site. Motor skills ideas to be incorporated in some KS2 lessons.
Curriculum development at KS1 and teamwork strategies at KS2.	Engagement is high in KS1 PE. Non sport-specific games are used and well received. Working with others was a gradual development at KS2 but lots of positive play was observed in the summer term.	Football coach offered 10 weeks of coaching and is going to work with the whole school in the Autumn term.

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?	67% 4/6	<i>One child has cognitive learning difficulties, is a looked after child and only joined us in year 6. Another child in the class has had a lot of lessons but has always struggled to swim. This is despite our TA being a fully qualified swim teacher, able to offer extra advice and help within lessons.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50% 3/6	<i>Two children mentioned above plus another who is autistic and no longer in main stream education found the complications of different strokes too much to overcome.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	33% 2/6	<i>Four children were unable to achieved self-rescue despite attending lessons and being supported by the school and qualified staff.</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?	Yes	Three children were late to join the school. Three children swam in years 3 and 4 weekly for a whole term. Five children had top up lessons for a term in year 6.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Our TA is still a fully qualified and practicing swimming instructor.

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	