



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.

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><i>Sports and well-being planning reviewed yearly and further links made with other curriculum areas.</i></p> <p><i>Monitor provision for SEND learning and rapidly adapt where necessary.</i></p> <p><i>Update equipment training-update for all staff and full training for new staff/ECTs.</i></p> <p><i>Monitoring and training schedule to be put in place to ring fence designated leadership and CPD</i></p>	<p><i>Subject lead, teaching staff, curriculum lead, pupils</i></p> <p><i>SENDCo, Subject lead, teaching staff, support staff, pupils</i></p> <p><i>All staff, sports coach, pupils</i></p> <p><i>Subject lead, teaching staff, curriculum lead, pupils</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>Staff confidently adapt medium term planning and weekly planning to meet the needs of all learners. This will need to be repeated and embedded due to new staffing.</i></p> <p><i>Learners progress through the curriculum skills map and gaps are identified in year groups. All pupils will start the year focused on Fundamental Movement Skills as these gaps have not been successfully addressed.</i></p> <p><i>Assessment sometimes feeds into planning but now must have much</i></p>	<p><i>£12,480 Sports Coach to train ECTs, new staff and those highlighted as needing support in staff audit.</i></p>

<p><i>time.</i></p> <p><i>Continue to share and monitor high quality provision specifically for when the playground is out of use.</i></p>	<p><i>Subject lead, teaching staff, sports coaches and mentors, curriculum lead, pupils</i></p>		<p><i>greater impact on teaching and learners. Pupils will know what they are able to do, what they are working on and what they will need to do next.</i></p> <p><i>Learners overall progress has improved.</i></p> <p><i>Staff are able to confidently use the sports apparatus. Some learners climbing, balance and co-ordination has improved. Learners have the opportunity to take 'safe risks' during lessons. New staff to be trained.</i></p> <p><i>Children receive 2 hours allocation for PE regardless of space available or weather. Continue to monitor this and further</i></p>	
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<p>Update school games heat map to identify current practice and increase opportunities accordingly.</p> <p>Sports and Well-being co-ordinator released to attend a wider range of school games and active school training/updates.</p> <p>Monitoring and training schedule to be put in place to ringfence designated leadership and CPD time.</p> <p>Monitor Active 30 and use up to date research to further improve practice.</p>	<p>Pupils, teaching staff, sports mentors/coaches</p> <p>Subject lead, staff, pupils, SGO</p> <p>Subject lead, staff, pupils</p> <p>Subject lead, staff, pupils</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><i>improve access.</i></p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities including specific groups (least active, girls, pupils with a SEND) as identified on Active 60 Action Plan.</p> <p>Continually improving opportunities for children to be physically active through the school day leading to improved health, fitness, behaviour, concentration and physical literacy.</p> <p>All staff, including new staff are confident in the knowledge of Active 30/60 and are able to meet the target</p>	<p>£5070 Lunch time and after school clubs with a wide range of sports.</p> <p>£361.40 playground equipment for each playground zone.</p>
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<p><i>Sports and well-being updates highlighted on school newsletter at least termly.</i></p> <p><i>Huts in the playground demolished to create more space.</i></p> <p><i>Playground to have designated areas for a range of sport and physical activities.</i></p>	<p><i>All stakeholders, Subject lead, staff, pupils</i></p> <p><i>Pupils, teaching staff, sports coaches, lunch time supervisors</i></p> <p><i>Pupils, teaching staff, sports coaches, lunch time supervisors</i></p>		<p><i>of active minutes through a range of strategies.</i></p> <p><i>Active 30 is embedded in practice with consistent use of online resources to support.</i></p> <p><i>Children have access to a wider range of physical activities.</i></p>	
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<p><i>Additional parent workshops timetabled and led by teaching staff and subject lead.</i></p> <p><i>Sports and wellbeing planning reviewed yearly and further links made with other curriculum areas.</i></p> <p><i>Huts demolished in playground creating more space for physical activity.</i></p> <p><i>PE timetable supports staff CPD through use of coaches across all staff.</i></p> <p><i>Maintain Gold School Games Mark for the next two years with a view to applying for platinum.</i></p>	<p><i>Parents/carers, subject lead, teaching staff, pupils.</i></p> <p><i>Subject leads, curriculum lead, teaching staff, sports coaches/mentors, pupils</i></p> <p><i>Subject lead, teaching staff, support staff, lunch time supervisors, sports coach, sports mentor, pupils</i></p> <p><i>Subject lead, teaching staff, support staff, lunch time supervisors, sports coach, sports mentor, pupils</i></p> <p><i>All stakeholders, staff, pupils</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school and used as a tool for whole school improvement.</i></p>	<p><i>Parent voice demonstrated that parents/carers enjoyed workshops and some are engaged with the whole school focus on sport and well-being. We will continue with workshops and signpost additional sporting and fitness activities inside and outside of school.</i></p> <p><i>PE lessons planned with PSHE targets or schools games targets to develop physical literacy.</i></p> <p><i>Children know about a range of important sporting events and sporting role models that have shown resilience, confidence, hard work and determination both in sport and when fighting for equality.</i></p>	<p><i>See KPI 1&2</i></p>
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<p><i>Additional physical literacy training and links made to other curriculum areas such as, PSHE, My Happy Mind, Science, Geography and History.</i></p> <p><i>Continue to offer a wide range of sports and activities.</i></p> <p><i>Purchase equipment so that staff that have been</i></p>	<p><i>Subject leads, curriculum lead, teaching staff, sports coaches/mentors, pupils</i></p> <p><i>Subject lead, teaching staff, support staff, lunch time supervisors, sports coach, sports mentor, pupils</i></p>	<p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Learners understand the benefits of a healthy lifestyle and enjoy increased opportunities to participate.</i></p> <p><i>Learners are able to talk about sport, mental health and life skills with particular reference to the School Games Values.</i></p> <p><i>Fitness levels continue to rise.</i></p> <p><i>All of the above must be introduced quickly to new staff and embedded across all year groups.</i></p> <p><i>Learners skills and knowledge have improved in archery, axe throwing, laser tag, dance, fencing, zorbing, dodgeball, football and</i></p>	<p><i>£176.40 for transport to competitions</i></p> <p><i>See KPI 1 for sports clubs.</i></p>
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<p><i>trained by coaches can deliver a wider range of sports and activities.</i></p> <p><i>Train a new Sports Crew to lead appropriate activities over break time and lunch.</i></p> <p><i>Huts demolished to create more space for physical activities.</i></p> <p><i>Attend a range of inter and intra school sporting competitions.</i></p>			<p><i>basketball.</i></p> <p><i>Clubs and competitions offered free for Looked After Children to ensure high levels of inclusivity and a higher uptake in both physical activities and competitive sport. – key groups have been identified and school is working with School Games Organiser to develop further opportunities.</i></p> <p><i>All children have taken part in competitive sport events, building on skills and resilience.</i></p> <p><i>Children have the skills and knowledge to participate in a wider range of sporting competitions.</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
<p>St Mary's has met the Games Gold criteria for the third year in a row.</p>	<p><i>Achieving a Gold School Games Mark can have a substantial positive impact on primary school pupils in several ways. The School Games Mark is a government-led awards scheme that rewards schools for their commitment to the development of competition across their school and into the community. Attaining the Gold level, reflects a school's exceptional dedication to promoting physical activity, sports, and a healthy lifestyle among students. This includes-</i></p> <p>1. Increased Participation and Engagement</p> <ul style="list-style-type: none"> • Higher Levels of Physical Activity: Schools with a Gold Mark provide ample opportunities for students to participate in a wide range of sports and physical activities. This increases overall student engagement in physical activity, helping to instill lifelong habits of fitness and health. • Inclusive Opportunities: The emphasis on inclusivity ensures that all students, regardless of ability or background, have the opportunity to participate in sports, leading to a more active and engaged student body. <p>2. Skill Development</p> <ul style="list-style-type: none"> • Physical Skills: Regular participation in sports helps pupils develop essential motor skills, coordination, and overall physical literacy, which are crucial during primary 	

school years.

- **Social Skills:** Team sports and group activities foster cooperation, teamwork, communication, and leadership skills, which are valuable both on and off the field.

3. Improved Wellbeing and Mental Health

- **Mental Health Benefits:** Physical activity is linked to improved mood, reduced anxiety, and lower levels of depression. The sense of achievement from participating in sports can also boost self-esteem and confidence.
- **Stress Relief:** Engaging in physical activities provides an outlet for stress and helps children manage their emotions better, contributing to overall mental wellbeing.

4. Academic Benefits

- **Cognitive Development:** Physical activity has been shown to enhance cognitive functions such as concentration, memory, and classroom behavior. This can translate to better academic performance.
- **Time Management:** Involvement in sports requires students to balance their time effectively, a skill that benefits academic pursuits and other aspects of life.

5. Community and School Culture

- **School Pride:** Achieving a Gold Mark enhances school pride and spirit, creating a positive and supportive environment. It can foster a sense of belonging and community among students, staff, and parents.
- **Role Models:** Older students often take on leadership roles in organizing and leading activities, serving as positive role models for younger pupils. This can inspire a culture of

<p>Continued involvement with Birmingham Royal Ballet.</p>	<p><i>leadership and responsibility.</i></p> <p>6. Long-term Impact</p> <ul style="list-style-type: none"> • Lifelong Participation in Sports: <i>By fostering a love for sports and physical activity at an early age, students are more likely to continue participating in sports throughout their lives, contributing to long-term health and wellbeing.</i> <p><i>22 pupils were selected from Year 1 and 2 to take part in the next stage of the fast track process.</i></p> <p><i>2 pupils have continued in the program into upper KS2.</i></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?	TBC%	<i>We are struggling to get pool space due to our local pool closing its larger pool so we have only had use of the small pool. We have had to limit the number of pupils attending swimming lessons during one term which means learners have all had less pool time over the year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	TBC%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	TBC%	

<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/No</p>	<p>Very little availability at local pool and no transport, alongside very high transport costs for previous lessons.</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>Yes/No</p>	

Signed off by:

Head Teacher:	<i>Jo Booker</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rebecca Freeman- Curriculum Lead</i>
Governor:	<i>TBC</i>
Date:	30.07.2024