



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
All pupils receive at least 2 hours of high quality teaching of PE and physical activity a week.	<ul style="list-style-type: none">Continued employment of PE Apprentice 1 day per weekPE activities brought into playtimes to extend tennis, football, netball and basketball. Cricket and rugby.Activities organised by PE Apprentice and staff to create indoor competitions and development of skills taught.After school activities to further develop the interest for children. These include football, badminton multisport and netball.Young leaders (all Year 6) are trained and lead lunchtime sports club outside for KS1 and Foundation stage.	<p>Continue to employ the Sports Apprentice and develop extended opportunities for sports interest.</p> <p>Continue links with Stanborough to provide a range of sporting activities to support PE teaching.</p> <p>Young Leaders to continue in Autumn Term 23 to develop sports activities during Lunchtime.</p>

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<p>Additional achievements:</p> <p>Pupils will have a good knowledge and understanding of the link between daily physical activity and positive mental health</p>	<ul style="list-style-type: none"> • Through PSHE lessons which link physical activity to positive mental health (Physical Literacy) • Through daily experience of physical activity eg daily mile, active playtimes (Sports Leaders) • Through external providers supporting the knowledge and message of physical exercise linked to health assemblies to link spiritual, mental and physical health wherever possible • Mindfulness activities such as yoga practiced in our 'feel good week' • Yoga club taking part in Autumn term and Spring term. • Class 1 taking part in yoga sessions with Class teacher as part of relaxation and calming strategies • KS2 took part in 6 'wellbeing' session. 	
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<p>PE coordinator attend course run by PESSPA to discuss bronze award.</p>	<ul style="list-style-type: none"> • Visit to Badminton competition was completed by pupils in KS2 • Yoga classes were offered to all pupils as an after school activity • Continued links with School Sports Partnership for KS2 to take part in activities. 	
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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
Introduce Smartmoves at lunchtime	Staff need to understand Smartmoves – Support staff and EC attended training. Lunch times the equipment and book to be used to target small groups or individuals to build gross motor skills	To gauge children's interest in physical activity and ways of progressing their gross motor skills. SEND children to be introduced to activities at lunchtime to help with coordination. Young leaders and EC to lead groups of children at lunchtime.	More children to develop good gross motor skills within the school including raising achievement in this area in the Reception class (ELGs PD.)	
Football Futures to teach PE across the school	Staff to observe specialist teaching of PE. Children have a range of sports taught to them that they can then develop during break and lunchtimes.	Broader experience of a range of sports and activities offered to all pupils.	Staff confident to deliver a wider range of PE games and related skills. Inclusion evident in PE lessons.	

Continue to develop playground sports and games	Staff to share with children principles of new games that are introduced.	Increased confidence, knowledge, and skills of all staff for break and lunchtimes.	Children will have knowledge of a range of sports they can complete during times on playground. This will broaden their ideas of sports they can try. Children able to independently resource and lead a range of activities.	
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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
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Forest School – created in our outside area to enable children to participate in orienteering activities.	Children had the opportunity to take part in group activities and working together. Children had the chance to take on outdoor learning activities and working together in teams.	Further develop Forest school 2024-2025 to include den making, orienteering.
Stanborough and Knightsfield School – PE partnership	<p>Jo Moxham has come to the school to give group PE sessions across the school.</p> <p>Class 2 – Knightsfield Young Leaders came in to teach PE</p> <p>Class 3 – Archery, Multisports at Stanborough school</p> <p>Class 4 – Netball tournament, Rugby tournament and fun run at Stanborough school.</p> <p>Dance Festival for Class 4</p>	Class 1 to ask Jo Moxham or Matt at Knightsfield to come and complete a PE session.

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?	80%	This group of children did not have school swimming lessons for one of the two years that we provide lessons due to Covid. Three of the fifteen children have physical and motor skills needs.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	See above challenges.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	33%	Achieved through lessons outside of school provision.
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?	No	Our swimming lessons are provided by qualified swimming instructors at Harpenden Leisure Centre.

Signed off by:

Head Teacher:	<i>Michelle Boylan</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emma Ching</i> PE subject lead
Governor:	<i>Carrie Shannon</i>
Date:	July 2024