



# 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
<i>The Heights Academy is a new school opening in September 2023</i>	<i>To be completed in 2024/25</i>	-

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

<b>Action – what are you planning to do</b>	<b>Who does this action impact?</b>	<b>Key indicator to meet</b>	<b>Impacts and how sustainability will be achieved?</b>	<b>Cost linked to the action</b>
<p>To engage all pupils in daily physical activity with a particular focus on the less active.</p>	<p>Active lunchtimes with the playground divided into zones where pupils can take part in physical activities.</p> <p>Purchased resources to support an increase in physical activity at. Scooters, outdoor play equipment</p> <p>Outdoor equipment purchased for the playground including space hoppers, skipping ropes, footballs, basketballs.</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils’ engage in physical activities on a daily basis at playtimes and lunchtimes.</p>	<p>£475</p> <p>£760</p> <p>£350</p>

<p><i>Improve the effectiveness and confidence of staff to teach physical education, particularly early career teachers.</i></p>	<p><i>PE leader to identify which parts of physical education curriculum teachers find harder to teach and arrange for CPD.</i></p> <p><i>All staff to receive support from specialist coaches.</i></p> <p><i>PE leader to approach external organisations (AVFC and Warwickshire Cricket Club) to support staff with teacher subject knowledge.</i></p> <p><i>Implement coaches focusing on inclusion from Warwickshire Cricket Club</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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 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.</i></p>	<p><i>Monitoring of teaching and staff questionnaires show improved expertise.</i></p> <p><i>Staff have improved teaching expertise in teaching cricket, pupils are more skilled at playing cricket. Pupils experience and enjoy taking part in a range of sports including those they are not familiar with including those who are disadvantaged or not engaged due to special educational need.</i></p>	
<p><i>Provide pupils, including disadvantaged the opportunities to participate in a wide range of school sports clubs run by specialist coaches.</i></p>	<p><i>Subject leader audits and purchases new resources.</i></p> <p><i>PE leader to ensure school teams participate in local tournaments and involve a wide range of pupils.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Resources are available for use to support teaching and ensure participation</i></p> <p><i>Pupils take part in and enjoy events against other schools.</i></p>	<p>£1000</p>

<p><i>Ensure resources support teaching and participation.</i></p>	<p><i>Organisation of competitive fixtures to ensure all pupils enjoy competitive sport.</i></p> <p><i>PE Hub subscription</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>In some units, pupils effectively apply skills learnt from the curriculum in competitive activities.</i></p> <p><i>Staff to be supported with high level lesson plans to adapt to their pupils needs.</i></p>	<p>£425</p>
<p><i>All pupils participate in and enjoy competitive sport either during intra-school events and events against other schools.</i></p>	<p><i>PE leader to identify opportunities within the physical education curriculum for competitive activities.</i></p> <p><i>PE leader to work with lunchtime supervisors to deliver competitive activities at lunchtimes.</i></p> <p><i>PE leader to purchase resources to ensure a broad range of physical activities and sport are available to pupils.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Pupils participate in lunchtime competitive sports.</i></p>	<p>£300</p>

<p>Ensure resources are available to promote a broad range of physical activities and sport. Pupils in years 5 and 6 take part in Bikeability and Scootability during the summer term.</p> <p>To provide children with a range of sporting opportunities using the appropriate equipment for their age/ need.</p>	<p>PE leader to take facilitate the Bikeability and scootability programme for pupils in years 4 and 5.</p> <p>PE resources such as goals used on MUGA, nets, basketball posts, playground equipment and balls to be purchased for use of children.</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>Targeted pupils develop confidence and skills to cycle safely</p> <p>Children to participate in a variety of sports.</p> <p>Outdoor scooters purchased to promote sustainability of physical activity enjoyment.</p> <p>Football goals and portable basketball nets/ static basket ball nets on outdoor walls by MUGA.</p>	<p>£380</p> <p>£1489</p> <p>£155</p>
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<p><i>Sensory circuits in the main hall each morning</i></p>	<p><i>Children in KS2 will access this at the beginning of school.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Children are offered a sensory circuit at the beginning of each day to support with regulation after their journey to school.</i></p> <p><i>This circuit forms part of their sensory diet offered at The Heights.</i></p>	<p><i>£1200</i></p>
<p><i>Children in Years 3,4,5 and 6 have taken part in swimming lessons at their local pool.</i></p>	<p><i>Children have been provided with the opportunity to swim in a calm swimming environment with teachers adapting lessons to suit their needs as stated in their EHCP.</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Children in Years 3,4, 5 and 6 will be able to continue their lessons next academic year and build on skills they have already learned.</i></p> <p><i>Top up lessons to be offered.</i></p>	<p><i>£1320</i></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
<p><i>To engage all pupils in daily physical activity with a particular focus on the less active.</i></p> <p><i>To provide a wide range of sporting opportunities using a variety of sports equipment purchased.</i></p>	<p><i>Children have engaged in variety of sporting opportunities in PE and through extra-curricular clubs.</i></p> <p><i>The equipment has allowed us to teach a varied PE curriculum with equipment used to support and differentiate the needs of our pupils.</i></p>	<p><i>Our curriculum will develop further with our partnership with PE Hub and lunchtime club offers.</i></p> <p><i>Next year we will be looking to increase our competitive sports fixtures and activities.</i></p>
<p><i>To take part in school sports matches using our new football kit and goals.</i></p>	<p><i>Children have been given the opportunity to play competitive sport against each other and other schools.</i></p>	<p><i>This football kit will be used by all children in the school.</i></p>
<p><i>Swimming for pupils in KS2</i></p>	<p><i>Pupils have taken part in swimming lessons at the local swimming pool.</i></p>	<p><i>Children were given the opportunity to take in part in swimming lessons and enjoyed their time learning a life skill.</i></p>

## 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?	0%	<i>Due to their sensory needs, children have struggled to access the local swimming pools due to sensory overload.</i>  <i>One child has shown that they are capable off proficiently swimming up to 10 metres</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	<i>Children have struggled to access the local swimming pool during lessons and free time due to pool temperature and SEND needs.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p><i>Children are all at the beginning of swimming and require flotational devices to support their progress.</i></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>No</p>	<p>We have not accessed this yet as all children in Year 6 have found the swimming pool environment difficult to access.</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>This will be an action for the future.</p>

Signed off by:

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