



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 (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Engagement in Daily Physical Activity:	○ Implemented targeted initiatives for less active pupils. ○ Organised structured active lunchtimes with divided zones for different activities.	<i>The initiatives aimed at less active pupils have significantly elevated student participation in daily physical activities, fostering a more active school environment.</i>
• Equipment Purchase:	<i>Increased Student Engagement: A higher percentage of pupils are now actively participating in physical activities during school hours. Enhanced enthusiasm for PE and sports among all students.</i>	<i>The purchase of new equipment has broadened the range of sports available, encouraging students to explore different physical activities and develop new interests.</i>
• CPD for Staff:	<i>Enhanced Teaching Confidence: Positive feedback from teachers indicating improved confidence and skills in PE teaching.</i>	<i>The professional development sessions for staff have resulted in enhanced teaching confidence, equipping educators with innovative strategies to engage students in PE effectively.</i>

Swimming Lessons:	<i>Staff report feeling better equipped to engage students in varied sporting activities.</i> <i>Pupils exposed to a wider range of sporting opportunities than before, fostering a love for different activities.</i> <i>Increased participation in swimming, ultimately meeting curriculum requirements for water safety and skill proficiency.</i>	<i>Access to tailored swimming lessons has led to improved participation among students, ensuring that crucial water safety skills are being taught in line with curriculum requirements.</i> <i>Organising competitive sports matches has strengthened peer relationships and contributed to a positive school spirit, fostering a sense of community and teamwork among</i> -
Competitive Sports Matches:	<i>Enhanced peer relationships and teamwork through participation in competitive matches.</i> <i>Positive school spirit during events, contributing to a strong sense of community.</i>	

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
Purchase of specialist Sports Equipment (e.g., tennis balls, basketball hoops) To engage all pupils in daily physical activity with a particular focus on the less active.	A variety of equipment allows for a wider range of sports, encouraging pupils to try new activities. Active lunchtimes with the playground divided into zones where pupils can take part in physical activities such as tennis, football and cricket.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	- Diverse range of sports encourages participation Access to proper equipment aids in skill enhancement Maintain equipment for longevity and promote shared resources for usage. Students participate in physical activities daily during playtimes and lunchtimes	£4908.34 £1305
Solihull Moors sports	Pupils gain access to high-quality coaching which			

coaches Collaboration with Pat Benson Boxing Academy Improve the effectiveness and confidence of staff to support pupil wellbeing and engagement.	enhances their physical abilities and understanding of the sport. Improved skills and successful experiences lead to greater self-esteem and willingness to participate in physical activities. Engaging with trainers and peers provides pupils with social experiences, helping them build relationships and communication skills with those outside their usual circles. Behaviour and relationships lead to identify learners who would benefit from mentoring roles within the school. All staff will receive support from specialist coaches. The PE leader will collaborate with external organisations,	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. 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. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports	Enhanced skills and confidence in students, leading to ongoing engagement in sports. To sustain, we can train student leaders as peer coaches. Engages professional trainers to deliver expertise. Cultivates discipline and fitness. Establish a feedback system for sustainability in training methods. Monitoring of teaching and staff questionnaires indicate enhanced expertise among staff. As a result, teachers' proficiency has increased, leading to improved pupil skills in various sports. Pupils, including those from disadvantaged backgrounds or with special educational needs, are benefitting from a diverse range of sports experiences through the	£1368 £1708 £935
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	including Birmingham City Foundation, with a focus on mentoring, communication, wellbeing, and executive functioning.	and activities offered to all pupils.	Birmingham City FC mentoring programme, positively impacting their outcomes and supporting interaction and communication targets within their EHCPs.	
		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.		£500
Provide pupils, including disadvantaged the opportunities to participate in a wide range of school sports clubs run by specialist coaches.	Subject leader audits and purchases new resources. PE leader to ensure school teams participate in local tournaments and involve a wide range of pupils.	Key indicator 5: Increased participation in competitive sport.	Resources are available for use to support teaching and ensure participation Pupils take part in and enjoy events against other schools.	
Ensure resources support teaching and participation.	PE Hub subscription	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	In some units, pupils effectively apply skills	

<i>All pupils participate in and enjoy competitive sport either during intra-school events and events against other schools.</i>	<i>PE leader to identify opportunities within the physical education curriculum for competitive activities.</i> <i>PE leader to work with lunchtime supervisors to deliver competitive activities at lunchtimes.</i> <i>PE leader to purchase resources to ensure a broad range of physical activities and</i>	<i>Key indicator 5: Increased participation in competitive sport</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>learnt from the curriculum in competitive activities.</i> <i>Staff to be supported with high level lesson plans to adapt to their pupils needs.</i> <i>Pupils participate in lunchtime competitive sports.</i> <i>Children to participate in a variety of sports.</i>	
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	sport are available to pupils. .	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		
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<i>Children in Years 3,4,5 and 6 have taken part in swimming lessons at their local pool.</i>	<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>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> <i>Key indicator 5: Increased participation in competitive sport.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<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. Top up lessons to be offered.</i>	<i>£1000</i>
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Key achievements 2024-2025

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
<i>Engagement of All Pupils in Daily Physical Activity</i>	<i>All pupils are engaged in daily physical activity, particularly benefiting less active students.</i>	<i>Aligns with our commitment to promoting physical health and wellbeing, improving pupil engagement and fitness levels.</i>
<i>Improvement of Staff Effectiveness and Confidence</i>	<i>Enhanced staff confidence and effectiveness in supporting pupil wellbeing and engagement.</i>	<i>Supports our professional development plan, fostering a culture of continuous improvement and collaboration among staff.</i>
<i>Improvement of Staff Effectiveness and Confidence</i>	<i>Enhanced staff confidence and effectiveness in supporting pupil wellbeing and engagement.</i>	<i>Ensures equitable access to extracurricular activities, reinforcing our goal of fostering inclusivity and engagement.</i>
<i>Opportunities to Participate in School Sports Clubs</i>	<i>Increased participation among pupils, ensuring a broad and inclusive experience in sports.</i>	<i>Demonstrates commitment to delivering a high-quality curriculum that meets the varied needs of our students.</i>
<i>Ensuring Resources Support Teaching and Participation</i>	<i>Improved teaching quality and increased participation in physical activities.</i>	<i>Builds resilience and teamwork, aligning with our broader educational goals of fostering personal growth and social skills.</i>
<i>Monitoring and Enhancing Teaching Quality</i>	<i>Indicated enhanced expertise among staff, leading to improved pupil skills in various</i>	

Birmingham City Foundation Mentoring Programme	sports. Benefited pupils, including those with special educational needs, by positively impacting their outcomes and supporting interaction and communication targets within EHCPs.	Reflects our dedication to quality assurance in teaching practices, fostering an environment of mutual support and professional growth. Enhances community engagement and supports our objective of addressing the diverse needs of all learners, reinforcing our inclusive ethos.
Swimming Lessons for Years 3, 4, 5 and 6	Enhanced pupils' swimming skills and confidence, with top-up lessons planned for next academic year.	Aligns with our goal of ensuring all pupils have basic life skills, promoting safety and confidence in water.
High-Level Lesson Planning Support	Better differentiation and support for all learners, leading to improved engagement in physical activities.	Responds to our commitment to personalised learning pathways, ensuring every pupil can thrive.
Identification of Learners for Mentoring Roles	Strengthened school community and provided leadership opportunities for pupils.	Supports our aim to develop leadership qualities in pupils, enriching our school's community culture.

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?	50%	<i>Children are now accessing a new local pool which supports their sensory needs.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	<i>Children are taking part in lessons alongside teachers and teaching support staff.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	50%	<i>Some children still require flotation devices to support their progress.</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	Additional sessions have been added to provide additional top up lessons.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This will be an action for future staff.

Signed off by:

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