



# 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
Landscape Strategy project - new natural timber trail frame put in to give children more opportunity to take part in regular physical activity using our school grounds.	All children have been taking part in large scale, gross motor activities during break times and this has supplemented the curriculum where possible.	This has worked well at engaging more children in physical gross motor activities, including our SEND children that attend alternative provision.
New equipment was purchased for use within PE lessons - tennis balls, footballs, basketballs, fitness dice and a hurdles pack.	This has ensured that the children have enough equipment to be able to participate and access PE lessons, whilst ensuring that all children are able to participate at the same time.	
Children's individual achievements celebrated in assemblies and on 'Sports Awards' board.	This has encouraged the children to be proud of themselves and celebrate other children's achievements within sporting activities. This has also encouraged some children to try a range of sports.	This has worked well, although we have now developed this further to incorporate in school sporting event successes and staff successes to allow the children to see that we all celebrate PE across the school.

## Key priorities and Planning

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

Academic Year: 2023/24	Total Fund Allocated: £19120	Date Updated: 28.05.24	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			
Intent	Implementation	Impact	
Action – what are you planning to do	How does it link to your intentions?	Key indicator to meet Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Create a new ambition for every child to be physically literate, inspired and motivated to be engaged in a broad offer of PESSPA.</p> <ul style="list-style-type: none"><li>- Timetable 2 X 60 minutes per week of PE to engage all.</li><li>- Review of the current curriculum offer.</li><li>- Pupil led offer – through active play activities and the</li></ul>	<ul style="list-style-type: none"><li>- Children have access to 2 hours of quality first teaching from class teacher of PE (1 hour indoor and 1 outside lesson)</li><li>- Additional PE offer at lunchtimes and breaktimes –</li></ul>	<ul style="list-style-type: none"><li>- Children engaged in well planned PE lessons that are not just physical skill based but adopts a holistic approach (looking at health and fitness, creativity, cognition, physical, social and personal skills) that support success and development across the school.</li><li>- Alternative non-traditional PESSPA activities offered to entice and engage.</li><li>- Children have engaged in physical</li></ul>	£12.97

<p><i>introduction of lunchtime games and resource exposure.</i></p> <ul style="list-style-type: none"> <li>- <i>Raise the profile of the importance of exercise to the wider community and promote this before and after school timings.</i></li> <li>- <i>Attendance at SG events throughout the year encouraging more children to participate in sporting activities.</i></li> <li>- <i>Inter-competitions hosted at Hamble to incorporate more children within sporting activities after school.</i></li> </ul>	<p><i>resources provide to engage pupils during this time and encourage physical activity.</i></p> <ul style="list-style-type: none"> <li>- <i>Participation in Hampshire County Council's Walk to School/ Active Travel Scheme.</i></li> <li>- <i>Provision of minibus/ teacher transport for events where transportation may impact participation/opportunity.</i></li> </ul>	<p><i>activity, adult organised, self-led and sport specific during lunchtimes and breaktimes.</i></p> <ul style="list-style-type: none"> <li>- <i>Purchase of football goals to enable more children to access football during breaktimes and lunchtimes successfully.</i></li> <li>- <i>Gold mark achieved 4 years – going for Platinum this year 23/24</i></li> <li>- <i>PE leader has got business insurance on car to support with transport to events. This allows more children to access PE events if parents are unable to transport the children themselves.</i></li> <li>- <i>More children attending events that</i></li> </ul>	<p><i>Equipment needed to run the activities. Bank of activity cards printed and laminated.</i></p> <hr/> <p><i>PE leader time after school.</i></p>
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<ul style="list-style-type: none"> <li>- Alternative provision for children with reduced timetables to ensure they are still physically active.</li> <li>- OAA to be developed – classes to begin using this in cross-curricular opportunities. Timetabled OAA lessons and OAA taught within PE curriculum.</li> <li>- Sports coaching sessions to develop confidence and support session specifically with SEND children based on their EHCP targets.</li> <li>- Celebration of sporting achievements through whole school assemblies – both in and out of school achievements.</li> </ul>	<ul style="list-style-type: none"> <li>- Alternative provision for children on reduced timetable to attend QE2 Centre – promotes physical activity through their sessions.</li> <li>- Outdoor learning leader, enhance OAA offer through curriculum teaching.</li> <li>- Classroom interventions to be more active and take place outside.</li> <li>- Promoting physical activity with children that require this to support with developing a positive mental health and to support physical development.</li> </ul>	<p>have previously been able to. Positive discussions around sport for the children, the school and the parents.</p> <ul style="list-style-type: none"> <li>- Clear feedback has been given that parents are happy we are providing more opportunities for children.</li> <li>- Children are <u>all</u> accessing a form of physical activity during their school week.</li> <li>- Children are developing a more positive outlook at PESSPA and are engaged with their targets through specifically planned interventions.</li> <li>- Whole school engagement with a range of sports – some of which we</li> </ul>	<p>Funded as part of PP and SEND budgets</p> <p>Funded as part of PP and SEND budgets</p> <p>Funded as part of PP and SEND budgets</p> <p>Zero (donations from parents/local</p>
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<ul style="list-style-type: none"> <li>- Introduce 'loose parts' play to encourage problem solving skills but also to encourage more physical activity – moving and handling.</li> <li>- Hampshire PE equipment audit to check all equipment is safe to use</li> </ul>	<ul style="list-style-type: none"> <li>- PE audit identified that 4 tyres needed to be replaced on the track equipment.</li> <li>- 3 gymnastics benches were no longer usable</li> </ul>	<p>are unable to offer at school. Celebration of children's competitive achievements.</p> <ul style="list-style-type: none"> <li>- More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</li> <li>- Track tyre equipment was repaired/replaced where necessary.</li> </ul>	<p>companies)</p> <p>£495?</p>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Intent	Implementation	Impact	
Action – what are you planning to do	How does it link to your intentions?	Key indicator to meet Impacts and how sustainability will be achieved?	Cost linked to the action
<ul style="list-style-type: none"> <li>- Continue to enhance the profile of PESSPA at school but also at home</li> <li>- Promote active lifestyles and school sports teams</li> </ul>	<ul style="list-style-type: none"> <li>- Profile of sporting events raised on the website, on the school Facebook group and monthly newsletter to promote the current school PESSPA offer.</li> </ul>	<ul style="list-style-type: none"> <li>- Modified curriculum/ SEND children provided with PA as part of their choosing time and/ or given as a reward.</li> </ul>	<p>Bike and helmet donations – to review this 24/25.</p>

<ul style="list-style-type: none"> <li>- Club offer for after school – more sporting opportunities for the children</li> <li>- Strive for Platinum School Games mark following X4 Gold achievements – Platinum Case Study and attendance to cluster events.</li> </ul>	<ul style="list-style-type: none"> <li>- Regular activities for the children to participate in after school to support daily exercise targets and enthusiasm for PESSPA activities.</li> <li>- Sports achievement board to promote and celebrate outside efforts</li> <li>- Celebrations in assemblies.</li> <li>- Sourcing of new Red tops for sporting events to raise profile and sense of belonging to school teams when representing</li> <li>- Whole school voice around physical activity – Completed Active Lives Survey throughout the year.</li> <li>- Sports Leaders led activities at the Year 1/2 Multiskills Festival.</li> </ul>	<ul style="list-style-type: none"> <li>- Children invited/ selected for teams with target groups in mind – using the SG values and intent.</li> <li>- Supported our idea of what the children currently do and how we can encourage a wider profile of PESSPA going forward.</li> <li>- Sports Leaders allocated following a Sports Leadership Development unit of work where the children planned, resourced and delivered a game to Year 1 in the Spring term.</li> <li>- Sports Leaders announced in Assembly.</li> </ul>	<p>£260.00 £52 on football bibs</p> <p>£510 worth of equipment given from ActiveLives responses</p>
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	<ul style="list-style-type: none"> <li>- Sports Leaders have developed a sense of responsibility through the leading of events and supporting with breaktime and lunchtime organisation</li> <li>- Sports Day events carried out on Friday 7<sup>th</sup> June 2024.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchasing of Sports Leaders badges which the children all wear with pride to school every day.</li> <li>- Sports Day Cup awarded and certificates given from Sports Day during assembly.</li> </ul>	£39.48
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**Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport**

Intent	Implementation	Impact	
Action – what are you planning to do	How does it link to your intentions?	Key indicator to meet Impacts and how sustainability will be achieved?	Cost linked to the action
Subject leader development – PE leader	<ul style="list-style-type: none"> <li>- PESS Level 5 Certificate – Designed to support with raising the standards of the teaching and learning of PESSPA in the school. (CPD includes – Fundamental Movement Skills, Gymnastics ,Cycling, OAA and Curriculum dance training)</li> </ul>	<ul style="list-style-type: none"> <li>- PE lead more confident in subject knowledge, planning and assessment of the subject.</li> <li>- PE lead can provide CPD for new staff in the future when teaching PE</li> </ul>	£1700
	<ul style="list-style-type: none"> <li>- PE Lead to attend PE Network Meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers more confident to deliver effective PE which supports pupils to undertake extra activities.</li> <li>- Regular updates from the PE team and reflection on room for</li> </ul>	£75

		<p><i>improvements across the school and through wider community events.</i></p> <ul style="list-style-type: none"> <li>- <i>Focus workshops on Physical Literacy and Inclusive practice within PE lessons. Looking at key ways to show adaptations.</i></li> <li>- <i>CPD within the SGO network.</i></li> </ul>	<p>£175</p>
	<ul style="list-style-type: none"> <li>- <i>PE lead to attend Hampshire PE Conference</i></li> <li>- <i>PE lead to continue regular CPD</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Additional sports equipment for the school and 6 free coaching sessions being used within National Sports Games Week.</i></li> </ul>	<p><i>Tennis taster sessions and equipment provided by LTA.</i></p>
<p><i>CPD with OAA to continue to develop all class teachers with the delivery of this throughout teaching.</i></p>	<ul style="list-style-type: none"> <li>- <i>PE lead to complete training on Tennis specific.</i></li> <li>- <i>Whole School staff INSET day – bespoke to our school grounds</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Refresher and support for less confident staff when teaching OAA within our school environment.</i></li> <li>- <i>To review how we implement interventions using the environment around us.</i></li> </ul>	<p>£1000</p>
<p><i>CPD for LSAs to support physical activity.</i></p>	<ul style="list-style-type: none"> <li>- <i>Half day course on Sensory Circuits and how to implement these correctly.</i></li> <li>- <i>Data recording has been simplified with the addition</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Implementing gross motor and Sensory circuits interventions effectively to support and develop gross motor skills for SEN children.</i></li> <li>-</li> </ul>	<p>£375</p>
			<p>Zero</p>

	<p><i>of Arbor.</i></p> <ul style="list-style-type: none"> <li>- <i>Staff survey given to identify where staff feel they need further support and CPD.</i></li> <li>- <i>Gymnastics – SC to review our gymnastics units of teaching based on our current offer and following PESS CPD.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Information to support CPD requirements for academic year 24/25.</i></li> <li>- <i>Additional gymnastics equipment purchased to support the delivery of gymnastics in PE lessons.</i></li> </ul>	<p><b>Zero</b></p> <p>_____</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
<b>Action – what are you planning to do</b>	<b>How does it link to your intentions?</b>	<b>Key indicator to meet Impacts and how sustainability will be achieved?</b>	<b>Cost linked to the action</b>
<ul style="list-style-type: none"> <li>- Provide children with a broad and balanced curriculum which embraces sporting culture and offers an array of PESSPA opportunities to encourage an active lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Planned PE and enrichment curriculum to offer diversity and intrigue.</i></li> <li>- <i>Termly change to the enrichment offer – clubs – free to participate.</i></li> <li>- <i>Multiple external club links</i></li> <li>- <i>Traditional team activities, and alternative sport cultures to be offered within and</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Attendance of the dodgeball and inclusion events with a focus on OAA.</i></li> <li>- <i>Large attendance at cluster events over a range of sports.</i></li> <li>-</li> <li>- <i>Platinum Sports Mark award following 4 years consecutive at Gold.</i></li> <li>- <i>Participated in National School and Hampshire Sports Week</i></li> <li>- <i>Refreshed equipment needed.</i></li> </ul>	<p><b>Free</b></p>

	<p><i>outside the curriculum – target games (golf)</i></p> <ul style="list-style-type: none"> <li>- Swimming offer (National curriculum in Year 4) – Catch up swimming in Year 6 (6-week block and 1-week crash course)</li> <li>- BikeAbility Balance opportunity given to Year R</li> <li>- Road Safety lessons provided to Year 2 – based on the Green Cross Code.</li> <li>- BikeAbility Level 1 offered to Year 4</li> <li>- BikeAbility Level 2 offered to Year 5/6</li> <li>- Outdoor Table Tennis tables to support breaktime and</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Link children with local clubs who show promise/would like to continue out of school.</i></li> <li>- <i>Alternative sporting opportunities through rainbow provision.</i></li> <li>- <i>Better % of children hitting physical development goals in Early Years with good balance and control.</i></li> <li>- <i>Balance bikes and helmets were purchased for EYFS to support and develop their learning as they continue through the year.</i></li> <li>- <i>Supported with knowledge of how to be safe when carrying out activities.</i></li> <li>- <i>Children have been able to ride confidently, competently and with success.</i></li> <li>- <i>Purchasing of X2 Outdoor table tennis tables following increased</i></li> </ul>	<p><b>Funded this year only</b></p> <p><b>Funded</b></p> <p><b>Funded</b></p> <p><b>Funded</b></p> <p><b>£3886.06</b></p>
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	lunchtime offer  - Tennis Coaches coming in for taster sessions with KS2.  - Kelly Simms – Olympic Gymnast visit for Hampshire School Games Week  - Year 5 – Opportunity to learn to sail with external leaders  - Tigers Motorcycle Display Team visit at school event	<i>participation and enthusiasm at SGO events.</i>  - <i>Children were able to participate in another sport that has been introduced to our curriculum this year with a professional coach.</i>  - <i>Kelly's visit raised the profile of gymnastics and how children can aspire to be the best they can.</i>  - <i>Sailing broadens the opportunities for the children within our local area.</i>  - <i>Exposure to an additional, non-curricular sport and attendance of a live event</i>	Free as part of SC training with LTA  £495 for full day event  ?  £400
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**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation	Impact	
Action – what are you planning to do	How does it link to your intentions?	Key indicator to meet Impacts and how sustainability will be achieved?	Cost linked to the action
- <i>Provide Gold and Platinum Sports Mark opportunities.</i>  - <i>Putting PA and competitive sport at the heart of the school and providing more young people with the opportunity to compete and achieve their PB.</i>	- <i>Attendance of Independent and Cluster competitions.</i>  - <i>Attendance to a variety of events – Emerging, Competitive and Festivals – varying SG intents.</i>	- <i>Target groups have been catered for.</i>  - <i>Monitoring and tracking of individuals that have attended a range of events.</i>  - <i>Opportunities have been free to attend an where transport may have been a limiting factor, it was provided.</i>	Free

<ul style="list-style-type: none"> <li>- <i>Participate in School Games led Cluster L2 &amp; L3 Competitions.</i></li> <li>- <i>Provide children with a route into supported competition, especially those that might not get the opportunity outside of school.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Supportive competitive environments – exploring and developing values essential for success in playing sport and PA.</i></li> <li>- <i>Friendlies, festivals, emerging, competitive inter/intra L1 – L3 events to be offered.</i></li> <li>- <i>Build momentum and intrigue to participate by sharing information of fixtures/opportunities in assembly, newsletter and notice boards.</i></li> <li>- <i>Recognise and reward the engagement and commitment to school sports teams.</i></li> <li>- <i>Competitive sports day events in Houses/Year groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>20 + cluster events attended (200+ appearances)</i></li> <li>- <i>Individual competed at county level by travelling to Basingstoke for Level 3 Cross Country Finals.</i></li> </ul>	
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- Provide additional 'catch up' swimming lessons in Year 6 for less-confident swimmers.	- Year 6 less-confident swimmers.	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 2: Engagement of all pupils in regular physical activity.</p>	More pupils able to meet National Curriculum swimming requirements by the end of Year 6.
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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>BikeAbility for Years R, 1, 4, 5 and 6.</p> <p>Road Safety training for Year 2 based on the Green cross code.</p> <p>Purchase of new equipment for PE lessons and playtimes.</p> <p>Participation in SGO events.</p>	<p>This has involved the children learning to ride their bikes, have developed good balance and coordination skills throughout this. The children have also learnt.</p> <p>The children are aware of road safety, how to be a pedestrian when crossing the road and how they can support others that are unaware.</p> <p>The children are much more engaged in their lessons, ensuring they have the correct equipment to do so appropriately. A range of SEND equipment has been purchased to support access for all during PE lessons and additional provision.</p> <p>Children now have free access to lots of equipment during breaktimes and lunchtimes - this has engaged the children and encouraged them to be more active - achieving the 60 minute a day target set out by the Chief Medical Officer.</p> <p>There are only 2 children in the whole of KS2 that have not attended an event this academic year (with another term to go) - these children are on reduced hours and timetables.</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.*

***We deliver the NC requirement through a 5-day intensive swimming course at our Secondary Feeder School in Spring of Year 4.***

<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 25m?	88%	<i>Due to COVID-19 many of the children missed out on a large amount of out of school opportunities to go swimming which has resulted in a higher level of non-swimmers this year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	72%	<i>As per above statement.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%	<p><i>All children completed their safe self-rescue during their national curriculum swimming lessons and have also repeated this during swimming catch up lessons.</i></p> <p><i>Some of the children that have been unable to complete the safe self-rescue have been due to individual needs and non-attendance.</i></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?	Yes/No	<p><i>It was identified in Year 4 that the children in this cohort were majority non-swimmers. Due to this, the children were provided with an additional course of 6 weeks swimming in the Autumn term of Year 6, with children that had still not met National Curriculum requirements also completing a 'crash course' swimming lessons over 4 days in the Summer term.</i></p>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<p><i>As part of the CPD of our new PE lead, the lead teacher has taken part in the Level 2 Swimming Teacher Award, taking part in the theory and practical side of swimming and water safety training.</i></p>

Signed off by:

Head Teacher:	<i>Mrs Claire Hewitt</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sophie Churcher – PE Leader</i>
Governor:	<i>Susannah DSousa</i>
Date:	14.05.2024