



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
To have more children, more active, more of the time. Increasing the time pupils spend being active.	145/163 of children have attended a club and/or an event, which is 89%.	
Raising the importance of physical activity at break and lunch times. Both HT and EH to encourage children to join their session.	All children have access to the equipment throughout the week on an equal timetable for breaks and lunches. Not the same children using repetitively. Increased number of children attending clubs who are usually reluctant. Activity levels raised across school	
Enhance the quality of teaching and learning. To increase capacity and sustainability	Gold School Games Mark Achieved. Through CGS CPD and professional shared dialogue. Staff knowledge and confidence in delivery increased. Staff audits for evidence.	

Broaden the opportunities within school for children to be physically active and engaged in sports. To introduce different sports to children and enjoyment of a new sport. In terms of reinforcing the messages of the importance of choices that lead to better health need children to grow in competence in sport and physical pursuits so being active is enjoyable as well as challenging. Emphasis on developing skills and fitness in a fun setting.	Frisbee, lacrosse and water polo competitions attended. 1st place in lacrosse competition. The children who attended have gained an experience they wouldn't have ordinarily have been exposed too. Non-traditional sports included in the curriculum EG tchoukball, Ultimate Frisbee, Kabaddi. Children have gained knowledge of another sport and shown that their skills are transferable. Children attending CGS wow camps and gifted and talented camps. 81/163 children have attended an external competition. Some of those children have attended more than 1 competition. An increased number of children participating in clubs/competition outside of school according to pupil questionnaires.	
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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
Get a membership with CGS PE outreach service to ensure all staff feel confident delivering the PE curriculum	Staff as they will receive regular and ongoing CPD. They will also receive support within PE sessions as well as feedback to improve. PE lead as they will remain up to date with opportunities for children to be involved in high quality PESS.	Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff audits show an increase in knowledge of PE and delivery. All members of staff have had access to CGS outreach to enhance their knowledge and delivery of the PE curriculum ensure the standard on PE at Billingham continues to be strong.	£ See Sports Premium Budget Allocation
In addition to the twice weekly PE lessons, ALL children will undertake active playtimes so that their in-school physical activity totals a minimum of 30 minutes per day. - MSAs to lead activities at lunch time - ASCO to deliver lunch time sports clubs.	The children as they will have increased fitness levels and exposure/opportunities to access a range of physical activities.	Key indicator 2 - Engagement of all pupils in regular physical activity	ALL children have had access to an extra-curricular club and additional opportunities to be physically active both during the school day and after school. Increased time active during the school day. Not just break and lunch 145 children attended a club and/or an event this year.	

Commented [CW1]:

• ASCO to train playtime leaders • Additional sports equipment to be available in activity boxes during breaks/lunch • Participation tracker to identify and respond to 'gaps'				
All children to enjoy taking part in physical activity. • Update PE display regularly. • 3 after school clubs per week. • 3 lunch time clubs per week. • Celebrate sporting achievements in Gold book collective worship • Taster activities offered in school (Lincoln City FC, Dream Extreme Cheer)	The children will have many opportunities to take part in physical activity/sport. Lunch clubs available for those that are on the bus or cannot attend after school. This will result in an increased number of children being active and potentially inspire children to take part in clubs outside of school. Children will be inspired by their peer's achievements shown in collective worship. Club pathways shared with families that other children attend. Increased number of children participating in sport.	Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement	Children regularly bring sporting achievements into school and are celebrated in gold book. The number of children involved in sports outside of school has increased.	
An increased percentage of Pupil Premium children and those on the SEND register		Key indicator 4 - Broader experience of a range of sports and activities offered to all	ALL children have had access to an extra-curricular club and	

in KS2 to participate in additional sports and activities. Maintain/improve 89% of children to have attended a club/event/activity. • Maintain participation tracker to respond to 'gaps'. • Provide invitation only clubs during lunch in relation to targets groups. • ASCO, CW and EM to provide a range sports/activities at clubs • Bikability training for all children in Yr 6 • Taster sessions/workshops provided (Lincoln City FC, dream extreme cheer) To give ALL the children the opportunity to experience sport at a competitive level, to work as a team and to encourage sporting values e.g. sportsmanship. • Full membership to Carres Outreach		pupils	additional opportunities to be physically active both during the school day and after school. AP from CGS has encourage reluctant children from a range of target groups to lunch clubs. These children have enjoyed the invitation and session so much so that they choose to attend without an invite now.	
	All children will experience competitions and learn key skills through our school games values – determination, honesty, passion, self belief, respect and team work.	Key indicator 5 - Increased participation in competitive sport	KS1 and KS2 sports day completed. 4 external competitions entered that we were able to host.	

Services. • Enter some Carres Friday competitions and events. • Maintain Participation Tracker and create opportunities accordingly. • All children to take part in inter-school competitions at the end of each unit of work (usually termly). • Sports Days (EYFS & Y1, Y2 & Y3 and Y4-Y6).			Termly end of unit competitions completed by ALL children.	
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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
All children to enjoy taking part in physical activity. Clubs to be offered to all children	3 sport clubs offered after school every term (Mon, Wed and Thurs). 2 sports clubs offered at lunch time every term (Wed and Thurs) Resulting in a high number of children active across school, enjoying sports, being active and inspired to continue their passion for sport outside of school. We currently have the highest number of children involved in clubs outside of school we have ever had.	

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?	84% (26/31)	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87% (27/31)	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	87%	
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We have appropriately trained staff

Signed off by:

Head Teacher:	<i>R Allen</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>C Willett</i>
Governor:	<i>(Name and Role)</i>
Date:	16.7.24