



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.

Total Amount carried over from 2021/22	£3,742
Total amount allocated for 2022/23	£20,130
How much (if any was carried over into 2023/24	£3,156
Total amount of funding for 2022/23	£20,716

Activity/Action	Impact	Comments	Cost
<ul style="list-style-type: none"> • Provide opportunities for all children to engage in and enjoy physical activity. • Provide a range of extra-curricular clubs. • Use physical activity as a means of channelling behaviour and energy. • To allow for strong progression of skills throughout the school in physical education and school sport. • Continue to improve the quality of physical education being delivered within school. • Set up OPAL paly philosophy throughout school. 	<ul style="list-style-type: none"> • Increase in children showing an interest in extra curriculum activities. New clubs have been offered to both key stages and participation is on the rise. Children from all year groups are attending extra-curricular sports clubs hosted by R&R and Sports-Xtra coaching companies. PE coordinators offer Upper KS2 clubs. • Children have more freedom on the playground and school grounds to be physically active in a way they choose. • Community links with local sports people delivering sessions and advertising their clubs (cricket, golf, dance). • Continue SLA membership with Basingstoke Schools for next academic year. Allows for participation in intra-school competitions. • All equipment is fit for purpose for delivering lessons. • Curriculum Development time for PE coordinators. Allows time to improve original planning and discuss the teaching of PE with less confident members of staff. 	<ul style="list-style-type: none"> • Clubs in all year groups are attended well. • Extra-curricular clubs run every day of the week except Friday currently. • Good weather and large grounds allow children to engage in sports and physical activity at lunchtime. • More equipment or updated equipment has allowed for new and exciting activities in PE lessons (EG: volleyball and ultimate frisbee) 	<ul style="list-style-type: none"> • £1,811 costs for specialist lunchtime coaching • £5,000 KS1 playground re-marking • £8,677 OPAL staffing and running costs • £6,690 OPAL equipment, playground and sports equipment

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
<ul style="list-style-type: none"> Continue to offer a range of extra-curricular clubs to children of all ages across the school Participate in a wide range of intra-school competitions Evaluate planning across the school to ensure progression of skills Have planning which enables the teacher or skills, rather than sports, and applies these skills to sports. CPD training for staff OPAL play philosophy 	<ul style="list-style-type: none"> Staff leading extra-curricular clubs and taking children to competitive events. Pupils who are attending clubs and competing representing the school. Parents and carers of children representing the school through a sense of pride and community. PE coordinators to ensure planning is on the new school format and that it is current and progressive. Staff to ensure they know which skills they should be focusing on in each unit of learning. Staff who are on CPD training. Pupils in lessons and learning from the planning. LSAs monitoring OPAL play. Children participating in OPAL play. 	<ul style="list-style-type: none"> Key indicator 1: The profile of PE, sport and physical education to be raised across the school. 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 3: Increased confidence, knowledge and skills of all staff teaching PE and physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport. 	<ul style="list-style-type: none"> Increase in children showing an interest in extra curriculum activities. Children from all year groups are attending extra-curricular sports clubs hosted by R&R and Sports-Xtra coaching companies. PE coordinators offer Upper KS2 clubs. Community links with local sports people delivering sessions and advertising their clubs (cricket, golf, dance). Continue SLA membership with Basingstoke Schools for next academic year. Allows for participation in intra-school competitions Planning enables skills to be taught and improve across all year groups, not limiting it to sport 	<p>£529 travel to local sporting events</p> <p>£600 Basingstoke school cluster</p> <p>£60 indoor athletics</p> <p>£308</p>

			<p>specific.</p> <ul style="list-style-type: none"> • Progressive whole school planning allows for a 'skills first' approach and staff can build upon previous skill learning • Staff have training on OPAL and are able to supervise the program without too much interaction, allowing children to be as active as possible during their school day 	<p>Training paid for in previous year, though training is updated and reviewed throughout the year.</p>
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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
<ul style="list-style-type: none"> • Continue to offer a range of extra-curricular clubs to children of all ages across the school • Participate in a wide range of intra-school competitions • Evaluate planning across the school to ensure progression of skills • Have planning which enables the teacher or skills, rather than sports, and applies these skills to sports. • CPD training for staff • OPAL play philosophy 	<ul style="list-style-type: none"> • Extra-curricular clubs continue to be supported across the school. • Children in every year group have taken up the opportunity to attend an after-school physical activity club. • We have continued to attend a good number of intra-school competitions for our school. This year we competed in the following: multiple football events, athletics, indoor athletics, netball, cross-country, cricket and have had individuals compete in sports they compete in outside of school. • Transferring our planning onto a uniform document has ensured we have corrected errors and enabled us to ensure progression throughout the school. Skills are now taught and consolidated throughout their journey and they have the opportunity to apply these skills in a range of different activities/sports. • OPAL training has lead to successful and active lunchtimes. Increased physical activity and decreased behaviour issues at lunch. 	<ul style="list-style-type: none"> • OPAL continuing to be developed across the school. Starting to implement it into KS1. • CPD needed for an improved outlook and curriculum for dance.

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?	81%	<i>We have struggled to hold our swimming lesson in the last two academic years, due to the closure of our local pool. Therefore, children have had less swimming time than previously. £125 swimming training in anticipation</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	<i>We have struggled to hold our swimming lesson in the last two academic years, due to the closure of our local pool. Therefore, children have had less swimming time than previously.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>65%</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>Lack of pool availability in our area.</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>Yes</p>	<p>2 members of staff underwent an STA course for both teaching swimming and lifeguarding.</p>

Signed off by:

Head Teacher:	<i>Cindy Pritchard</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Craig Rutledge Teacher</i>
Governor:	<i>Jo Fisher Chair of Governors</i>
Date:	18.7.24