



# 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
<ul style="list-style-type: none"> <li>• Daily Mile, breakfast clubs, after-school clubs, and lunchtime activities</li> </ul>	<ul style="list-style-type: none"> <li>• Improved physical activity levels and readiness to learn; increased motivation and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• 32 pupils attended breakfast club regularly; supports efforts to tackle inactivity and childhood obesity</li> </ul>
<ul style="list-style-type: none"> <li>• Cycle track upkeep and balance-ability training</li> </ul>	<ul style="list-style-type: none"> <li>• Greater use of cycle track for PE and clubs; improved balance and coordination skills in EYFS</li> </ul>	<ul style="list-style-type: none"> <li>• Supported development of gross motor skills; continued maintenance of the track required</li> </ul>
<ul style="list-style-type: none"> <li>• Gymnastics and dance CPD for staff (via SYL Sports and Create Development)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff confidence and improved delivery of PE lessons; better pupil engagement</li> </ul>	<ul style="list-style-type: none"> <li>• CPD embedded in practice; staff able to lead high-quality gymnastics and dance sessions independently</li> </ul>
<ul style="list-style-type: none"> <li>• Lunchtime supervisor CPD</li> </ul>	<ul style="list-style-type: none"> <li>• More structured activities at lunchtimes; improved behaviour and pupil engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Continue training and introduce more intra-school competitions during lunchtimes</li> </ul>
<ul style="list-style-type: none"> <li>• PE Pupil Committee and Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Raised the profile of PE and pupil leadership; pupil voice used to inform planning</li> </ul>	<ul style="list-style-type: none"> <li>• Positive impact on motivation; ensure representation from all year groups (including EYFS)</li> </ul>
<ul style="list-style-type: none"> <li>• Staff minibuss training and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Enabled more pupils to attend inter-school</li> </ul>	<ul style="list-style-type: none"> <li>• Improved accessibility and</li> </ul>

<p>investment</p> <ul style="list-style-type: none"> <li>• Inter- and intra-school sporting tournaments (football, cricket, netball, hockey, archery, Exceed Sports Day)</li> <li>• Outdoor mentoring (Learning Mentor) and Akidemy clubs</li> <li>• GB Athlete visits and Aspiration Week</li> </ul>	<p>competitions and off-site activities</p> <ul style="list-style-type: none"> <li>• Increased participation; built confidence and school pride through sport</li> <li>• Improved attitudes to learning; supported behaviour and SEMH needs through physical activity</li> <li>• Inspired pupils and raised aspirations; increased enthusiasm for sport and healthy lifestyles</li> </ul>	<p>engagement in sport; continue to develop local partnerships</p> <ul style="list-style-type: none"> <li>• Continue half-termly competitions and broaden participation across all year groups</li> <li>• Positive outcomes seen; consider expanding mentoring and targeted clubs for vulnerable pupils</li> <li>• Embed annual inspirational sports visits as part of school's enrichment offer</li> </ul>
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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
<ul style="list-style-type: none"> <li>Maintain and improve the cycle track for daily and extra-curricular use</li> </ul>	<ul style="list-style-type: none"> <li>All pupils, particularly those in cycling club</li> </ul>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<ul style="list-style-type: none"> <li>Increased daily physical activity and gross motor skills; regular use across curriculum and clubs. Ongoing maintenance ensures long-term use.</li> </ul>	NA
<ul style="list-style-type: none"> <li>Maintain and repair gymnastics equipment (external company to assess and fix)</li> </ul>	<ul style="list-style-type: none"> <li>All pupils in PE lessons and clubs</li> </ul>		<ul style="list-style-type: none"> <li>Equipment is safe and functional; supports high-quality PE delivery. Annual checks ensure long-term use.</li> </ul>	Included in H&S budget
<ul style="list-style-type: none"> <li>Improve outdoor provision for use during breaks and wet playtimes</li> </ul>	<ul style="list-style-type: none"> <li>All pupils, including those less engaged in sport</li> </ul>		<ul style="list-style-type: none"> <li>More opportunities for spontaneous and informal activity. Long-term use through quality equipment and regular monitoring.</li> </ul>	£2,000
<ul style="list-style-type: none"> <li>Staff training for minibus use to access external competitions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils participating in events off-site</li> </ul>		<ul style="list-style-type: none"> <li>Increased participation in external sport. Long-term sustainability through in-house minibus driving capacity.</li> </ul>	School budget
<ul style="list-style-type: none"> <li>Ongoing audit and replacement of PE equipment to ensure quality</li> </ul>	<ul style="list-style-type: none"> <li>All pupils</li> </ul>		<ul style="list-style-type: none"> <li>Resources maintained to high standard; equipment fit for purpose and safe. Sustainability through termly audits.</li> </ul>	£1,000
<ul style="list-style-type: none"> <li>Provide a variety of sports including boxing, dance, hula hooping via CPD and external clubs (SYL Sports, Akidemy)</li> </ul>	<ul style="list-style-type: none"> <li>All pupils, including those targeted for motor skills support</li> </ul>		<ul style="list-style-type: none"> <li>Greater engagement and variety; targeted support for fundamental skills. Sustainable through staff CPD and pupil interest.</li> </ul>	£2,000
<ul style="list-style-type: none"> <li>Purchase iMoves and Real PE Burst resources to embed daily activity</li> </ul>	<ul style="list-style-type: none"> <li>All staff and pupils</li> </ul>		<ul style="list-style-type: none"> <li>Easily accessible active blasts across the school day; teacher-led and long-term resource use</li> </ul>	£1,000
<ul style="list-style-type: none"> <li>Continue to offer a range of after-school clubs to promote physical activity</li> </ul>	<ul style="list-style-type: none"> <li>All pupils, including those less active</li> </ul>		<ul style="list-style-type: none"> <li>Increased uptake in clubs and wider participation in sport. Sustainable through staff training and club variety.</li> </ul>	Covered by staffing budget

<ul style="list-style-type: none"> <li>• Continue to run breakfast club with nutritious food and physical activities to support both physical and mental wellbeing</li> <li>• Identify and target key pupils to attend breakfast club</li> <li>• Deliver a whole-school Sports Day with inclusive activities and prizes</li> <li>• Continue and promote the Daily Mile; classes track their progress</li> <li>• Display Daily Mile timetable and track engagement; share class achievements weekly</li> <li>• PE Ambassadors to track class mileage and celebrate achievements in assemblies</li> <li>• Develop PE Pupil Committee and REAL PE 'Jasmine' Ambassadors (e.g. Real Leaders, Play Pals)</li> <li>• Host in-school tournaments at break and lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All pupils attending breakfast club, with a focus on identified pupils (e.g. disadvantaged or less active)</i></li> <li>• <i>Less active pupils or those needing additional support</i></li> <li>• <i>Whole school</i></li> <li>• <i>All pupils</i></li> <li>• <i>All pupils and staff</i></li> <li>• <i>Whole school, with leadership opportunities for selected pupils</i></li> <li>• <i>Pupils across all year groups</i></li> <li>• <i>All pupils</i></li> </ul>	<p>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> <li>• <i>Children start the day positively; increased motivation and engagement in learning. Long-term impact on wellbeing and routine activity levels</i></li> <li>• <i>Increased physical activity for those who need it most. Sustained attendance encouraged through regular monitoring and incentives</i></li> <li>• <i>Promotes team spirit and celebration of sport. Raises profile of PE; ongoing event embedded in school culture</i></li> <li>• <i>Children gain understanding of daily physical activity. Positive pupil voice and motivation shown through tracking and class rewards</i></li> <li>• <i>Encourages friendly competition and accountability. Shared through assemblies, displays, and online platforms</i></li> <li>• <i>Pupil leadership and ownership of physical activity; raises the profile of PE through peer-led initiatives</i></li> <li>• <i>Pupil-led leadership strengthens engagement and peer-to-peer encouragement in physical activity</i></li> <li>• <i>Increases participation and enjoyment of competitive sport within school; encourages inclusion and teamwork</i></li> </ul>	<p>Included in PE resource order</p> <p>Breakfast club staff</p> <p>£200</p> <p>No additional cost</p> <p>£500 (for badges, resources, training)</p> <p>No additional cost (included in CPD)</p>
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<ul style="list-style-type: none"> <li>• Deliver CPD in gymnastics and dance through external coach (SYL Sports)</li> <li>• Provide full PE scheme (Jasmine Active) and CPD to support ongoing professional development</li> <li>• Additional CPD session delivered by PE specialist (Phil Bateman – Pro Ride)</li> <li>• Balance bike training and demonstration for EYFS staff; provide equipment (bikes and helmets)</li> <li>• Subscription to athlete mentor programme and GB athlete visit</li> <li>• Offer additional CPD for ECTs and new staff to build subject knowledge and confidence</li> <li>• Ongoing mentoring and coaching for staff less confident in PE</li> <li>• Audit balance bikes and helmets; replace and purchase as needed</li> <li>• Purchase iPads for video modelling, assessment and feedback in PE</li> <li>• Engage with Football for Peace (Ikram Butt) for diversity and inclusion in PE</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All teaching staff and pupils</i></li> <li>• <i>All teaching staff</i></li> <li>• <i>EYFS and KS1 staff</i></li> <li>• <i>EYFS pupils and staff</i></li> <li>• <i>Whole school</i></li> <li>• <i>ECTs, new staff</i></li> <li>• <i>Identified staff</i></li> <li>• <i>EYFS pupils and staff</i></li> <li>• <i>Staff and pupils across school</i></li> <li>• <i>Upper KS2 pupils and staff</i></li> </ul>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> <li>• <i>Increased confidence in delivery; improved quality of gymnastics and culturally diverse dance across all key stages</i></li> <li>• <i>Staff can access planning, knowledge organisers and resources; long-term development supported through digital CPD</i></li> <li>• <i>Targeted support in teaching cycling and movement; increased knowledge and independence in EYFS delivery</i></li> <li>• <i>Improved fundamental movement skills in early years; supports progression and engagement in physical activity</i></li> <li>• <i>Increased aspiration and motivation for pupils; raises PE profile and inspires staff through shared experience</i></li> <li>• <i>Staff confidence increases; long-term sustainability through regular CPD and peer coaching</i></li> <li>• <i>Tailored support improves delivery quality; embedded through open-door approach and shared best practice</i></li> <li>• <i>Equipment remains safe and in good condition for use year-on-year</i></li> <li>• <i>Supports lesson observation, pupil feedback and video analysis; sustainable resource for ongoing use</i></li> <li>• <i>Broader understanding of inclusion through sport; promotes respect and aspiration</i></li> </ul>	<p>£990</p> <p>£695</p> <p>£295</p> <p>Included within above training costs</p> <p>£720</p> <p>£355.89 (equipment)</p> <p>£1,727</p> <p>No additional cost</p>
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<ul style="list-style-type: none"> <li>• Deliver swimming to all Year 3 pupils</li> <li>• Provide CPD for lunchtime staff on delivering structured active sessions</li> <li>• Offer a range of before- and after-school clubs including alternative sports (e.g. yoga, tri-golf, boxing, dance, tag rugby)</li> <li>• Use external coaches and partners (e.g. SYL Sports, Akidemy, Bradford Bulls Foundation) to deliver inclusive and varied sports opportunities</li> <li>• Implement Imoves to provide short bursts of physical activity during Breakfast Club and lesson transitions</li> <li>• Provide outdoor mentoring sessions and engage a Learning Mentor in leading outdoor activities</li> <li>• Run intra-school sports competitions during break and lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Year 3</i></li> <li>• <i>Lunchtime supervisors, all pupils</i></li> <li>• <i>All pupils, with targeted support for identified groups</i></li> <li>• <i>Pupils across key stages</i></li> <li>• <i>Whole school</i></li> <li>• <i>Targeted pupils and wider groups</i></li> <li>• <i>Whole school</i></li> </ul>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> <li>• <i>Increased percentage of Year 6 pupils able to swim 25m; more confident swimmers using multiple strokes</i></li> <li>• <i>Increased pupil engagement and activity levels at lunchtime; long-term impact through trained internal staff</i></li> <li>• <i>Pupils exposed to new sports; improved attitudes, concentration, and social skills</i></li> <li>• <i>Enhanced participation from all groups including SEND and G&amp;T; pupils try a wider variety of sports</i></li> <li>• <i>Pupils start the day with active movement; supports both physical and mental wellbeing</i></li> <li>• <i>Increased resilience and self-esteem; supports children's mental health and re-engagement with learning</i></li> <li>• <i>Promotes healthy competition; increases opportunities for leadership and teamwork</i></li> </ul>	<p>£5,614.50 (School Funded) + £3,510 (Bowling)</p> <p>£2,300 £760</p> <p>£400 (Bradford Bulls)</p> <p>Already funded (see previous indicators)</p> <p>Included in school staffing (LM)</p> <p>No additional cost</p>
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<ul style="list-style-type: none"> <li>• Introduce regular intra-school competitions between year groups and classes</li> <li>• Participate in Exceed Academy Trust tournaments throughout the year</li> <li>• Provide transport for cluster competitions and external events</li> <li>• Purchase PE kits and tournament kits for pupils</li> <li>• Purchase staff kits for those leading and supporting teams</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All pupils</i></li> <li>• <i>KS2 pupils</i></li> <li>• <i>Selected pupils attending competitions</i></li> <li>• <i>Pupils representing school teams</i></li> <li>• <i>PE staff and trip leaders</i></li> </ul>	<p>Key indicator 5: Increased participation in competitive sport</p>	<ul style="list-style-type: none"> <li>• <i>Increased opportunities for pupils to engage in competitive sport; improved confidence and sense of teamwork</i></li> <li>• <i>Successful participation in inter-school competitions; raises the profile of sport and increases pupil motivation</i></li> <li>• <i>Removes barriers to participation; more pupils can attend events and represent the school</i></li> <li>• <i>Increased sense of pride and belonging when representing the school; encourages participation</i></li> <li>• <i>Promotes professionalism and visibility of staff leading sport; supports role modelling for pupils</i></li> </ul>	<p>£2,750</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"> <li>● Use of cycle track for lessons, clubs, tournaments and Sports Day</li> <li>● After-school clubs and taster sessions</li> <li>● Physical activity during Breakfast Club</li> <li>● Fundamental movement support in EYFS and KS1</li> <li>● Structured play and lunchtime sports</li> <li>● Broader range of clubs and activities (e.g. archery, dance, gymnastics, tag rugby)</li> <li>● Intra-school and inter-school competitions (e.g. Exceed tournaments, Sports Day)</li> <li>● Swimming provision from Year 3 upwards</li> <li>● Equipment audits and usage in lessons and clubs</li> <li>● Staff CPD (Create Development, external coaching)</li> <li>● PE Pupil Committee and pupil voice</li> <li>● Daily Mile and increased active time in lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Increased pupil participation and engagement in physical activity</li> <li>● Greater uptake and continuation of physical activity beyond the school day</li> <li>● 46 pupils regularly attend; improved motivation and engagement in morning lessons</li> <li>● Increased confidence and balance skills in Reception and Year 1 pupils</li> <li>● Higher levels of activity during unstructured times; enhanced behaviour</li> <li>● Increased exposure to alternative sports; inclusion of G&amp;T and less active pupils</li> <li>● Improved confidence, pride, and team spirit among pupils</li> <li>● Increased % of Year 6 pupils meeting 25m standard; pupils confident in range of strokes</li> <li>● Children stay active for longer periods; equipment supports varied delivery</li> <li>● Improved confidence and subject knowledge across staff</li> <li>● Pupils show strong understanding of importance of daily physical activity</li> <li>● Children receive recommended weekly PE; improved physical and mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>● Promotes confidence and skill development in cycling</li> <li>● Clubs support a range of sporting interests</li> <li>● Supports healthy minds and routines</li> <li>● Focus on early gross motor development</li> <li>● Encourages teamwork and fair play</li> <li>● Boosts engagement and provides new experiences</li> <li>● Celebrations promote the value of competitive sport</li> <li>● Swimming is tracked and supported through Year 4 if needed</li> <li>● Equipment regularly checked and refreshed</li> <li>● Online training accessible at any time</li> <li>● Informs planning and priorities</li> <li>● Embedded in daily school routine</li> </ul>

## 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?	22 Children  35%	This cohort took part in swimming lessons during Year 3, with both classes attending in the morning and receiving sessions consecutively. The data provided reflects their attainment by the end of that academic year. Unfortunately, due to limited availability of swimming facilities, no further lessons could be arranged. As a result, we do not have updated information for pupils who may have since developed their swimming ability through lessons outside of school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	28 Children  45%	This cohort took part in swimming lessons during Year 3, with both classes attending in the morning and receiving sessions consecutively. The data provided reflects their attainment by the end of that academic year. Unfortunately, due to limited availability of swimming facilities, no further lessons could be arranged. As a result, we do not have updated information for pupils who may have since developed their swimming ability through lessons outside of school.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>5 Children 8%</p>	<p>This cohort took part in swimming lessons during Year 3, with both classes attending in the morning and receiving sessions consecutively. The data provided reflects their attainment by the end of that academic year. Unfortunately, due to limited availability of swimming facilities, no further lessons could be arranged. As a result, we do not have updated information for pupils who may have since developed their swimming ability through lessons outside of school.</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>Yes</p>	<p>There is very limited space locally for top up swimming lessons.</p> <p>Year 2 pupils in the RP accessed year 2 of swimming.</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>Swimming lessons are provided by the local authority and their swimming instructors.</p>

Signed off by:

Head Teacher:	Saima Bahadur
Subject Leader or the individual responsible for the Primary PE and sport premium:	Zakir Rehman
Governor:	
Date:	12.07.24