



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
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	Pupils have a range of equipment available to them, including football goals and tennis balls to play T-square. Having balls to use at lunchtime has engaged children in football, basketball and T-square	Encourage more self-selection of activities that promote fitness by continuing to widen the resources – particularly resources pupils can throw and catch. Introduce adult directed activities through a sports coach to engage less active children and introduce them to games and less competitive activities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Children accessed a wide range of additional sports across the year, including a scooter workshop, a range of dance styles.	Next steps include joining the local sports partnership to ensure children have the opportunity to compete with other schools in a range of sport.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Sports coach delivers one PE session per week per class. Teachers use this teaching as a CPD opportunity.	Children receive high-quality PE sessions from both the sports coach from Premier and their class teachers.	Staff changes have made this less sustainable so the focus for 2023-24 is to support staff to improve skills in teaching gymnastics and dance

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
<p>Using our sports coach, we offer additional activities at lunchtime to children. These include traditional games such as football or other opportunities to play team games, develop skills and increase activity levels.</p> <p>Increase the range of equipment available to pupils to use at lunchtimes to encourage more active play</p> <p>Skip to be fit workshop and purchase of skipping packs x 2</p> <p>Investigate other opportunities including sailing at the local sailing club</p>	<p>Lunchtime supervisors and external sports coach. SLT duty person</p> <p>Pupils – as they will take part.</p>	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Pupils can continue to develop their own 'active lunchtimes' following up games led by the lunchtime sessions</p>	<p>£7800 annual costs for an additional coach to support lunchtime sessions.</p> <p>£1260</p> <p>£1000</p>

<p>Join the local Sport Partnership in order to access a broader range of sporting opportunities and CPD</p>	<p>Class teachers Pupils PE leadership</p>	<p>Key Indicator 4: To offer a broader and more equal experience of a range of sports and physical activities to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils will have experience of a wide range of sports.</p> <p>Pupils will take part in local leagues for football and netball. Pupils will have access to inter-school sports competitions</p> <p>The PE lead and HT to attend the Hertfordshire PE conference to further explore avenues for increasing the profile of sport, how to reach the active 60</p>	<p>Membership of the Three Rivers and Watford School Sports Partnership £2467</p> <p>Transport costs to be able to attend competitions £3500 Supply cost to enable PE lead support £672</p> <p>Primary PE conference £390 Supply costs £224</p>
<p>Develop teacher skills and confidence in teaching gymnastics and dance through bespoke workshops for each year group. Teachers work alongside coaches to refine their own skills</p>	<p>Class teachers Pupils</p>	<p>Key indicator 1: Increase all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>Teacher confidence in teaching gymnastics and dance remains high</p>	<p>Gym and dance workshops (2 per class - £90 each) £1665</p>
<p>Ensure pupils who</p>	<p>Year 6 pupils</p>		<p>All pupils leave Eastbury</p>	<p>Catch up swimming</p>

have not met the curriculum expectations by the end of year 6 are supported through catch up swimming			Farm being able to swim	costs £109
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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
Use of sports coaches to encourage more activity at lunchtime	Lunchtime play is highly active with pupils engaging in football, table tennis, basketball, T-Square and skipping.	This has been very effective, and observation of lunchtime play shows the vast majority of pupils are using their body in some way to be active.
Increase the variety of activities on offer at lunchtime	The sports coach has run games alongside what is already on offer for pupils in order to encourage more and more children to be active	Most of the active opportunities are group activities, team games, consequently there are some pupils who do not join in – this is an area to further investigate and an action for 2024-25 will be to note which pupils are not engaging, barriers and further develop.
Join the sports partnership to widen access to competition	This has played a significant part in raising opportunities for pupils to compete in teams in intra and inter sports competitions We have taken part in football and netball leagues – won local leagues (netball, football leagues, a tag rugby tournament and reached the county finals of tri-golf) and competed in higher level tournaments. Girls have begun to access 'girls' football'	The local sports partnership has played a significant role in widening access for KS2 pupils. Going forward we want to provide more opportunities to take part in sport with other schools for our KS1 pupils. Girls have enjoyed becoming involved in girls football and we recognise that this is an area to further develop for all ages
Developing staff skills in teaching gymnastics and dance	All teachers have taken part in gymnastic and dance workshops to further develop their skills in teaching this part of PE.	More staff in 2024-25 will be teaching their own PE lessons due to costs of external providers. Teacher confidence in delivering PE lessons supported by CPD linked to a curriculum will be important to ensure all pupils continue to access high quality PE teaching

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?	73%	<i>Swimming teaching takes place in Y3.4 and this cohort of pupils were not able to complete one of these years due to COVID restrictions</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	<i>Swimming teaching takes place in Y3.4 and this cohort of pupils were not able to complete one of these years due to COVID restrictions</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>73%</p>	<p><i>Swimming teaching takes place in Y3.4 and this cohort of pupils were not able to complete one of these years due to COVID restrictions</i></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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>Children learn to swim externally with coaches connected to the swimming pool we use.</p>

Signed off by:

Head Teacher:	<i>Liz Ormonde</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ben Davies</i>
Governor:	<i>Ali Poptani – link governor</i>
Date:	31/07/2024