



# 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
Weekly sessions of Forest School and conservation of Forest School area.	Governor monitoring visit 14.06.23 noted the enthusiasm from pupils for Forest School and engagement with the skills taught, for example, they learnt flint knapping, hand drilling and knot tying. Forest School after school club places were oversubscribed (13 places each term)	Continue for T1 and T2, then use expertise of in house Forest School Leader
Buy resources for active play times as a result of pupil voice		
Sports coaching from MNR	The pupils requested football for after school club which MNR provided and the club was oversubscribed (20 places per term).	Continue for T1 and T2, then use expertise of in house Netball Coach
Monitor access to clubs to ensure that almost all pupils access at least one physical activity after school	Autumn term – 38 sports club places offered and filled (yoga, Forest School, football) Spring term - 47 sports club places offered and filled (yoga, Forest School, football) Summer term - 77 sports club places offered and filled (walking, yoga, summer sports, Forest School, football)	Continue

Swimming sessions for all who did not achieve the swimming standards in Year 3.	Implemented and the vast majority can now swim 25m with at least one stroke	Continue
Active lunchtime play – Scrap Store	Storage sheds purchased	Buy membership to recycling centre and storage boxes
Updates in weekly newsletter	See Newsletters for evidence of sporting events attended including rugby, football, multi-skills, bowling, alternative Olympics and archery. Pupils developed their ability to give a match report and promote the event through the year as a result of opportunities to present in Collective Worship.	Continue with exception of medals
Celebrate team and individual success in sporting activities during Celebration Worship	Medals were not used for Sports Day – stickers were used instead as a result of a more therapeutic approach to behaviour. (Stickers – 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , effort)	
Nominate a child to be sports leader to develop the profile of sport across the school		
Make school banner to take to sporting events		
Buy medals for sports day		
Attend sporting events eg women's football	Trips to watch sporting events were not achieved this year.	Continue
Gymnastics and dance training for all teachers	Pupil skills improved significantly as a result of specialist gymnastics coaching. The pupils also gained in confidence in trying new skills and many achieved a 'first'.	Continue T3
Financially support access to adventurous activity residential week	All the additional sporting offers have had a positive impact on access to a wider sporting offer and has resulted in increased confidence, skill and independence as a result. The new trip to Oakwood for Y3/4 was particularly well received by the pupils, many of whom had not climbed before. Pupils in Y3/4 report that having stayed overnight for one night, they are looking forward to staying overnight for more nights when they go to The Manor which one of the intended outcomes for the trip.	Continue
Financially support access to overnight stay for Y3/Y4 to adventurous learning camp		Use Ufton Court for Jan 2024 and have overnight stay at school
Take parent and pupil voice to ascertain sports that the children might be interested in e.g. golf		
Subsidise after school alternative sporting activities		
Dance workshops with specialist teachers	The dance workshops have been another highlight for the pupils, with parents being invited to the	Increase in costs so need to find alternative funding source

	final session so they could also support the promotion of dance. They learnt new techniques for a variety of dances from around the world.	
Use West Berks Primary School Sport Network		
Buy school kit for competitive events		
10 sets x 4 sizes		
5 sets x 2 sizes		
£21 per top, shorts, socks		
£16 per jacket and trousers		
Appoint sports organiser to arrange and attend sporting events (20 hrs per term)		
	The pupils report that they like the new school kit because it helps them feel that they are part of a team and have a sense of pride. Pupils from Y1 – Y6 have participated in 16 sporting events through the year as a result of being a part of the network, including a new Speed Stacking event. Five children now regularly participate in sports clubs outside of school as a result of practising and enjoying it within school.	Continue
		Continue

## Key priorities and Planning

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

**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

Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
Forest School for T1 and T2 Maintenance of Forest School area and purchase of resource	All pupils	Ensure <b>all</b> children benefit from the opportunity to get physically active outdoors whatever the weather.	£1800 £500
After school sports club offer all year round	All pupils		
Resource the scrap store sheds	All pupils		£500
Swimming	Year 4 pupils who have not achieved the standard	All pupils leaving in Year 6 have achieved the swimming standard.	£500

**Key indicator 2:** The profile of Physical Education, School Sport & Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement

Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
Celebrations in newsletter, morning welcome, Collective Worship Pupil Sport Leaders to plan actions to raise the profile of physical activity Attend sporting events eg women's football Support the Olympic Games 2024 by holding a school	All pupils	Pupils are aware of benefits of sporting activities and achievements across the school, the country and globally	£1000

Olympics			
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
Gymnastics and dance training for all teachers	All pupils	All staff are confident in teaching and delivering high quality PE resulting in higher quality learning	£400
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
Financially support access to adventurous activity residential week	Pupils in Y5/6	Ensure access to OAA	£6000
Financially support access to overnight stay in school for Y3/Y4	Pupils in Y3/4		
Financially support access to extended stay at Ufton Court for Y3/Y4	Pupils in Y3/4		
Subsidise after school alternative sporting activities	All pupils	Introduce all pupils to a range of alternative sports.	
Key indicator 5: Increased participation in competitive sport			
Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
Use West Berks Primary School Sport Network	All pupils	Continue to develop the children’s involvement in local sport tournaments by increasing the number and variety of sports and varying the pupils who compete.	£6000
Appoint sports organiser to arrange and attend sporting			



events (20 hrs per term)			
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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><b>1. Forest School sessions and resources</b></p> <p><b>2. After School Clubs</b></p> <p><b>Autumn Term 2023</b></p> <ul style="list-style-type: none"> <li>• Forest School (18 pupils from Y1 – Y6)</li> <li>• Yoga (11 pupils from Y1 – Y6)</li> <li>• Multi Sports (26 pupils Y1 – Y6)</li> </ul> <p><b>Spring Term 2024</b></p> <ul style="list-style-type: none"> <li>• Forest School (29 pupils from Y1 – Y6)</li> <li>• Yoga (9 pupils from Y1 – Y6)</li> <li>• Ball Skills (14 pupils Y1 – Y6)</li> </ul> <p><b>Summer Term 2024</b></p> <ul style="list-style-type: none"> <li>• Forest School (25 pupils from Y1 – Y6)</li> <li>• Walking Club (12 pupils from Y1 – Y6)</li> <li>• Cricket Club (16 pupils Y1 – Y6)</li> </ul> <p><b>3. French Olympics day – resources</b></p> <p><b>4. Sports Day - resources</b></p> <p><b>5. Gymnastics and rugby CPD</b></p> <p><b>6. Residential Trip to Culmington Manor</b></p> <p><b>7. Ufton Court Activity Day</b></p>	<p>1. Key Indicators 2 and 4 Most pupils report that they look forward to Forest School sessions, being active and taking part in a wide variety of physical activities. They could list skills they had learnt, both team/leadership skills and skills such as knot tying in order to create structures. Observations show all pupils engaged in physical tasks through the session. New resources have allowed a wider range of skills to be taught.</p> <p>2. Key Indicators 2, 4 and 5 Pupils who need to be motivated to join in with PE are accessing active after school clubs as a result of the broad range of clubs on offer. Opportunities were extended to lunch times so that pupils not able to access after school clubs could still do so. Take up for clubs is high.</p> <p>3. Key Indicators 3, 5 All pupils fully engaged in the day to</p>	<p>Continue</p> <p>Continue</p> <p>Consider taking pupils to watch Reading football club in the new season</p>

<p><b>8. WB Sports Network to facilitate inter school competitions including minibus use, driver and member of staff</b></p>	<p>celebrate the Olympics including an opening and closing ceremony, a boules tournament and a cycling race, culminating in a final and medals. The children report that they now know more about the Olympics and enjoyed taking part.</p> <p>4. Key Indicators 2,3, 5 Pupils rehearsed activities before Sports Day. Pupil Leaders organised the events, confidently led Collective Worship to motivate and encourage pupils to be both competitive and empathetic and showed leadership skills throughout the event. Parents complimented the school in the way in which the races and activities were organised to allow all pupils to participate.</p> <p>5. Key indicators 1 Staff report an increased confidence in teaching both gymnastics (and the use of large apparatus) and tag rugby (drills and skills) as a result of coaching sessions.</p> <p>6. Key indicators 2, 3, 4 All pupils participated in a wide range</p>	<p></p> <p>Continue</p> <p>Continue as new members of staff</p> <p>Continue</p>
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	<p>of activities to their level of competence/confidence. All Year 6 pupils could describe activities that they completed more of or challenged themselves further in (higher, quicker etc).</p>	
	<p>7. Key indicators 4 Pupils learnt how to orienteer, dance a Tudor dance and reenacted a battle. They could describe new skills learnt and spoke positively about the active day.</p>	Continue
	<p>8. Key indicators 2, 3, 4 and 5 Pupils from Y1 – Y6 participated in a variety of competitive sports including tag rugby, speed stacking, multi-sports, alternative Olympics and football. They won medals for some events and enjoyed the competitive aspect of the sessions, encouraging each other to do their best.</p>	Continue

## 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?	100%	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	N/A



What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	N/A
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	For year 4 pupils
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Not needed

Signed off by:

Head Teacher:	<i>Alison Stephenson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lizzy Brown</i>
Governor:	<i>Liz Bell</i>
Date:	Updated 09.12.23 Review completed: 30.07.24