



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
<ul style="list-style-type: none"> • Weekly dance workshops with dance specialist for KS1 • Twice-weekly PE sessions for each class, one run by Sports Coach and one by class teacher. • A specific gym coach fo • Intra-school competitions between year groups in which every student participates. • PE sessions focus on key-skills required for competition across the school • Professional coaching, Sport celebrations and competitions. • Celebrated and valued in class, assembly and by Head Teacher Awards. • Evidence of School Sports Premium outlined on School Website • Rugby equipment to improve school teams and inter-school competitions. • Continued high level focus on active learning across the whole curriculum 	<p>We are pleased to report that the targeted pupils have become more active and developed a greater enjoyment of sport and physical activity. All lunchtime staff have successfully completed training to enhance their understanding and confidence in organising games and activities, ensuring that pupils are spending the majority of their lunchtime engaged in exercise. As a result, pupils' stamina and endurance have improved, positively impacting their resilience and mental well-being. Additionally, their technique and confidence in the water has progressed significantly.</p> <p>The school has successfully achieved several key objectives that reflect our commitment to fostering leadership and healthy lifestyle choices among pupils. Pupils have embraced their roles as ambassadors for physical education, embodying the school motto "Lead the Way." This sense of empowerment is evident in their increased interest in, and accountability for, travel to and from school, as well as their encouragement of healthier, more active lifestyle choices among their peers. Additionally, pupils are enjoying reading their termly</p>

<ul style="list-style-type: none"> • Fully implement PE assessment & link with outcomes in other subjects • Teach Active/Active Maths. • Implement YST PE Life Skills Award across whole school • YST membership • Active Surrey membership • Whole school workshops to educate children in the importance of healthy eating and the link to exercise • To assess the progress made by all pupils in every area of PE, ensuring progression through planning good quality lessons and considering key skills. • To improve teacher confidence, knowledge and questioning in PE, thus ensuring the delivery of high-quality PE lessons. • To improve teacher knowledge and skills and confidence in delivering PE. • Specialist coaches impacting on developing and enhancing Children's skills in sport across the school. Providing quality Physical Education through practical delivery and support with curriculum planning and assessment across the whole school. • Different children chosen to represent the school • High quality teaching and learning of PE throughout the school with embedded skills and understanding for both Teachers and Children. • Games played against local schools 	<p>sports reports and are actively engaged in Maths and English lessons through physical activity.</p> <p>Staff have also enhanced their knowledge and understanding of the skills required to support physical education, applying the training to their own practice and PE lessons. They have had opportunities to focus on specific areas of need within lessons and are now more aware of how assessment informs future planning. Children are increasingly aware of the choices they have when it comes to sport and PE equipment, and we are using iPads to record pupil attainment. Overall, pupils now better understand the importance of maintaining a fit and healthy lifestyle.</p> <p>There has been a noticeable increase in enthusiasm from our female students, with more girls keen to participate and a marked positive shift in attitudes towards PE and sport. Additionally, teachers now feel more confident in delivering PE lessons effectively, following productive meetings and consultations with our PE Specialist. This progress reflects our ongoing commitment to enhancing the quality of physical education for all pupils.</p>
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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
Provide targeted CPD sessions on PE curriculum delivery for teachers, LSAs, and support staff.	Strengthen knowledge of curriculum sequencing, assessment, and inclusive practices for varying abilities.	<ul style="list-style-type: none"> Teachers report increased confidence in delivering PE. Lesson observations show active, well-planned PE sessions with clear learning outcomes. 	Staff feedback forms, observations, and assessment of pupil engagement. Ongoing monitoring, with termly review points	£700
Implement training sessions for support staff and LSAs to encourage and lead positive, structured play during lunchtimes.	Develop skills in initiating games, promoting inclusivity, and managing group dynamics.	<ul style="list-style-type: none"> Support staff demonstrate improved skills in managing active play. Increased pupil participation in structured, enjoyable lunchtime activities. 	Lunchtime observation records and pupil feedback. Training sessions held each term, with feedback and reflections incorporated into practice.	£855
To further embed and integrate dedicated time and activities for physical development in the EYFS curriculum.	Strengthen gross and fine motor skills through daily physical challenges, including climbing, balancing, and active play.	<ul style="list-style-type: none"> EYFS pupils meet age-appropriate physical milestones. Observable improvements in balance, coordination, and movement. 	Observations, EYFS development records, and pupil progress tracking. Ongoing monitoring, with weekly reviews by EYFS teachers.	£3510

<p>Establish gender-equal sports teams, ensuring that for every boys' team (e.g., 2 boys' teams), there is an equivalent opportunity for girls' teams across sports.</p>	<p>Promote balanced participation in sports activities, competitions, and representation for both boys and girls.</p>	<ul style="list-style-type: none"> • Equal numbers of boys' and girls' sports teams actively competing. • Positive pupil feedback on opportunities for equal participation. 	<p>Monitoring team sign-ups, participation levels, and feedback from students. Monitoring Throughout the academic year, with seasonal sports rotations.</p>	<p>No additional charge to the school</p>
<p>Facilitate a 6-week block of swimming lessons each year for all KS2 pupils.</p>	<p>Ensure all KS2 students have access to quality swimming instruction, promoting safety and physical fitness</p>	<ul style="list-style-type: none"> • Increased swimming proficiency among KS2 pupils. • Pupils meeting or exceeding national standards for swimming. 	<p>Swimming proficiency assessments, feedback from swimming instructors, and pupil progress reports. Annual data collated for each KS2 year group, with assessment at the end of each block.</p>	<p>No additional charge to the school</p>
<p>Enter pupils into Athletic sports events, including the Sports Hall Athletics Competition and District Sports Competition, with additional training sessions to prepare</p>	<p>Develop pupils' competitive skills and foster a culture of preparedness and teamwork</p>	<ul style="list-style-type: none"> • Participation in key local and district competitions. • Improved performance in competitions and positive feedback from pupils. 	<p>Competition results, participant feedback, and skills progression during preparatory training.</p>	<p>£675</p>

<p>them.</p> <p>Purchase new playground equipment based on student feedback and ideas presented by House Captains to promote physical activity and pupil voice.</p>	<p>Support physical activity during playtimes with engaging, student-led equipment choices.</p>	<ul style="list-style-type: none"> Enhanced playground activity levels and diverse equipment usage. Positive pupil feedback on new equipment. 	<p>Rolling basis, with new installations each term based on pupil's ideas. Observations of playground usage, pupil feedback, and equipment condition checks.</p>	<p>£369.24</p>
<p>Broaden the range of extracurricular sports clubs, including a free running club for KS2 pupils once a week</p>	<p>Provide accessible opportunities for physical activity outside of the school day.</p>	<ul style="list-style-type: none"> Increased participation in morning and after-school sports clubs. Positive student and parent feedback on club offerings. 	<p>Club attendance records, pupil feedback, and regular club activity reviews. Clubs introduced at the start of each term, with ongoing monitoring</p>	<p>No additional charge to the school</p>
<p>Renew annual subscription to Get Set 4 PE to provide resources that enhance the curriculum and support teacher confidence.</p>	<p>Utilize resources that aid teachers in delivering high-quality PE lessons aligned with the curriculum.</p>	<ul style="list-style-type: none"> Improved teacher confidence and competency in delivering PE lessons. Positive pupil engagement and progress in PE sessions. 	<p>Teacher feedback, pupil progress records, and curriculum observation findings.</p>	<p>£590</p>

<p>To provide children with an experience to attend a Wimbledon tennis match</p>	<p>Provides a memorable opportunity for 8 pupils to experience Wimbledon and be inspired by professional sportsmen/women.</p>	<ul style="list-style-type: none"> • Excitement and engagement in tennis and competitive sports 	<p>Enthusiasm from pupils & from pupil voice. Once in a lifetime opportunity.</p>	<p>£250</p>
<p>To develop an inclusive lunchtime outdoor dance program, open to all pupils, encouraging participation and engagement.</p>	<p>All pupils in the school will have the opportunity to participate in a fun and engaging activity during lunchtime, promoting inclusivity, physical activity, and social interaction.</p>	<ul style="list-style-type: none"> • Improvement in pupils' timing, rhythm, balance, and coordination. • Increased engagement and enjoyment of lunchtimes. • Enhanced social interaction and inclusivity among pupils. • Positive feedback and participation levels in the dance program. 	<p>This will enhance pupils' physical skills such as timing, rhythm, balance, and coordination while boosting their confidence and emotional well-being. It will foster social interaction, inclusivity, and teamwork, creating a more enjoyable and engaging lunchtime experience. This will be integrated into the regular lunchtime schedule with trained staff facilitating sessions. Feedback from pupils will help adapt the program to maintain interest and engagement.</p>	<p>£1530</p>
<p>To add additional dance</p>			<p>Observations, and assessment</p>	<p>£2160</p>

<p>sessions to EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1) pupils' weekly PE provision</p>	<p>This will support pupils in the EYFS' physical development whilst also supporting pupils in KS1 with</p>	<ul style="list-style-type: none"> • Improvement in pupils' timing, rhythm, balance, and coordination. • All pupils in KS1 and EYFS will have a minimum of 150 active minutes per week. 	<p>of pupil engagement. Ongoing monitoring, with termly review points. Pupil confidence and pupil voice monitored and valued.</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
<p>The school implemented a variety of initiatives to enhance its provision and promote development across several areas.</p> <p>Targeted CPD sessions were provided for teachers, LSAs, and support staff to improve confidence and effectiveness in delivering the PE curriculum. The EYFS curriculum was further developed to integrate dedicated time and activities for physical development.</p> <p>To ensure gender equality in sports, the school established equivalent opportunities for girls' teams alongside boys' teams.</p> <p>All KS2 pupils participated in a 6-week block of swimming lessons, and students were entered into athletic events such as the Sports Hall Athletics and District Sports competitions.</p> <p>New playground equipment was purchased based on ideas presented by House Captains, promoting physical</p>	<p>These actions and activities have significantly enhanced physical education, inclusivity, and pupil engagement.</p> <p>The targeted CPD sessions improved teacher and staff confidence in delivering high-quality PE lessons, leading to more engaging and effective teaching.</p> <p>Structured lunchtime activities and new playground equipment encouraged active play, reducing behavioral issues and fostering teamwork among pupils.</p> <p>The inclusion of gender-equal sports teams promoted fairness and representation, inspiring more girls to participate in sports.</p> <p>Swimming lessons and participation in athletics competitions improved pupils' physical fitness, skill development, and confidence, while the expanded</p>	<p>The running club has been such a success in the mornings before school that we have now made this a twice a week for next year and are looking to expand numbers of pupils attending across KS2.</p>

<p>activity and amplifying pupil voice.</p> <p>The school broadened its extracurricular offerings, including introducing a free weekly running club for KS2 pupils, and renewed its subscription to Get Set 4 PE to provide resources that enhanced curriculum delivery.</p> <p>To foster inclusivity, a lunchtime outdoor dance program was continued encouraging participation from all pupils, while EYFS and KS1 weekly PE provision was enriched with additional dance sessions. These actions collectively contributed to an improved physical education program, greater inclusivity, and enhanced opportunities for pupils.</p>	<p>extracurricular offerings, such as the running club, provided accessible opportunities for pupils to stay active outside the classroom.</p> <p>EYFS and KS1 pupils benefited from dedicated dance sessions, supporting their physical and creative development from an early age.</p> <p>Overall, these efforts cultivated a positive, active school culture, improved student well-being, and reinforced the school's commitment to holistic education and inclusion.</p>	
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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?	96.6%	<i>We are extremely fortunate that our local leisure centre is a 20min walk from the school making attending lessons very easy. Year groups have been able to attend for a term at a Time.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	95%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>95%</p>	<p><i>Use this text box to give further context behind the percentage.</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/No</p>	<p>We offered all pupil premium families the opportunity to attend free swimming lessons during half terms and the Easter holidays at the local Xcel swimming pool.</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>All teachers in years 3-6 have attended swimming lessons observing teaching delivered by swimming coaches in our local swimming pool. However, our teachers do not teach swimming.</p>

Signed off by:

Head Teacher:	<i>Zelia Munnick</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emma Daly - Headteacher</i>
Governor:	<i>Polly Narcisi (Chair of Governors)</i>
Date:	19 th July 2024