



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2024



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 2025.**

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.

### Details with regard to funding:

Total amount carried over from 2023/24	NIL
Total amount allocated for 2023/24	£19,390
How much (if any) do you intend to carry over from this total fund into 2024/25?	NIL
Total amount allocated for 2024/25	£19,140
Total amount of funding for 2024/25 to be reported on by 31st July 2025	NIL



## 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>The Elms to provide qualified sports coaches to work with teachers to enhance and extend their knowledge, thus having a positive impact on the development (skills and knowledge) of pupils.</p> <p>Purchase PE Hub scheme.</p> <p>Development of staff knowledge of different sports.</p> <p>Sports Afternoons</p>	<p>Team teaching allocated to teaching of PE and Sport.</p> <p>Staff to use the scheme as a teaching tool to ensure progression and challenge in lessons. Support to enable PE Coordinator to map PE across the curriculum.</p> <p>PE Coordinator to seek additional training for staff on the teaching of new sports e.g.: Handball.</p> <p>Staff and pupils plan sports afternoons collaboratively to develop skills and knowledge in differing sports and activities.</p>	<p><b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b></p>	<p>Pupils have opportunities to develop skills and knowledge sequentially regarding sports. Pupils are exposed to well-planned and high-quality PE lessons. Ongoing accurate assessments enable staff and pupils to develop the next steps and move learning on.</p> <p>Increased subject knowledge for PE Coordinator and staff.</p> <p>Staff are knowledgeable in the breakdown of skills to teach pupils new team games (handball – staff meeting to be provided)</p> <p>Staff are knowledgeable in a range of sports to provide opportunities for pupils to develop skills in differing sports</p>	<p><b>£3500</b> – Elms coaching</p> <p><b>£3800</b>- Maltmans pool hire plus swim instructor</p> <p><b>£546</b> – PE HUB</p> <p><b>£370</b> – BSSP (Bucks Schools Swimming Partnership) swimming training for two members of staff</p>

<p>Additional swimming provision for Year 6 pupils, who have not achieved the standard. (Year 3/4 swim is part of the normal curriculum offer).</p>	<p>Staff trained to provide swimming lessons. Swim teacher to assist in the teaching of swimming.</p>		<p>Pupils can keep themselves safe when near water. Pupils are able to use a variety of swimming strokes, achieving a distance of 25 metres.</p>	
<p>The Elms and specialist coaches to work with and run lunchtime and after school sports activities, increasing the provision provided by the school.</p> <p>Consolidate 30 minutes of active play each day.</p> <p>Sports Leaders to re-engage pupils to completing the daily mile.</p>	<p>Enrichment activities to be provided to pupils to enhance the provision of PE in school.</p> <p>Training (in house) to be provided for MSAs and buddies to support pupils in organising games and activities during the lunch times. Additional resources to be purchased for the playground.</p> <p>All pupils involved in 15 minutes of additional activity every day. Award certificates trophies for children/ classes that complete set targets for the week.</p>	<p><b>Key indicator 2: 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.</b></p>	<p>Additional time for specialists to be in school to support pupils in training and competitions outside of school.</p> <p>Pupils are active during their break and lunch times, developing their skills. Targeted pupils (less active) encouraged to build confidence and resilience in activities.</p> <p>Active pupils that are motivated and challenging themselves.</p>	<p><b>£3500</b> – Elms coaching (costed above) <b>£1000</b> – equipment for playgrounds</p>
<p>Increase the profile of <b>PESSPA</b> within the school. Sports Leaders to meet to discuss how to raise the profile of PE in school.</p>	<p>Sports Leaders to be appointed. Introduce in assembly, highlighting role in promoting PE across the school.</p>	<p><b>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</b></p>	<p>Sports Leaders will promote physical activity – speaking in assembly about games to play and activities. Promoting clubs and competitions that school takes part in. Pupils</p>	<p><b>£1250</b> – Rock Kidz (Health and Fitness week) <b>£1680</b> – Balanceability training <b>£500</b> - Bikeability</p>

<p>Health and Fitness Week to develop understanding of the importance of health and fitness.</p> <p>Balanceability for Reception pupils</p> <p>Bikeability for Upper Key Stage 2</p>	<p>Week of activities related to healthy living and healthy mind. Rock Kidz to run workshops and promote healthy mind, feeling good, standing up for yourself. Promote healthy body through active dance, exercise etc.</p> <p>Reception pupils to be given the opportunity to develop balance skills and learn to ride a bike.</p> <p>Pupils in lower Key Stage 2 to develop coordination and road safety skills, and encourage independence.</p>		<p>will be enthused and engaged regarding physical activities. PE board created for pupils to gain information and school news to be displayed and shared.</p> <p>Pupils know how to be healthy and keep well. Pupils can access support when they are unsure. Healthy Living Week promoted to discuss a child's 'whole' health – mind, and body. Pupils to</p> <p>Pupils to develop the motor skills, coordination and agility.</p> <p>Pupils to develop a cycling proficiency and an awareness of road safety.</p>	
<p>To attend festivals enabling pupils to play a greater variety of sports.</p> <p>To experience competitive sport within school and the wider community.</p> <p>To participate in football league.</p>	<p>Pupils in Year 2 and Year 6 attend the 'Games Festival' for a whole day.</p> <p>Provide a greater variety of enrichment activities for pupils.</p> <p>Provide training to support staff to run a greater variety of clubs, in order to participate in competitions.</p> <p>The Elms and First Soccer to run and coach football club, accompanying pupils to tournaments and league matches.</p>	<p><b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</b></p>	<p>Pupils build upon skills taught to develop ability to compete as a team.</p> <p>Pupils have the opportunity to play football at a competitive level.</p>	<p><b>£600</b> – cost of festivals  <b>£1800</b> – cost of coaches to attend festivals</p> <p><b>£20</b> – South Bucks Football League</p> <p><b>£1515</b> – First Soccer  <b>£2850</b> – The Elms after school football</p>

<p>PE curriculum is broad, sequential and skills are developed to ensure progression.</p>	<p>PE Coordinator to review curriculum plans to ensure progression of knowledge and skills.</p>			<p><b>£1000</b> – release time to let PE Coordinator team teach and monitor PE</p>
<p>Increase participation in competitive sports within the local area.</p> <p>Sports Ambassadors to run afternoon competitive sports activities. Increase children’s enthusiasm for representing the school, developing the understanding of the privilege to represent the school.</p> <p>To develop St Joseph’s Learning Characteristics in competitive sports.</p>	<p>To increase the number of children we can take to a competition by ensuring the skills and game knowledge are developed in enrichment clubs and teaching.</p> <p>To develop sports afternoon competitions, so every child has access to a competitive experience.</p> <p>Arrange for pupils to take part in competitive sports. Staff member to attend with pupils.</p>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Pupils to train and develop the skills to play competitive sports.</p> <p>Pupils develop pride in success and achievements celebrated in celebration assembly. Success highlighted on weekly newsletter and social media.</p> <p>Pupils to attend a sports festival, competing against other local schools – showing sportsmanship and competitive spirit.</p>	<p><b>£1500</b> – sports coach to support lunchtime and after school sports.</p>

# Review of last year's spend and key achievements (2023/2024) – Key Achievements

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>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b></p>	<p>Teachers have increased confidence when teaching PE and sport. This has been evident during sports afternoons where new sports, such as handball, are played. Teachers are using the knowledge from team teaching in sessions and use the appropriate warm up and cool down techniques to prepare the body and recover from sports. Teacher skills have been developed so that whole class participation from small sided games has been increased and enhances the sports experience for all.</p> <p>Teachers use the PE hub to develop knowledge and understand the fundamentals. PE hub has been a great asset for EYFS, ensuring that the fundamentals are taught and it offers alternatives to ensure that PE is inclusive.</p> <p>Hockey was introduced to pupils in Year 4. Pupils experienced a new sport, which led to some pupils continuing with hockey at a club level.</p> <p>The data shows that the top up PE sessions were a great success, with the number of pupils confidently swimming with the ability to perform safe self-rescue high.</p>	<p>Teachers attended training at the local hockey club and resources were loaned to the school for a year. Gum shields were provided to each child so that all pupils could participate.</p>
<p><b>Key indicator 2: 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.</b></p>	<p>Children were enthusiastic to walk the mile during their breaks to gain tokens and try to collect the most so that they could be awarded the class winners at the celebration assembly. It was successfully implemented at the beginning of the year by the Sports Leaders.</p> <p>Additional sports equipment purchased for playgrounds so that pupils were active at break times.</p>	<p>Sports leaders found it difficult to keep on top of giving out tokens. Will discuss and revamp with new sports leaders in 2024-2025.</p>



**Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.**

Healthy Living week was a huge success. Teachers were keen to design a curriculum for the week that enabled children to think about physical and mental health. Children were enthusiastic to come onto school every day and be active and take breaks where they could rejuvenate themselves through movement. New sports were introduced to pupils. Quidditch was introduced to pupils of Key Stage 2, which they linked to their knowledge of the Harry Potter story.

Key Stage 1 pupils had football workshops and feedback from staff emphasised the engagement and enjoyment of the pupils. Pupil voice from the week highlighted that they had used strategies to support their mental health, as well as using their activities to release tension from within.

**Bikeability** – 50% of Year 3 pupils took up the offer to revise bike skills during a days training. Pupils developed their motor skills and independence whilst cycling.

**Tiny Bikers (Balance bikes)** – All Reception pupils were able to access lessons as equipment was provided. Pupils developed their fine motor skills as well as spatial awareness.

Some families were unable to take up the offer of bike ability due to child not owning a bike. School to look into purchasing some bikes for school. All pupils were included and pupils thoroughly enjoyed it.

**Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.**

Year 2 and Year 6 pupils attended festivals with other schools in the County. Pupils had opportunities to participate in a wider variety of sports in competition with other schools. Due to this, pupils were able to develop the team skills of using tactics, resilience and sportsmanship.

Curriculum (using PE hub and The Elms) has been mapped and planned very carefully to meet the needs of the pupils and revised and updated annually. Specialist teachers have been brought in to offer clubs such as football, tennis and dance.

Children enjoy gymnastics and school would like to look at creating a gymnastics club, with a specialist teacher to run.

**Key indicator 5: Increased participation in competitive sport**

Pupils have taken part in competitive activities. This has led to pupils taking part in opportunities available in the local community with other schools. This has helped to further develop their skills outside of school. The pupils were proud to represent the school and this has helped to improve pupil's self-esteem and confidence.

## 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%	<p><i>Pupils have swimming lessons in the Summer term of Year 3 and Autumn and Spring of Year 4, which equates to a year of swimming lessons.</i></p> <p><i>Children attend swimming lessons again in Year 6 Summer term to assess and give additional lessons to those who are not confidently swimming.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	96%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</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><i>Pupils swim in the Summer term of year 3 and the Autumn and Spring term of year 4, equating to a year worth of swimming lessons. An assessment is made at the end of year 4 to meet the national expectation. Those not at the expected level are reassessed in the final term of year 6. Those who require additional support in developing swimming skills will receive an additional term worth of swimming lessons.</i></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><i>All staff providing swimming lessons have attended the BSSP (Buckinghamshire Schools Swimming Partnership) funded courses.</i></p>

Signed off by:

Head Teacher:	<i>Caroline Lovegrove</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Gabrielle Gilmour</i>
Governor:	<i>(Name and Role)</i>
Date:	