



# 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
<p>A higher percentage of the Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PPG attended a sports club increased. These pupils will need further support in attending co-curricular clubs.</p> <p>Equal opportunity for male and female pupils across all clubs</p> <p>Pupil voice survey has found that a high percentage of pupils feel confident within PE lessons</p> <p>We entered at least 50% all competitions and festivals offered. We took part in Trust and</p>	<p>An increased number of pupils leave Year 6 being able to swim confidently and proficiently over 25m.</p> <p>A high percentage of pupils participate in our co-curricular programme. There is some good PPG engagement but this needs further work.</p> <p>All clubs are offered equally to boys and girls</p> <p>Pupils feel listened to and have the opportunity to share their opinions. The vast majority of our pupils feel confident.</p> <p>We have high participation rates for borough competitions giving our pupils more</p>	<p>Overall, the PE provision here at Leeson is good. We have a broad curriculum that pupils report as enjoying and feeling confident in, with high quality teaching and learning. We have a vibrant and varied co-curricular provision that is well attended with a particular focus on PPG this year. We enter as many of the borough competitions as we can and our pupils have many opportunities to participate in school sports, either through intra or inter competitions.</p>

<p>Borough fixtures/tournaments/festivals. A high percentage of pupils had the opportunity to represent the school</p>	<p>opportunities to play and represent the college.</p>	
<p>The quality of teaching and learning in lessons has been good. All staff access and utilise the Real PE scheme to plan and prepare for lessons.</p>	<p>Teaching and learning is of consistent high quality, therefore good progress is made.</p>	
<p>The playground has been split into zones. A timetable has been designed to allow for all classes/genders to have access to different pieces of equipment during break/lunch times</p>	<p>We have active breaks and lunches and the splitting of the spaces into zones has allowed more frequent and fair play by all.</p>	

## 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>Introduce OPAL lunchtime sport sessions/activities for pupils.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Play Leader interviews and training – 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>£5161</p>



CPD for teachers.	Primary generalist teachers	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	£2290 for all staff
Providing extra-curricular clubs for all pupils	Pupils and parents	Key indicator 3: increased exposure to sport by specialist staff	More pupils will get exposure to a variety of sports outside of the school curriculum	£9200
Updating current sports equipment, and providing new sports equipment	Pupils - provide a wider range of activities in the curriculum at all Key Stages.	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	Pupils will have access to high quality equipment in lessons, this will positively impact their participation and progress in lessons.	£1375

<p>Participating in school, Trust and Borough Sports competitions.</p>	<p>Staff and Pupils have access to a range of leagues and competitions, access to resources, networking &amp; collaborating with other PE specialists, sharing best practice.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils have the opportunity to represent the School during competitions and fixtures. The competitive fixtures will provide opportunities for pupils to develop their skills and tactics across a range of activities.</p>	<p>£450</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>Face to face Real PE training for all staff - teachers and support staff (a unique child-centred approach that transforms how PE is taught which engages and challenges every child), to improve the quality of provision and for adults and children to have a greater understanding of health and wellbeing.</p>	<p>All PE is taught at a guaranteed high level and is progressive throughout year groups. It is based on a routine that is followed in all lessons so children know the structure and are aware of what they are learning and why. Teachers will have a progressive, easy to follow scheme of work. Improved confidence for staff delivering PE. Children's development of agility, balance and coordination, alongside healthy competition and cooperative learning</p>	<p>Staff have been more confident to teach PE and the quality of lessons taught and observed has been good and fidelity has been shown to the scheme.</p>
<p>Entrance to tournaments and events</p>	<p>Children have been exposed to competition in sport and have taken part in numerous events that they would not have the opportunity to complete outside of school. These include: Cray Wanderers Football (children were also issued with season tickets), Cross Country, Football, Disability Sports Day, Lacrosse, Girls only football, Netball, Cricket and many more. These events have been at Trust and Local Authority Level.</p>	<p>Children have had the opportunity to play sports that they may not have had and some have been 'scouted' for teams outside of school.</p>
<p>Development of OPAL style play sessions at</p>	<p>There have been less behaviour incidents at</p>	<p>Children are active and engaged during</p>

<p>lunch times</p> <p>External services in school: Skills Academy, Lacrosse Club, Forest School, Street Dance Club, Football Club, Kick Mentoring, Gymnastics</p> <p>Purchasing new equipment for PE sessions and OPAL.</p> <p>New kits purchased</p>	<p>lunchtime and children are participated in more focussed activities.</p> <p>Children are engaged in a number of different sports clubs throughout the year for free or at a subsidised cost.</p> <p>OPAL could run as planned and children were learning new games and able to participate for a greater percentage of lunch and lessons due to increased quantities of equipment</p> <p>Children feel proud to be part of a team in matching kits</p>	<p>lunch time and break times.</p> <p>Children experience different sports with specialist teachers and coaches and show a greater enthusiasm for these.</p> <p>New equip is increasing our resources allowing a higher percentage of participation time</p> <p>Previously we had limited kits and limited sizes</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?	60%	<i>We use a pool at another school within our Trust and children in Year 6 swim for a term and a half. They do not all swim out of school so for many this is their first experience of swimming.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	<i>Children swim from Years 4 to Year 6 and learn different strokes as they progress. They have the same teacher every year which means she can continue to meet the needs of each child.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p><i>As this is the first exposure to swimming for a high percentage of our pupils, many are not confident enough with their swimming skills to move on to life saving skills.</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><b>Yes/No</b></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><b>Yes/No</b></p>	<p>All lessons are taught by a professional swimming teacher so no further CPD for school staff is needed.</p>

Signed off by:

Head Teacher:	<i>Phillip Collins</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emma Valder</i>
Governor:	<i>John Cliff</i>
Date:	31st July 2024