



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.

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
In autumn term and summer term, extra-curricular sporting activity clubs to be run by professional sports coaches to ensure a wider range of students have access to physical activity.	Sports coach Students	96 places were available/week (in half-term blocks) for KS1-2 pupils, for 1 hour after school. Places were 100% attended. Students and coaching staff reported high levels of engagement and enjoyment in a range of physical activities.	To identify whether a range of students were attending; to maximise number of students attending; to target more vulnerable students who may better benefit from a space.	3710
To improve and update sport and PE physical resources to ensure quality, correct and appropriate equipment is available to allow for engagement with a wide range of physical	Sports Coach Students Teachers	Sports previously lacking appropriate equipment to engage and teach with have improved, including netball, tennis, basketball and football. Improved resources for break and lunch ensure each class has a dedicated sporting activity that is timetabled for.	To regularly review resources and equipment and begin to medium/long-term plan for when necessary replacements will be required so that this can be appropriately costed and planned for within	2000

activities.			subsequent year budgets and premiums. To survey areas of curriculum that may require additional or improved resources, in line with <i>Complete PE</i> learning package.	
To implement play leaders scheme in KS1/EYFS– led by trained year 6 students, to encourage and facilitate games and physical activity during lunch.	HLTAs EYFS/KS1 Students Play Leaders MDS/TAs	Development of leadership skills in play leaders. Range of games provided to increase physical activity that are well-attended and participated in. Students as role-models in physical activity.	Long-term implementation of the programme; development of next cohort of play leaders to ensure embedded. Review of games and play being led to ensure remains current and purposeful.	250
Use of therapy dog for walking/exercise with students who have returned with lower levels of fitness, due to pandemic and school closures.	HLTAs Students	Twice weekly, 30 minute sessions, allow targeted students to receive vital physical activity in a different scenario, without the pressure of peers in competitive sporting activities.	Long-term effects of engagement with this to be reviewed – how does this impact upon targeted students engagement with other physical activity?	301
Weekly achievement assembly allows for dedicated sport celebration, including awards and achievements at external sporting providers; internal sporting achievements celebrated; appointment of a School Sports Captain to celebrate school sporting achievements; ½	SLT	Students increased awareness of range of sports and talents in school; development and identification of talents for personal development.	To continue weekly. To continue to identify students who meet district level trials. To consider how the different sporting achievements can be fully communicated to all pupils to increase desire to participate in PESSPA.	0

termly awards for good effort and engagement in PE lessons, selected by PE Coach.				
To develop subject knowledge and confidence in planning and delivering PE across a range of areas. All staff to use, <i>Complete PE</i> (interactive PE curriculum), focusing on the progression of skills over time, to improve the overall delivery and consistency of the PE provision. The scheme will also help to embed accurate assessments of all pupils.	Sports Coach Teachers	Staff are able to access a range of plans for each content area. Sports and areas of PE curriculum are set, to ensure no identical overlap	To ensure this embedded as a planning tool throughout the school (EYFS-KS2) so that consistency of skills delivered and developed grows. Better use of embedded resources and content within <i>Complete PE</i> to aid delivery of PE curriculum Further CPD to develop subject knowledge in certain areas is required. Survey staff to discover own CPD needs and confidence levels.	2340
1 x hour termly CPD sports session led by PE coach for all staff (after-school) to model effective practice, support staff well-being and increase staff enjoyment and confidence in sporting activity	Sports Coach Teachers	All teaching staff attended each workshop. Staff surveyed have expressed a greater confidence in their own physical abilities and a greater understanding and confidence of delivering physical activity.	To identify the quantifiable effect this has had on confidence to deliver and staff well-being. To investigate staff co-leading sessions to further model and develop practice.	769
Investment in CPD for sports/PE leader – Level 5 in Primary School PE Subject Specialism	Sports Coach/PE Lead	Subject lead has been upskilled to improve the overall delivery of the physical education curriculum within the school.	Use knowledge to ensure fully shared with all staff; consider how use training to further PE curriculum	1250

			development. Investigate L6 course.	
<p>To ensure pupils experience a wider range of physical activities.</p> <p>To ensure children have a greater understanding of the importance of physical activity by identifying a range of areas to meet a range of needs.</p>	<p>Sports Coach</p> <p>Students</p> <p>Teachers</p>	<p>Student voice to identify engagement, success and learned outcomes.</p> <p>Intended impact would be an increase in understanding a wider range of sporting activities that students can partake in, to increase attitudes to physical activity, to develop an enjoyment for a wider range of physical activities</p>	<p>How to embed beyond year groups of 4-6.</p> <p>To investigate whether this can occur alongside residential trip to further embed a deeper awareness of the broader range of experiences available.</p> <p>To develop the OAA curriculum in school to raise awareness of areas outside the 'known' PE curriculum.</p>	4200
<p>To implement further OAA resources, to embed elements of the PE curriculum taught at 'activity away days' and residential trips in years 4-6, including Hooke Court, Windmill Hill (PGL) and Watersports Day</p>	<p>Sports Coach</p> <p>Students</p> <p>Teachers</p>	<p>Student voice to identify engagement, success and learned outcomes.</p> <p>Intended impact would be an increase in understanding a wider range of sporting activities that students can partake in, to increase attitudes to physical activity, to develop an enjoyment for a wider range of physical activities</p>	<p>How to embed beyond year groups of 4-6.</p> <p>To investigate whether this can occur alongside residential trip to further embed a deeper awareness of the broader range of experiences available.</p> <p>To develop the OAA curriculum in school to raise awareness of areas outside the 'known' PE curriculum.</p>	1380
<p>To increase engagement in competitive sporting activities.</p> <p>Introduction of girls and boys football training session (weekly) in year 6</p>	<p>Sports Coach</p> <p>Students</p>	<p>20 students across year 6 who were selected based on sporting talent and ability attend a weekly training session of one hour of football.</p> <p>Competitive sporting competitions,</p>	<p>To investigate additional sports that run sporting activities in Bexley.</p> <p>To manage availability of training and appropriate</p>	1520

<p>(costed in extra-curricular) led by qualified football coach. Qualified coach to lead teams in competitive matches to ensure accurate coaching adequate and support To enrol in Bexley Primary School Sports to ensure local tournaments are attended and support for PE Lead to develop subject leadership.</p>		<p>matches and tournaments enrolled in and will attend in summer term (pandemic allowing). Tournaments (Competitive and Non-Competitive) attended:</p> <ul style="list-style-type: none"> • Kevin McCarthy Cup (Boys football) • Stuart Turpin Cup Finalists (Boys Football) • Tony Linett Cup, Semi-Finalists (Girls Football) • EFL Cup (Boys football) • Netball League (Mixed, Y5-6) <p>Multi-sports competition (Y3)</p>	<p>adult to lead at competitive competitions. To introduce cross-year, cross-phase and cross-house competitions to increase engagement in competitive sport. To consider events that ensure inclusion of all students, including those with SEND.</p>	<p>500 75</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

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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	88.3%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	88.3%

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	81.7%
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?	No
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No

Signed off by:

Head Teacher:	<i>Lucy Childs</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lewis Brown (Sports Coach)</i> <i>Thomas Lynch (Deputy Headteacher)</i>
Governor:	<i>Rita Sugden (School Governor)</i>
Date:	19/07/24