

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated September 2024

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).





## Details with regard to funding

Please complete the table below.

|  |          |
|--|----------|
| Total amount carried over from 2022/23   | £        |
| Total amount allocated for 2022/23   | £        |
| How much (if any) do you intend to carry over from this total fund into 2023/24?                       | £1,460   |
| Total amount allocated for 2023/24   | £19,060  |
| Total amount of funding for 2023/24. <b>Ideally should</b> be spent and reported on by 31st July 2024. | £ 20,520 |
| How much (if any) do you intend to carry over from this total fund into 2024/2025                      | £nil     |
| Total amount allocated for 2024/2025   | £19,000  |
| Total amount for 2024/2025   | £19,000  |

## Swimming Data

Please report on your Swimming Data below.

|  |     |
|--|-----|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p> |     |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024.</p> <p>Please see note above</p>  | 37% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | 46% |

|   |     |
|---|-----|
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 46% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | Yes |

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2024/25  | Total fund allocated:   | Date Updated:   |   |  |
|---|---|---|---|--|
| <p><b>Key indicator 1:</b> The engagement of <u>all</u> 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</p>   |   |   | Percentage of total allocation:   |  |
|   |   |   | 75.1 %    £14,274   |  |
| Intent  | Implementation  | Impact  |   |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:   | Make sure your actions to achieve are linked to your intentions:  | Funding allocated:  | Evidence of impact: what do pupils now know and what can they now do? What has changed?   | Sustainability and suggested next steps: |
| 80% of children to be able to swim 25m by the end of KS2 using a variety of strokes.<br>Every child to be able to perform simple life saving skills. Due to the low percentage of the previous year 6 children who achieved the swimming target last year, extra money will be put into this year's current year 6 children to ensure that we meet the required targets of children who can swim before leaving school. | <p>Y5 children to receive 15 intensive lessons (35 mins each – in pool) daily for 3 weeks to achieve a good level of progress in swimming based on data from Swim:Ed and suggestions of length of time in the pool.</p> <p>Y6 children to receive 15 top up intensive lessons (35 mins each – in pool) daily for 3 weeks to achieve a good level of progress in swimming.</p> <p>Additional swimming lessons after school for children targeted for support (35 mins daily after school)</p> <p>Progress data and impact data provided by Active 360 swim coaches for each child (pre and</p> | <p>Active 360 Swimming pop up pool.<br/>£2,250 paid by school (statutory lessons)</p> <p>£5,315 paid by sports premium</p> <p>£858 paid by sports premium</p> <p>Total: £8,423</p> <p>Sports premium:</p> | 80% or higher are able to swim 25m using a variety of strokes. Each child can perform simple life saving skills. Swimming coach to assess how many children can achieve swimming criteria by the end of the sessions. |  |

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|  | post comparison)  | £6,173<br><br>To ensure that the pop up pool can be fitted and run on the school site to make swimming accessible for Y5/6 children we will need to add an electrical point and a water tap. This is an investment to secure good progress in swimming and allow all children the chance to be able to learn to swim.<br><br>Electrical point/<br>Projected cost:<br>£2,323<br><br>Grant: £1500<br><br>Fundraising<br>(Cash4Kids): £823<br><br>Tap: £309 paid by school |  |  |
| To promote and encourage children to be physically active and to participate in physical activity at play times and lunchtimes. (Minimum of 30 minutes per day). | <ol style="list-style-type: none"> <li>1. Continue to monitor playtime equipment. Order new equipment when needed.</li> <li>2. Produce rota for KS2 children to use fixed goals/basketball net.</li> <li>3. Produce a rota for KS1 staff for playtimes and lunchtimes. All staff to be assigned a station. Particular attention given to providing an adult to referee football</li> <li>4. Create zoned off areas for Playtime and Lunchtime.</li> </ol> | <ol style="list-style-type: none"> <li>1. Teachers need to let AL know when equipment is running low. £</li> <li>2. Sports Coaches to run football, basketball and multi-skill sessions for KS2 (60 minutes daily)<br/>£5425</li> </ol>   | <ol style="list-style-type: none"> <li>1. Enough equipment is ordered so that the children can participate for 30 minutes of physical activity a day.</li> <li>2. Each year group gets an equal opportunity to play football/basketball/multi-skills</li> <li>3. KS1 children are able to play football with a member of staff to referee the game.</li> <li>4. There are different areas set up to encourage a variety of activities</li> </ol> |  |

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|  |  | <p>3. Monitor the interaction and engagement of teachers, LSA's and dinner team during play and lunchtimes. Ask staff who would benefit from CPD training in football to be able to achieve this.</p> <p>4. The staff member who gets the equipment out and the playground staff member to both set up the zoned areas with the support of the children. Barriers for zoned area £5,000 (awaiting final quote).</p> <p>£2,376 paid from sports premium</p> <p>Fundraising (Cash4Kids): £2,624 (approximately)</p> | <p>for the children to participate in.</p> <p>5. Adults all demonstrate a positive role model at play and lunchtimes, taking part in games or refereeing football or large game settings.</p>   |  |
| <p>To provide targeted activities or support, encourage and motivate the least active/able children to participate in extra physical activity.</p> | <p>Club run at lunchtimes by Mrs Leach (PE lead) on North Campus. Children chosen by class teachers. (Children who are less active or confident and children who find co-ordination and skill challenging or children with weight or obesity issues). Assess</p> | <p>£300 for equipment</p>   | <p>Reassess the skill of each child at the end of the term's sessions. Have they improved in skills, effort and determination? Are the children's responses to the questions more positive? Write down the % of children who entered the club and the % of children who completed</p> |  |

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|  | key skills of each child before starting club. Ask the children – What they like about sport, how much they enjoy sport and why. Write down the number of children participating. |  | the club. Do the teachers notice any improvement in PE lessons? Summer term. |  |
|--|---|--|--|--|

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|---|--|--|--|---------------------------------|
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> |  |  |  | Percentage of total allocation: |
|   |  |  |  | 3.6 %      £693.04              |

| Intent  | Implementation   |   | Impact   |  |
|---|--|---|--|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions:   | Funding allocated:  | Evidence of impact: what do pupils now know and what can they now do? What has changed?  | Sustainability and suggested next steps: |
| To train new year 6 sports leaders to support KS1 children at lunch times   | -AL (PE lead), to talk to the year 6 children about the role of becoming a Sports Leader.<br>-Year 6 children to apply for the position of Sports Leader, listing their many qualities.<br>-AL to read application forms and train successful applicants,<br>-Rota set up for children to come over to North Campus to support the children with nominated adult to walk the children. | £528 - 2 days cover for PE lead (1 day in September to set Sports Leaders up and two ½ days throughout the year to monitor and develop the skills of the Sports Leaders)<br><br>£35.98 Bibs<br>£79.96 Play Leader badges<br>£49.10 Play Leader caps | Year 6 children will be trained to support, motivate and engage the younger children into being more active during lunchtime play. AL and TC to monitor the number of children engaged on North Campus at playtimes. Take photos and get quotes from the Sports Leaders and KS1 children for evidence. |  |

|  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> |  |  |  | Percentage of total allocation: |
|  |  |  |  | 10.7%      £2024                |

| Intent   | Implementation                                       |                    | Impact   |  |
|--|--|--------------------|--|--|
| Your school focus should be clear what you want the pupils to know | Make sure your actions to achieve are linked to your | Funding allocated: | Evidence of impact: what do pupils now know and what | Sustainability and suggested next steps: |



| and be able to do and about what they need to learn and to consolidate through practice:  | intentions:   |  | can they now do? What has changed?:  |                                 |
|---|---|--|--|---------------------------------|
| All children to be able to take part in 2 hours of high-quality PE lessons per week.  | Staff are offered support from the PE lead and CPD PE training when needed. PE lead to check that every class is following the PE yearly overview supporting teachers with mixed year group planning when needed and that each class receive a minimum of 2 hours of PE a week.   | Three x half day cover for PE lead to work with teachers - £440                                      | Every child will receive a minimum of 2 hours of high quality PE lessons.<br>Teachers will feel comfortable adapting the PE planning to teach mixed age year groups  |                                 |
| All PE lessons are structured and delivered at the same high quality throughout the school.<br>All staff will be following the same structured lesson format. | AL (PE Subject leader) to lead a staff meeting to introduce and explain the new structure of a PE lesson.<br>The hour lesson will be divided into specific sections with time allocated to each part of the session.<br>-Children will be told the learning intention for the lesson and will use retrieval strategies to recall skills taught in previous lessons.<br>-Warm up game and dynamic stretches (10 minutes).<br>-Skills teaching (15 minutes)<br>-Mini competitive game (20 minutes).<br>-Cool down. Low intensity movements to lower heart rate and static stretches.<br>-A competition with the other class in the year group will take place at the end of a unit. | 6 days cover to observe and support 1:1 KS1 and KS2 teachers<br>£1,584 (based on daily rate of £264) | Every child will receive the same high quality PE lesson delivered in the same format.<br>Lesson structure posters will be displayed in the classroom and taken to PE lessons.<br>Children will be able to retrieve previously taught skills to support and improve their PE experiences.<br>Children will be able to explain the format of a PE lesson. |                                 |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |  |  | Percentage of total allocation: |
|   |   |  |  | 9.2 %    £1745                  |

| Intent  | Implementation   |   | Impact   |  |
|---|--|---|--|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions:   | Funding allocated:  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps: |
| To offer the experience of representing the school in a sporting capacity.  | To launch school football team based on child voice for having a football team. This will support belonging and give children a broader experience of sports   | £380 for Sports coach to run BPS Football Club for KS2 children   |  |  |
| Children to experience a broader range of sports and activities through taster days.  | AL to look into some alternative sporting activities and to hire them to come into school to deliver taster days for all the children.<br>DANCEfit - Zumba style street dance experience<br>Archery<br>Fencing | 1. <b>DANCEFIT</b> - £350 per day<br>£75 travel.<br>2. <b>Archery</b> - £395 per day<br>£75 travel<br>3. <b>Fencing</b> - £395 per day<br>£75 travel.<br>Total = £1,365 | Children across the whole Key Stage will have taken part in and experienced at least one sporting activity that is not available in the school curriculum. |  |

| Key indicator 5: Increased participation in competitive sport   |  |                    |   | Percentage of total allocation:          |
|---|--|--------------------|---|--|
|   |  |                    |   | 1.4%      £264                           |
| Intent  | Implementation   |                    | Impact  |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |

|   |  |                        |  |  |
|---|--|------------------------|--|--|
| consolidate through practice:   |  |                        |  |  |
| Teachers to incorporate a competition in one PE unit each ½ term. The 2 classes in the year group to compete against each other to experience winning and losing. | Teachers to look at new mixed year group planning making changes so that each PE unit taught has a competitive activity/competition at the end.<br>AL - PE lead to support teachers with the planning and when deciding how to incorporate a competition at the end of the unit. | Two half days-<br>£264 | Every child has taken part in a competition each ½ term and has had experience of winning or losing. Trophies are awarded by the Heat Teacher during Celebration assembly. |  |

|                 |             |
|-----------------|-------------|
| Signed off by   |             |
| Head Teacher:   | Mrs S Kohli |
| Date:           | Autumn 2024 |
| Subject Leader: | Mrs A Leach |
| Date:           | Autumn 2024 |
| Governor:       | Mr Clark    |
| Date:           | Autumn 2024 |

|                 |             |
|-----------------|-------------|
| Signed off by   |             |
| Head Teacher:   |             |
| Date:           | Summer 2025 |
| Subject Leader: |             |
| Date:           | Summer 2025 |
| Governor:       |             |
| Date:           | Summer 2025 |

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council