



# 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><u>Key indicator 1: The engagement of all pupils in regular physical activity</u>            (£5400) To elevate PE and Sport to become embedded across school, providing numerous opportunities to be active. This will be in various ways such as, clubs, lessons, lunchtime, PE and competitions            To provide evidence of the positive impacts regular physical activity can have on pupils' lives. Aiming to create a love of being active which will last with pupils for a lifetime</p>	<p>Pupils regularly talk with absolute pride about their involvement with sport, both in and out of school. Pupils are understanding their need to be healthy and to get active (supported by various outside providers) During lunchtimes, pupils have really enjoyed using equipment. This summer term has very much been an opportunity for pupils to play together, learning through play, resolving issues and working together to create games.</p>	<p>Pupils have actively used equipment at break and lunchtimes and observations show increased participation in activities by all children.</p>
<p><u>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</u>            (£5300) P.E and Sport will be linked to the school SIP.            (£1000) PE will follow the lesson design format to enable pupils to correlate learning in PE and other lessons PE will provide links with other subjects to enhance pupil's wellbeing in school (social, communication, self-confidence).            The school SIP focuses on the whole curriculum this year with all subjects having a clear focus. PE will be given additional leadership time this year to ensure it is delivered regularly, it is delivered with high expectations of pupils and so that PE becomes a key part of our pupil's development. Staff will develop their confidence through planning using a range of schemes.</p>	<p>Raising the profile of PE and sport across school. Providing planning resources with a variety of equipment. Upskilling staff and in turn providing quality PE lessons for our pupils plus opportunities to be active during breaks. In turn, allowing concentration and focus during lessons.</p>	<p>Observations of pupils demonstrated increased concentration following active participation at breaks and lunchtime.</p>

<p><u>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</u> (£500) P.E Specialist to provide support and guidance for all staff.</p>	<p>In depth planning and assessment for all staff. Supportive webinar and training will also be offered. Staff will be able to follow high quality weekly planning. Staff have been able to observe specialised coaches' sessions (Finding Fitness). Improving their knowledge of delivery. Pupils have engaged well with coaches, raising their understanding of the wider community and the opportunities available.</p>	<p>CPD accessed</p>
<p><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</u> (£3600) Lunchtime: Pupils to attend after school clubs Football team to be offered (boys and girls). Work closely with Tuxford Academy/Tuxford Family of schools.</p>	<p>Accessing new experiences of sports has allowed pupils (&amp; families) to develop their resilience and also allowed them to transfer skills from one sport to another. Staff have improved knowledge, and accessed CPD, to enable them to deliver a range of new sports. A range of new sports equipment has been purchased to support the broader offer of sports and activities.</p>	<p>Pupils attended a range of intra school competitions.</p>
<p><u>Key indicator 5: Increased participation in competitive sport</u> (£370) Enter the small schools leagues for football and summer games</p>	<p>Play in the small school's league for boys and girls. To compete at relevant tournaments in the spring/summer term. Pupils have entered football competitions with a local school in Collingham, rounders at Tuxford Academy.</p>	

# Key priorities and Planning 2023/2024

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><b>To improve teacher subject knowledge in order to ensure sustainable teaching of P.E:</b></p> <ul style="list-style-type: none"> <li>-CPD for teachers;</li> <li>-Teachers working/meeting with appointed specialist to improve their subject knowledge;</li> <li>-Introduce a rolling programme of CPD;</li> <li>-Introduce monitoring systems.</li> <li>-Introduce staff confidence scales.</li> <li>-Release time for PE leader for monitoring purposes.</li> </ul>	<p>Primary generalist teachers</p> <p>All Pupils</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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>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> <p>There is a developing culture of collaboration and CPD that plans for sustainable teacher development.</p> <p>Monitoring systems are introduced.</p> <p>Teacher observation rolling program introduced.</p> <p>Staff confidence scales indicate improved confidence in delivering P.E sessions.</p> <p>P.E training develops sustainable delivery of sports.</p>	<p>£4000 for teachers to undertake CPD.</p>
<p>Appoint extra staff to introduce lunchtime activities;</p> <p>Staff to attend playground leader training.</p> <p>Purchase of additional equipment to support lunchtime activities.</p>	<p>All Pupils</p> <p>Playground leaders established to support their peers in physical activity and engagement at lunchtimes.</p>	<p>Key Indicator 2: The engagement of all pupils in regular physical activity</p>	<p>Staff support pupils to become Playground leaders;</p> <p>Sustainability- pupils will be rotated termly.</p> <p>Staff will support pupils to engage in a range of activities during break and lunchtimes.</p>	<p>Lunchtime staff costs £1,900</p>

<p>Introduction of new PE curriculum, working with external sports professionals to create and implement a range of sports</p>	<p>Primary generalist teachers All Pupils</p>	<p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>A rolling program of sports is introduced. A variety of different activities are celebrated, some of which might not be included in the school PE curriculum. There are equal opportunities for all to participate.</p>	<p>£4180 for appointment of Premier Education specialists</p>
<p>Introduce a broader range of sports activities to pupils; Develop a rolling programme of extra-curricular activities; Increase children's participation in sports in Early-morning drop off club</p>	<p>All Pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>A systematic approach to planning and delivering extra-curricular opportunities is developed A rolling program of extra-curricular activities is introduced</p>	<p>£5000 Extra-curricular staffing costs</p>
<p>Increase participation in a range of competitive activities; introduce intra-sports competitions to complement inter-sports competitions</p>	<p>All Pupils</p>	<p>Key Indicator 5: Increased participation in competitive sport</p>	<p>Pupils have access to intra/inter and national school competitions  Girls and boys have equal access to competitions  Girls are offered an equal range of sports</p>	<p>£1720</p>

# 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><u>Key indicator 1:</u> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Rolling programme of CPD (Continued Professional development) introduced for teachers-CPD for teachers- teachers working with specialist from Premier Education to upskill with identified training plan focusing upon: lesson setup; intensity boosters; differentiation (using the STEP model; Active learning time; Explain and Show; peer learning</p> <p>P.E Monitoring- SLT monitoring of subject including observations, pupil discussions, subject leader scrutiny</p>	<p>Staff confidence scales demonstrate the positive impact of the revised curriculum and associated CPD (Continued Professional development)</p> <p>Drop ins/monitoring of lessons demonstrates that staff are applying the CPD to their own lessons.</p> <p>Monitoring demonstrates that staff are following the curriculum design and the full range of sports indicated in the intent are delivered.</p>	<p>2024/2025 focus:</p> <p>Key Indicator 1: Continue rolling programme of CPD ECT mentoring Continue SLT monitoring programme Ensure access to external resources (staff meetings)</p> <p>Key Indicator 2: Further develop playground leaders supported by staff members</p> <p>Key Indicator 3: Review curriculum intent through different lenses e.g. accessibility for all; gender; pupil engagement</p>
<p><u>Key indicator 2:</u> The engagement of all pupils in regular physical activity</p> <p>Additional staff at lunchtime to run lunchtime sessions (supporting playground leaders</p>	<p>Playground leaders are actively supporting their peers and receive support from the additional allocated staff. This has led to increased physical activity at lunchtimes as pupils use correctly the range of equipment on offer.</p>	<p>Key Indicator 4: Further develop rolling programme of extra-curricular sports, considering pupil voice Pupil survey- sports accessed outside of school Monitoring activities- uptake of clubs and by whom Appointment of external coaches to provide a wider variety of sports to pupils</p>
<p><u>Key indicator 3:</u> The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>P.E action plan has raised the profile of P.E in school. The P.E intent, implementation and impact have been re-written.</p> <p>The P.E curriculum has been re-written, incorporating substantive knowledge, disciplinary knowledge, declarative knowledge and procedural knowledge. The curriculum is built upon the pillars of motor competence; rules, strategies and tactics; healthy participation.</p>	<p>The curriculum has been re-designed with support from Premier Education</p>	<p>Key indicator 5: Map participation in inter and intra sports competitions</p>
<p><u>Key indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils</p> <p>A rolling programme of extra-curricular activities is now established.</p>	<p>Pupil have had access to a broad range of extra-curricular activities such as:</p> <ul style="list-style-type: none"> <li>• Multiskills</li> </ul>	

<p>A broader range of sports and activities are now offered to children.</p>	<ul style="list-style-type: none"> <li>• Kurling</li> <li>• Archery</li> <li>• Fencing</li> <li>• Cricket</li> <li>• Athletics</li> <li>• Football</li> </ul>	
<p><u>Key indicator 5:</u> Increased participation in competitive sport</p> <p>Pupils have participated in intra and inter school competitions.</p>	<p><u>Inter-school sports tournaments</u></p> <p>Pupils have taken part in sports tournaments with local schools (Cricket and rounders) and Sports festivals with the Family of schools.</p> <p><u>Intra-schools sport tournaments</u></p> <p><u>A number of intra-school tournaments have taken part such as</u></p> <ul style="list-style-type: none"> <li>• Ultimate Frisbee</li> <li>• Kurling</li> <li>• Ultimate Javelin</li> <li>• Football</li> </ul>	



# 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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	

<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>N/A</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</p>	<p>Staff supported with knowledge and confidence by trained instructors at Newark,</p>

Signed off by:

Head Teacher:	<i>Ilona Sanderson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ilona Sanderson</i>
Governor:	<i>Karen Grundy</i>
Date:	01.09.23 Reviewed 10.07.24