



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.

Key Indicator	Actions & Impact	Comments / Future Thoughts
Key indicator 1: The engagement of all pupils in regular physical activity	Commitment to active playtimes – supported by older children and all weather surfaces Children's overall level of fitness is increased or maintained as assessed in termly fitness test 4 After school sporting clubs offered each week Equivalent of 287 children attend sports clubs across the year.	Use of outside agencies in running in school workshops and after school clubs could improve range of activities on offer. More sedentary children not attracted to sporting activity are not necessarily inspired to physical activity at break times/club No whole school strategy for 'active learning'.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	New PE curriculum (REAL PE) with focus on wider physical skills and values introduced – meaning children recognise not only sporting achievement is valued Residential with high focus on Outdoor activities offered in Year 6, Year 5 and Year 4 (including visits to outdoor learning centers) offered in Yr. R-Yr3.	Emphasis on participation and achievement in sports completion still dominates in school – need for greater exploration of opportunities for outdoor learning and challenge and life-long commitment to activity.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	REAL PE purchased to support PE curriculum development and supports staff in delivering PE through CPD and detailed planning, so that PE lessons are more structured and have clearer learning outcomes P.E Curriculum Lead monitors staff knowledge and understanding and offer support where needed - All teachers are using Real PE,	Further work needed to ensure new PE curriculum is embedded. PE Lead needs to monitor provision and develop effective/efficient planning and assessment strategy

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Gym or Dance for at least an hour a week and are more confident in accessing skills and of how to improve physical education, development and movement. Membership of Youth Sports Trust offers CPD opportunities to all staff Training for coach accompanying swimming means better understanding of needs of children with regards to swimming by school staff</p> <p>New PE curriculum means children cover 12 different sport or physical activity units in a year in PE After school sports clubs are on offer throughout the school year and cover the primary age range Enhanced swimming offer means children in KS2 access swimming lessons every year with high quality provision Residential with high focus on physical outdoor activities offered to Year 6, Year 5 and Year 4 and outdoor days (including visits to outdoor learning centers) offered to Yr. R – 3. Vulnerable learners are supported in accessing sports clubs and physical activity.</p>	<p>Children enjoying greater range of physical activity, beyond sport – can this be developed further? After school clubs and break time activities could offer more general opportunities for physical development (beyond competitive sport) e.g. forest school, yoga, fun fitness, challenging play.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Membership of West Oxon Sports Partnership – to access interschool competitions alongside use of coaching support to prepare children for competition and support participation - Children look forward to these events and have a real team ethos when playing. Increased participation through commitment to field B and C teams wherever possible Participation is celebrated through regular updates in newsletters and on Sports Noticeboard (team photos and match reports) and individual and team success is celebrated in assemblies. KS1 and KS2 Sports Days using local secondary school facilities – these are important events within the school year and individual success is celebrated</p>	<p>Participation and success in sporting competition is a strength of the school. Is there a need to reflect on valuing participation more for those children with less competitive drive/ability in interschool competition and at sports day – thereby still building a love of team games and physical activity for these children?</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
1. Embed REAL PE Curriculum across school – including further training on assessment by PE Lead	Teachers – providing planning and resourcing to support high quality PE All children at school – benefitting from higher quality teaching	Key Indicator 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teachers are more confident in teaching broad range PE – including agility, balance and control and associated skill/values Children have better quality PE sessions –PE curriculum is broad based, coherently planned and sequenced and taught by class teachers	£1000 costs for curriculum, training for PE Lead and any new resources required
2. Fully participate in WPOS PE Partnership	Children within wider partnership by prosing dedicated coach to manage inter-school sporting competitions. Children at school – providing opportunity for inter-school competitions (KS2) and workshops (KS1)	Key Indicator 5 – Increased participation in competitive sport	Establishing dedicated coach to manage inter-school competitions across the partnership will support school in being able to participate more readily. This re-establishes provision in place prior to covid pandemic Local school working together make this arrangement sustainable into the future.	£1500
3. Employ sports coach(es) to support teaching of wider range of sports in PE	Teachers and other support staff - will benefit from working alongside trained sports coaches and so develop their skills. Children – benefit from access to greater range of sports being taught by qualified staff.	Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils	Children receive better quality coaching in wider variety of sport during PE. Teachers benefit and improve skills over time.	£20,000* (same coach(es) support swimming, some clubs and attendance at inter-school competitions)
4. Enhanced swimming offer for children in KS2 – including training of consistent swimming	Children – greater access to high quality swimming provision than would otherwise be the case.	Key Indicator 4 - Broader experience of a range of sports and activities offered to all	Children have at least 6 weeks of swimming sessions (1:10 ratio teacher:child) every year in KS3. Improving swimming outcomes and more	£5000

<p><i>coach on the school staff.</i></p> <p><i>5. Offer range of extracurricular sports/physical activities after school – supported by teachers/coaches from school or external clubs</i></p> <p><i>6. Maintain PE provision and sporting activity as a strength of the school – e.g. sports days, Sports Leaders, celebration</i></p> <p><i>7. Maintain existing equipment and facilities</i></p>	<p><i>Children - have access to clubs 4 afternoons per week. Clubs cater for all ages over course of the year.</i></p> <p><i>Children – recognise PE and sports as positive aspects in their lives</i></p>	<p><i>pupils / Key indicator 2 - The engagement of all pupils in regular physical activity</i></p> <p><i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils / Key indicator 2 - The engagement of all pupils in regular physical activity</i></p> <p><i>Key Indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement (See also action 1)</i></p>	<p><i>opportunities to swim. Trained coach could make this more sustainable into the future.</i></p> <p><i>Clubs are well attended. Creating better links with external providers and experimenting with more non-competitive clubs would support sustainability</i></p> <p><i>Children enjoy PE and Sport and see it as an essential and pleasurable part of school life – with success being recognized and celebrated. Involving children directly in planning / reporting on activities supports engagement and sustainability.</i></p> <p><i>Ensures safety for children and sustainability of equipment / resources</i></p>	<p><i>*Costs included in coaching costs above</i></p> <p><i>£500</i></p> <p><i>£375</i></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>1. Embed REAL PE Curriculum across school – including further training on assessment by PE Lead</p> <p>2. Fully participate in WPOS PE Partnership</p> <p>3. Employ sports coach(es) to support teaching of wider range of sports in PE</p> <p>4. Enhanced swimming offer for children in KS2 – including training of consistent swimming coach on the school staff</p>	<p>1. Staff and children have benefitted from the Real PE /gym and dance sessions. Staff have become more confident particularly with the implementation of dance and gymnastics lessons. More inclusive for all children.</p> <p>2. Large numbers of children have taken part in all of sports events, tournaments and leagues within the partnership. These included hockey, rugby, athletics, boccia, cricket, football, netball, cross country, indoor athletics, infant ultra Olympics and dance workshops. At all times the maximum number of children were included in these events, taking three teams where this was an option. This also led to many of the teams qualifying for and taking part in West Oxfordshire events and also to County events with 2 cross country teams UJ and LJ, U11hockey, U9 girls football, and UJ and LJ outdoor athletics.</p> <p>3.Children have benefitted from use of Sports coaches for most classes outdoor PE lessons and for a number of after school Sports clubs, giving greater expertise and encouraging a wider range of children to participate in different sports.</p> <p>4. School staff swimming coach present on poolside every session. Providing consistency across all lessons of all the year groups. Taking smaller groups of more or less ability to support</p>	<p>1. PE planning now needs to be developed to ensure class teachers are aware of core learning required and that children’s learning sequential. More robust monitoring of PE lessons will support in this.</p> <p>2. Closer monitoring of children participation in tournament will support school in ensuring that participation is fully inclusive and identify barriers which may need addressing</p> <p>4. Swimming outcomes for children in Year 6 were much improved on last years.</p>

<p>5. Offer range of extracurricular sports/physical activities after school – supported by teachers/coaches from school or external clubs</p> <p>6. Maintain PE provision and sporting activity as a strength of the school – e.g. sports days, Sports Leaders, celebration etc.</p>	<p>their growth.</p> <p>5. A large range of sports clubs have taken place over the year including, hockey, cricket, netball, rugby, girls football and boys football for the Upper Juniors, multisports and football for the Lower juniors and multisports for the infants. These have encouraged a wider range of less confident children to take part and to play on teams and have all been completely inclusive.</p> <p>6. Sporting achievements both inside and outside of school are celebrated on a weekly basis with the whole school. Sports leaders have been used within afterschool clubs and some lessons to assist with activities and played a large part in helping run infant sports day. Play leaders have been running games and activities during lunch times to encourage more activity on the playground. Both junior and infant sports days took place and were very successful.</p>	<p>5. More opportunities should be available for younger children. More clubs linked to physical activity rather than competitive sport e.g. yoga, dance, skateboarding would also be useful in attracting increased participation.</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?	87%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%	

<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>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>	

Signed off by:

Head Teacher:	<i>Deborah Seccull</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jane Woodage – PE Lead</i>
Governor:	<i>Jeremy Lasman – Chair of Governors</i>
Date:	<i>To be finalised and ratified</i>