



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
See Sports Premium Grant and Impact 2023 2023		

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
Continue to improve the quality of teaching and assessment of key skills and knowledge for all pupils to make sustained progress.	PE lead to monitor and provide CPD for teachers and LSA based on the findings	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers more confident to deliver effective PE as observed in learning walks and analysis of data and staff surveys	£1000 costs for subject leader and teacher time
Provide a range of physical activities available to the children on the playground helping to ensure all children are active for at least 30 minutes a day leading to healthier hearts and life choices.	MDSAs and sports leaders	Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity	Children will be engaged in physical activities at break and lunchtimes. Children and staff will know how to use a range of equipment effectively	£6423
Hire an external coach to deliver semi-professional activities to children across the year groups to be observed by staff	MDSAs and sports leaders	Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Children will be engaged in physical activities at break and lunchtimes. Children and staff will know how to use a range of equipment effectively both in lessons and during break times	£3000
Wallop continues to take part in a number of sports	Pupils and staff (led by the PE lead)	Key indicator 2: The profile of PESSPA being raised across the school as a	Increased fitness, perseverance and	£1000

competitions allowing for participation of a diverse range of pupils.		tool for whole school improvement	understanding of the skills require for team sports. Team events have led to improved communication skills.	
Continue to encourage Sports Ambassadors to keep leading on organizing level 1 competitions within the school and increasing pupil leadership and engagement with physical activity.	Pupils led by PE lead and supervised by MDSAs and sports coaches.	Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity	Children are engaged in physical activities during break and lunchtimes. Sports leaders have learnt key skills in order to support younger children to learn new sports	£700
Children continue to be active at school, practice skills of running and perseverance through the implementation of the Daily Mile.	Pupils, teachers and LSAs	Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity	Increase fitness levels	£625
Continue to improve the quality of teaching of the curriculum in order for all pupils to make sustained progress. CPD for teachers. Provide a wider curriculum so all content taught is progressive and builds skills that can be applied across sports	PE lead to conduct lesson observations, liaise with staff and review attainment in PE.	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Lesson observations and staff surveys indicate improved teacher confidence and improved attainment for children	£500

Ensure that the PE curriculum contains opportunities for other cultures and disability sports to be taught helping to teach tolerance and acceptance through assemblies, events and displays	PE lead to support teachers with planning of this	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Pupil interviews and planning scrutiny show that children have an understanding of inclusivity and diversity in sport.	£500
Equipment will be well-provided for the children's lessons. A wide range will be available.	PE lead in consultation with finance manager and teachers	Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Staff and pupils have access to high quality equipment, leading to improved [participation and attainment	£2000
Wider Variety of after school clubs for children.	PE lead and teachers	Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	A wide range of sports clubs are on offer and uptake increases	£1000
Children to attend a range of inter school competition throughout the school year including membership of Test Valley Cluster Sports Association. Increase the number of children participating in curricular and extracurricular sports competitions.	PE lead to liaise with other schools	Key indicator 5: Increased participation in competitive sport		£900

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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
Continue to improve the quality of teaching and assessment of key skills and knowledge for all pupils to make sustained progress.	Knowledge and skills assessment is in place and has been used to identify starting points for all children for Sept 2024.	PE lead to monitor the impact of this and how it is used to inform future planning.
Provide a range of physical activities available to the children on the playground helping to ensure all children are active for at least 30 minutes a day leading to healthier hearts and life choices.	Children are using playground equipment more effectively. The school council got involved in raising the profile of playtime games.	Further training for MDSAs required
Hire an external coach to deliver semi-professional activities to children across the year groups to be observed by staff	Support staff are more confident to lead playtime games.	As above
Continue to encourage Sports Ambassadors to keep leading on organizing level 1 competitions within the school and increasing pupil leadership and engagement with physical activity.	Sports Ambassadors were trained by the sports coach and have passed this training on to new sports leaders for 2024/2025	New sports leader to start up playtime clubs in 2024/2025
Children continue to be active at school, practice skills of running and perseverance through the implementation of the Daily Mile.	School came 2nd in intra school cross country event	Continue this initiative
Continue to improve the quality of teaching of the curriculum in order for all pupils to make sustained progress. CPD for teachers. Provide a wider curriculum so all content taught	The long term plan for PE is clear and is being followed across the school. Children are effectively tracked.	Next step is CPD in gym

<p>is progressive and builds skills that can be applied across sports</p> <p>Ensure that the PE curriculum contains opportunities for other cultures and disability sports to be taught helping to teach tolerance and acceptance through assemblies, events and displays</p> <p>Equipment will be well-provided for the children's lessons. A wide range will be available.</p> <p>Wider Variety of after school clubs for children. Increase the number of children participating in curricular and extracurricular sports competitions.</p>	<p>Children are aware of a diverse range of sports people</p> <p>Improved gym and playtime equipment</p> <p>A wide range of club were on offer in 2023/2024. Sports clubs were well attended (most were at full capacity). The school came 3rd in the local Carnival event</p>	<p>Continue to refer back to this with a focus on building resilience</p> <p>Need to look into effective storage for outdoor equipment</p> <p>Continue to develop this in 2024/2025</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?	86%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	71%	
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?	Yes	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Use of specialist swimming teachers from the local pool.

Signed off by:

Head Teacher:	<i>Martin Lambert</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mandy Parker</i>
Governor:	<i>Nick Slater</i>
Date:	July 2024