



# 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
Sports coach to support teacher development to ensure links are made in all P.E lessons including those taught by the class teacher.	<i>Coaches, teachers, pupils.</i> Weekly sports coaching sessions for every class. KS1 teachers delivering P.E sessions weekly following planning and schemes from P.E providers.	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	Teachers continue to work with external coaches in order to develop their own practice and improve confidence. Delivery of PE has become more consistent in line with teachers feeling more confident. Children are developing skills in areas including striking and fielding, tactical game play and teamwork skills.	£11,491.20: Sports coaches for year.
To continue to strengthen the link in P.E lessons between healthy body and healthy minds.	<i>Teachers, pupils:</i> Well-being week activities with strong links to healthy body/healthy mind. Sports coaches to lead an assembly during well-being week to promote importance of physical activity and keeping our minds healthy. Sports coaches and class teachers to highlight the clear link between physical activity and healthy minds every session.	<i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i>	Well-being week was successful. Classes took part in the daily activities and engaged in discussions around well-being and mental health including how this links to a healthy mind and body. Curriculum links were made to science and a healthy body. Movement breaks are already well embedded into daily practice, but children’s understanding of	

<p>To continue to develop swinging opportunities to help with children's emotional regulation.</p>	<p><i>Pupils:</i> Re-visit the implementation of swinging equipment.</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p>	<p>why these are important continues to be a focus.</p> <p>Alternative opportunities to support children's regulation explored. Not feasible this academic year to reintroduce swinging opportunities.</p>	
<p>To further develop zoned areas with access to P.E equipment over playtimes/lunchtimes with the further developing the role of play leaders for sports and P.E games.</p>	<p><i>SMSAs, teachers, pupils, coaches:</i> Continue to use zoned football pitch area on the hundreds square. Increase the provision of zoned areas for other activities including balls, hoops, bean bags to be used to encourage children to develop fundamental skills.</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p>	<p>Zoned areas continue to be used during lunchtimes to allow use of a range of equipment encouraging the use of fundamental skills. PE coaches provide opportunities for more competitive games at lunchtimes.</p>	<p>£2797.68: New sports equipment</p>
<p>To further develop the clubs with a wider variety of activities available to the school community.</p>	<p><i>Club providers, children:</i> Clear programme of after-school activities available to children including rugby, football, multi-skills, music, yoga and gymnastics. Explore options for additional clubs. Class teachers run clubs on a Friday afternoon.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>After-school clubs continue to be popular and successful with the provision of gymnastics, yoga, music and multi-skills. Class teachers also successfully ran a range of clubs on a Friday afternoon including computing, mindfulness, construction, gardening, story-telling, and art.</p>	

<p>To enable teachers to confidently deliver and embed the new scheme in the second cycle, ensuring greater consistency between the delivery of the coaches format and that of the teachers.</p>	<p><i>PE Lead, teachers, children:</i> Re-enforce the P.E expectations for all lessons in September 2023. P.E lead to carry out observations in Term 1 to identify any areas needing support.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p>Expectations were reinforced in term 1. Monitoring day to be carried out in term 6 including a staff survey to identify any areas staff need support with moving into the next academic year.</p>	<p>£300.00: PE lead release time (2.5 days).</p>
<p>To ensure all classes are using the Inspired Somerset movement break resources to build and further develop fundamental skills and making the link between healthy body and healthy minds.</p>	<p><i>Coaches, teachers, children:</i> Re-enforce the expectation for use of Inspired Somerset resources highlighting the link between healthy body and healthy mind. Ensure all staff are able to access the resources including new staff.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p>PE lead highlighted the resources available and ensured staff were aware how to use them and where to find them.</p>	<p>£11,491.20: Sports coaches for year.</p>
<p>To further promote the holistic development of fundamental skills, fostering resilient, confident, independent and creative learners ensuring they are able to remain emotionally regulated.</p>	<p><i>Forest school lead, children:</i> Discuss with forest school lead and further opportunities for activities in the new academic year.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Forest school continues to be successful, providing children with opportunities to develop their resilience and confidence through a range of activities. Mindfulness club held internally on a Friday PM, equipping children with tools to be able to regulate themselves.</p>	<p>£3000.00: Forest school leader.</p>

<p>To further develop teacher's confidence in developing their skills and modelling to the children.</p>	<p><i>Teachers, coaches, children:</i> Staff continue to work alongside coaches to develop their own skills and confidence in delivering sessions.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p>Children's PE provision has improved with an increase in teachers' confidence in delivering a variety of skills across the PE curriculum, utilising the Inspired lesson plans.</p>	<p>£11,491.20: Sports coaches for year.</p>
<p>To further develop the consistency between coaching based sessions and teacher led lessons.</p>	<p><i>Coaches, teachers, children:</i> PE lead to observe lessons and provide feedback to staff on positives and areas to work on. Speak to staff about any areas they feel they need support with, or topics they feel less confident in delivering.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p>Greater consistency in teaching between coaching staff and teachers. Staff survey sent to teaching staff, feedback received will be used to write monitoring report and inform any next steps for the next academic year.</p>	<p>£300.00: Subject lead release time (2.5 days)</p>
<p>To continue the children's understanding of competition, their resilience and tactical skills to win a game.</p>	<p><i>Children:</i> To plan sports day to include elements of competition. Children to engage in competitive games within their lessons and be taught how to use tactical skills.</p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>Sports day carried out successfully including competitive element. It was explained clearly that there would be a winner, and children were supported emotionally with this. Children were also exposed to tactical skills throughout the year within their lessons through games and matches such as cricket and tennis.</p>	

<p>To continue to promote the positive profile that P.E has across the school by continuing to further develop teacher's confidence in developing their skills and modelling to the children through working alongside coaches.</p>	<p><i>All staff, children, coaches:</i> To carry out subject monitoring to identify areas staff may need support with. Subject lead to attend cluster to discuss ways that the profile of PE can be improved within school.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p>Subject lead attended cluster. Highlighted the importance of the link between academic success and physical exercise. Children continue to benefit from regular movement breaks.</p>	<p>£300.00: Subject lead release time (2.5 days).</p>
<p>To continue to strengthen the link in P.E lessons between healthy body and healthy minds.</p>	<p><i>Teachers, coaches, children:</i> To ensure teachers and coaches are regularly making the link clear to children in their delivery. Promote explicit conversations about the link through activities during children's mental health week.</p>	<p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p>Children's mental health week was successful in promoting the link between healthy body and healthy mind. Children were engaged in discussions and activities exploring the link between a healthy body and healthy mind.</p>	<p>£11,491.20: Sports coaches for year.</p>



<p>To further develop the clubs with a wider variety of activities available to the school community.</p>	<p><i>Club providers, teachers, children:</i> To continue to provide a range of clubs for children to participate in including those provided on a Friday afternoon. Explore options for additional clubs?</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Children have enjoyed gymnastics, yoga, music and multi-sports. A variety of clubs was also offered on a Friday PM.</p>	
<p>To further enhance extra-curricular provision exploring inter-sports competitions with new P.E providers</p>	<p><i>PE Lead, children:</i> Explore the possibility of inter-sports competitions at an appropriate time in the year.</p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p>Link made with local school to potentially participate in a year 2 hockey competition supported by sports coaches.</p>	
<p>To continue to develop children’s resilience and emotional regulation skills to manage competition within class teacher led sessions.</p>	<p><i>All school staff, children:</i> Promote resilience and emotional regulation within class teacher led sessions.</p>	<p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p>External coaches have also been providing interventions in small groups for children who need support with their emotional resilience and regulation. This has helped children to build a positive relationship with coaches, and helped their engagement with PE.</p>	<p>£11,491.20: Sports coaches for year.</p>
<p>To continue build profile of sports day including elements of competition on the success of the 1<sup>st</sup> competitive sports day.</p>	<p><i>PE Lead:</i> Plan a sports day which revolves around competition and creating opportunities for winning and losing.</p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p>Sports day carried out successfully including competitive element. It was explained to clearly that there would be a winner, and children were supported emotionally with this. Children were also exposed to tactical skills within their lessons</p>	

<p>To develop the role of 'play leaders/football leaders' to raise their profile and impact across the school.</p>	<p><i>Play lead, coaches, children:</i> Further develop the role of play leaders by developing their roles and responsibilities around school, during playtimes and within PE lessons.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>through games and matches such as cricket and tennis.</p> <p>Play leaders role to be continued into the new academic year, highlighting their role within school and giving them appropriate responsibilities.</p>	<p>£2797.68: Play lead.</p>
<p>To continue to develop opportunities and engagement for vulnerable learning of tactical games and competition.</p>	<p><i>Coaches, PE Lead, children:</i> Implement interventions to target children who may struggle with tactical games and competition.</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p>	<p>Interventions led by coaches included activities that were targeted to support children with dealing with tactical games and competition skills.</p>	<p>£11,491.20: Sports coaches for year.</p>
<p>To further enhance extra-curricular provision exploring inter-sports competitions with new P.E providers.</p>	<p><i>Club providers, PE lead, children:</i> Explore the possibility of inter-sports competitions at an appropriate time in the year.</p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p>Link made with local school to participate in a year 2 hockey competition supported by sports coaches.</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
Implementing targeted interventions to support vulnerable children to be able to engage in PE and support them in building confidence.	Allowing more children to be engaged in sports, and providing them with the opportunity in a smaller group to engage in activities designed to boost their confidence.	
Continuing to empower teachers to build their confidence in delivering sessions.	Children receive higher quality teaching allowing them to develop their skills and be more engaged in lessons.	
Utilising external coaches as CPD for teachers.	Teachers are able to see high quality coaching on a weekly basis, in turn allowing them to deliver higher quality sessions to their own classes.	

Signed off by:

Head Teacher:	Emily Omell, Headteacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Nicola Smart, Class Teacher
Governor:	Charlotte Seabrook, Chair of Governors
Date:	11/07/2024