



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

2023 – 2024

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.

Key indicator 1 -Increased confidence, knowledge and skills of all teaching PE and sport

Key indicator 2 – Engagement of all pupils in regular physical activity.

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.

Key indicator 5 – Increased participation in competitive sport

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.

<p><b>Swimming</b> -Increase the amount of children who can swim effectively. -Increase the opportunity to attend swimming at a younger age group.</p> <p><b>CPD</b> -Provide CPD for staff to teach different activities.</p> <p>-Provide CPD for curriculum lead</p> <p>-Provide CPD for ECT teachers.</p> <p>Provide CPD to increase the confidence of teachers.</p>	<p><b>Swimming</b> -The non-swimmer children who are in year 6 and current year 5.</p> <p>-The staff in LKS2, the children who attend the event, the teachers and coaches for swimming.</p> <p><b>CPD</b> All staff will be teaching PE this year and we will provide training throughout the year to upskill them in the different PE topics.</p> <p>Ensure the subject lead is kept up to date with interventions/boosters and LA support.</p> <p>Provide additional training for EXTs to supplement their CPD</p> <p>Through questionnaires of staff confidence, we will identify the staff who require additional training</p>	<p><b>Swimming</b> Key indicator 2</p> <p>Key indicator 2</p> <p><b>CPD</b> Key indicator 1</p> <p>Key indicator 1</p> <p>Key indicator 1</p> <p>Key indicator 1</p>	<p><b>Swimming</b> The top up session will be offered each year moving forward. An improvement in the percentage of children who can swim by the end of year 6.</p> <p><b>CPD</b> We will keep the resources so that new members of staff can be upskilled and resources are readily available for staff to use to teach and assess PE.</p> <p>We will see that staff are more confident in teaching PE and it is being taught regularly to children. Children have a wider variety of sports and physical activity opportunities.</p>	<p><b>Swimming</b> <b>£1091</b> in total of lessons and top up.</p> <p><b>CPD</b> <b>£8397</b></p>
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## 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	Intended outcomes.	Cost linked to the action
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<p><b>Extracurricular clubs</b> -Increase the opportunity for extra-curricular clubs.</p> <p>-To provide opportunities for all children to attend sports club</p>	<p><b>Extracurricular clubs</b> -Staff will offer a greater opportunity for the children after school and at lunch time.</p> <p>-This will affect the staff and pupils school.</p>	<p><b>Extracurricular clubs</b> Key indicator 2 Key indicator 5</p> <p>Key indicator 2</p>	<p><b>Extracurricular clubs</b> We will buy additional equipment so that the same club can be offered moving forward. The children will have the opportunity to attend a variety of extra-curricular clubs.</p> <p>We will monitor the uptake of clubs and ensure that a range is provided that improves the skills of PE both physically and tactically.</p>	<p><b>Extracurricular clubs</b> £582</p>
<p><b>Physical Activity</b> To invest in Physical activity for play times and lunchtimes.</p>	<p><b>Physical Activity</b> -This will affect the staff and pupils as we are planning a shift in play principles. We want to encourage ownership of play through greater opportunities of activities.</p>	<p><b>Physical Activity</b> Key indicator 2 Key indicator 4</p>	<p><b>Physical Activity</b> We will see a reduction of incidents at play time and more children engaged in their own play activities. Children will have an opportunity to have more physical activities at lunchtimes.</p>	<p><b>Physical Activity</b> £3500</p>
<p><b>Curriculum</b> -Provide a range of activities for all children to participate in. -To provide regular OAA opportunities</p>	<p><b>Curriculum</b> -This will affect both pupils and staff.</p>	<p><b>Curriculum</b> Key indicator 3, Key indicator 4</p>	<p><b>Curriculum</b> Due to all teaching staff being trained in PE activities, they will be able to offer more opportunities to access PE sessions.</p>	<p><b>Curriculum</b> £6000 curriculum improvements and sports week.</p>

<p><b>Competition</b></p> <ul style="list-style-type: none"> <li>-To provide competition for a range of children.</li> <li>-To purchase trophies and awards.</li> </ul>	<p><b>Competition</b></p> <p>-A range of children will be offered competition, this will be for both the high achievers and children who do not regularly participate in sport outside of</p>	<p><b>Competition</b></p> <p><a href="#">Key indicator 5</a></p>	<p><b>Competition</b></p> <p>This will be sustainable as we will continue to offer competitions within the local authority and a range of competitions across the borough.</p>	<p><b>Competition</b></p> <p><b>£1800</b> with subscriptions and competitions.</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><b>Swimming</b>            Increase the amount of children who can swim effectively.</p> <p>We bought an additional swimming session as top up to            increase the amount of children who can swim effectively.            This included providing cover for a teacher who is also a swim instructor.</p>	<p>Summer data currently sits at 82% attainment which is a 22% increase from 2023. For the children that have not met the expectation by the end of year 6 we have identified their barrier.</p>	<p>As part of the SDP, we identified the children who could not swim 25 metres at the end of year 5 last year. These children are currently in year 6. We have also identified the children who could not swim 25 metres and who are currently in year 5. They have been provided additional swimming sessions in the summer term with a qualified swimming instructor. This is in addition to the normal lessons. Data was collected at the beginning as a baseline and PE lead monitored the teaching of swimming throughout the year. The final levels will be available in the summer term.</p> <p>We have also worked with the local swimming pool to negotiate additional sessions for our vulnerable children such as PP to use outside of the curriculum. We are also going to work with the leisure centre and LA to implement strategies to increase engagement further down the school. This includes arranging more information and guidance, vouchers and engaging year 3 and 4 parents moving forward.</p>



<p><b>CPD</b></p> <p>To provide CPD for staff to increase their understanding of the subject and improve confidence so that they are confident teaching the subject.</p> <p>We provided the following training:</p> <ul style="list-style-type: none"> <li>- Subject lead meetings</li> <li>- Adapted teaching</li> <li>- ECT training</li> <li>- Orienteering</li> <li>- Targeted PD teaching</li> <li>- Active play at playtimes</li> <li>- Whole school staff training on complete PE and adapting sessions.</li> </ul>	<p>100% of staff stated that they were more confident in teaching Orienteering post training.</p> <p>In the evaluations from PE meetings, 80% of the staff said they felt more confident in teaching PE. The 20% that did not, were already confident, but found the staff meeting informative on adaptive teaching and making connections.</p> <p>Due to Active play training, sixty eight children across year 6 volunteered to be play leaders on the playground and supported younger children with games. The games and organisation was communicated with MDMs and teachers. Engagement of children has improved as they have a range of different activities at this unstructured time.</p> <p>The CPD and additional resources have led to children being offered 2 hours of PE regularly since Christmas.</p> <p>This has ensured that subject leads can share best practice and we have increased the understanding of staff members who were less confidence or new to teaching,</p>	<p>Teachers had training to support the teaching of PE and understanding of Complete PE. This has led to staff being confident in understanding the teaching of the subject, which was commented upon within the evaluations. It has also ensured progress in attainment - for example in KS1 y1 to Year 2 have increased their ball skills attainment by 6% and locomotion by 8% when compared to their Yr 1 results. Attainment in Dance has also increased in all year groups to be more in line with the other PE topics compared with 2022 data figures.</p>
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<p><b>Curriculum</b> Provide a broad and balanced curriculum (linked to CPD)</p> <ul style="list-style-type: none"> <li>- Ordered additional equipment so that lessons can be taught at the same time.</li> <li>- Ordered additional equipment for playtimes so that all children have equal opportunities.</li> <li>- Orienteering resources were purchased to support the training.</li> <li>- The teachers have planned some exciting activities about how to stay healthy and we planned a range of sports for the children to try (including Glow in the Dark Dodgeball, Water Sports (Year 6), Yoga, American Football, Dance, Football, Cheerleading and Cricket) in addition to their usual PE lesson.</li> </ul>	<p>Additional equipment was purchased that led to more opportunities of PE to be taught. Teachers were using their designated time to teach the PE lessons.</p> <p>Children had more opportunities to be active at playtime as of the increased equipment.</p> <p>All children have had orienteering lessons following the staff training. This has increased the opportunities of this area of the curriculum. Staff commented that they had improved their confidence level when teaching this topic, it was also communicated in their orienteering surveys.</p> <p>Children have had the opportunity to do new activities outside their normal PE offer which leads to more children having physical activity opportunities. (American football, glow in the dark dodgeball and American football are all new this year)</p>	<p>PE timetable has been running since christmas</p> <p>Orienteering equipment was purchased and training led to all staff completing orienteering in the Spring term.</p> <p>A range of opportunities have been offered throughout Sports week including cheerleading, cricket, yoga, watersports, football.</p>
<p><b>Membership</b> We have purchased both Complete PE and AFPE to support the organisation of Pe</p>	<p>This has supported the teaching of PE and ensuring that best practice is shared.</p>	<p>This has supported the teaching of PE and ensuring that best practice is shared.</p>

<p><b>Extra-curricular clubs</b></p> <p>Increase the opportunity for extra-curricular clubs.</p> <ul style="list-style-type: none"> <li>- Additional equipment has been bought for hockey, tennis, dodgeball and basketball</li> </ul>	<p>We have continued our commitment to offer a large number of clubs and have increased the teachers' teaching clubs as all teachers now run one as opposed to only the sports instructor. The new equipment resulted in a variety of sports clubs being offered this year that were different from previous years such as glow in the dark dodgeball, basketball, short tennis, hockey. Although the number of clubs has stayed the same (39), we have increased the teachers' teaching clubs as all teachers now run one as opposed to only the sports instructor.</p>	<p>The new equipment resulted in a variety of sports clubs being offered this year that were different from previous years such as glow in the dark dodgeball, basketball, short tennis, hockey.</p>
<p><b>Competition</b></p> <p>To improve the opportunities for competition</p> <ul style="list-style-type: none"> <li>- Entered a range of competitions such as Bexley football, Kent football, South of England, cricket, rugby, Charlton national competition.</li> </ul>	<p>We have increased the amount of competitions attended and now take part in A,B,C events across a number of sports: Football, Cricket, Netball, Athletics, Tag Rugby, Tennis,Swimming. Children also attended the Sports Boost and Girls sports program as a targeted intervention this year. Children performed better in competitions this year- the boys football achieved great success and were Bexley 7-a-side Champions, Kent 7-a-side Champions, SE Regional Finalists, Kevin McCarthy Runner Up, Bexley 5-a-side Champions, Bexley League Champions, Charlton Athletic EFL Champions,Represented Charlton Athletic EFL South Finals. The girls also had a strong team, but were beaten only by the school that are now competing in the national competition - they came second in the Bexley cup in football and third in the league. In the year 4 tennis competition, they achieved second place.</p>	<p>We have attended 32 competitive events this year, this increase is down to the success of the boys and girls football teams as they played more matches compared to previous seasons.</p> <p><i>We have maintained the Platinum School Sports award.</i></p>

## 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*

<b><u>Question</u></b>	<b><u>Stats:</u></b>	<b><u>Further context</u></b>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	82%	Children took part in Swimming throughout Year 5 children that were unable to swim in year 5 went to top swimming in year 6 this was seen an improvement in swimming data.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	<i>Children are given opportunities to develop swimming techniques during sessions.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	75% Performed in pool 100% Outside of pool with water based situations explained	All children have had opportunities to practise safe self rescue however 75% percentage performed with clothes on in the pool setting.

Signed off by:

Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss Bennett, Mr Corley PE and sport premium leads</i>
Date:	24/07/24