



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
CV Life are used at Stockingford Academy to deliver physical education lessons to KS2 and after school clubs offered to all children across the school. A significant amount of funding was used to implement this.	This had an impact on the physical well-being of children at Stockingford, particularly those vulnerable to underachievement. Children developed an understanding of sports and teamwork. The standard of PE delivered to pupils is of a consistently high standard.	Continue into this academic year, with a more varied curriculum developed and links with the PE lead at Stockingford Academy. This will ensure that school staff and CV Life are working to the same goals.
Children in year 5 attended swimming lessons at Pingles- Nuneaton.	Lessons had an impact on the physical development of children in year 5. Most children began with no previous experience of swimming- although the number of proficient swimmers remains low, children have increased their awareness of water safety and begun to swim short distances without aid.	Children in Year 4 to swim in Autumn ½ and Spring 1 to allow more time to provide support to non-swimmers, before they move onto secondary school. Year 5 to attend in Spring 2 and Summer 1. Summer 2 to support Year 6 non-swimmers to help improve the percentage of swimmers.

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
<p>Relaunch lunchtime sport sessions/activities for all pupils.</p> <p>To continue to provide swimming lessons for children in KS2, with a top up swim for year 6 children.</p> <p>To deliver a broad and balanced PE curriculum in collaboration with CV Life.</p> <p>To update equipment in accordance with the revised curriculum. To also purchase new equipment for lunchtime activities.</p> <p>To provide a more varied menu of extra-curricular clubs to the children at Stockingford.</p>	<p>Lunchtime supervisors / CV Life coaches - as they need to lead the activity. Pupils – as they will take part.</p> <p>Pupils who will have a more varied curriculum and higher engagement levels.</p> <p>Pupils who will be more physically active and healthy.</p> <p>Staff confidence in teaching sports sessions, including lunchtime staff.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Staff will feel more confident in delivery.</p> <p>Children’s engagement levels increase. This also has a significant impact on attendance for key children.</p>	<p>£3,000 costs for Swimming coaches inc transport.</p> <p>£3000 for CV Life coaches for lessons, after school clubs and lunch times.</p> <p>£5000 for equipment to support lunch time and PE lessons.</p> <p>£3000 for competitions-to inc transport costs.</p> <p>£? For grounds maintenance: cut grass, paint lines for pitch, playground games and athletics.</p> <p>£? To support fine motor skills in early years and KS1.</p>

<p>Introduce dance lessons with specialist as part of increasing a broad curriculum for students.</p> <p>Apply for and provide evidence towards School Games Mark. Participate in inter-school games and competitions towards SGM.</p>	<p>Pupils- to increase enjoyment of all areas of the curriculum.</p> <p>Staff- LTP to be adapted so teaching staff to be notified.</p> <p>Pupils and teaching staff. Raise profile of School amongst the community.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>See impacts above.</p> <p>Increase pupil confidence and self-worth through achievement. Increase pupils' ability to cooperate with others, work as a team and follow instructions.</p>	<p>Estimate cost £2000</p> <p>£1500 for competitions inc travel.</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
Introduction of OPAL, which encourages children to play outside and be active no matter the weather. Children provided with wellies and welly storage to encourage children to spend more time outside.	Increase in children spending time outside, despite rain. Use of 'spare parts' and zoned areas meant that children had an increase in activities that they could take part in. Children used equipment that requires, push, pull and lift. Children learnt about risk and increased their ability to avoid injury and disputes.	Areas outside needed to be zoned better so that the risk of equipment being broken or lost is decreased. Children to be shown how to use equipment during lunch time and modelled by lunch time staff. lunch time staff to work in one zoned area for at least one, half term so that they become familiar with how equipment can be best utilized.
CV Life staff teach KS2 PE lessons 1x a week to provide high quality coaching of pupils in broad sectors of the PE curriculum.	Children enjoy PE and have developed agility, teamwork and other related skills to their skill set.	Diversifying the curriculum and lunch-time/ after school club offer would be a benefit.

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?	28%	<p><i>Most children have had no lessons or swimming experience prior to them attending with school.</i></p> <p><i>Many children are reluctant to engage with lessons due to anxiety or being conscious of their body.</i></p> <p><i>Lessons offered are currently in half term blocks, for half an hour, which are too short to allow them to progress to this standard.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	28% Front crawl 27% back stroke 20% breast stroke	<p><i>Most children who are able to swim 25m only learn gain confidence in one stroke- which is front crawl. Children progress to other strokes in the next stage.</i></p>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	6%	<p><i>A small number of children have reached this stage, after becoming confident with the 3 main strokes.</i></p> <p><i>These children also have prior or parrallell lessons to the ones at school which allows them more time and experience to make progress.</i></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?	Yes/No	<p>Children in Y5 have had additional lessons to support them with further lessons, after Year 4, to gain more confidence, skill and experience.</p> <p>PE lead has been on maternity leave for summer term.</p> <p>Hand over to a new PE lead means that a focus can be made in this area to improve the percentage next year.</p>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<p>Specialised swimming coaches at the local swimming centre have provided lessons to all pupils attending lessons.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	