



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
<p>Children to be provided with lunchtime clubs and after school clubs that they can access.</p> <p>As part of a number of PE lesson in each unit children are reminded about how physical exercise prevents disease. As part of a PE lesson in each unit children are asked to feel their heart, describe their breathing and how they feel.</p> <p>Children to have a range of different equipment to use at breaktimes and lunchtimes to allow them to be physically active.</p> <p>To promote PESSPA through the school newsletter 'Parish Press'</p> <p>To promote PESSPA through the school Twitter and Facebook pages</p> <p>To promote PESSPA through school Collective Worship.</p> <p>To promote PESSPA through the school PE/Sport noticeboard.</p> <p>To use school media sites to promote clubs outside of school that link to the opportunities that we have in school.</p>	<p>Pupils physical health, mental health and understanding has increased. Fitness levels and stamina have begun to improve for the children. With limited afterschool clubs available it meant that some of our pupils have accessed sports club throughout the year. Children say that they enjoy active playtimes that include a range of activities. For all pupils at the end of Year 4 to be able to swim at least 5 metres.</p> <p>The notice board had a range of information about clubs, fixtures and results, of which children are aware. In class assemblies, we have had children who have taken part in sporting activities recognised through the Parish Press so we have celebrated their successes. Children are aware of the importance of sport in school and the achievements of other children in school. These opportunities have been highlighted with regular tweets sent out about school sport, linked to school Facebook page. Tweets regularly 'shared' and 'liked' by national sporting organisations. Improved children's</p>	<p>4 children not swimming 5</p> <p>Teachers are now be able to continue the provision of after school activities. Children will be more active in their lives outside of school. Once pupils have been swimming they are more likely to continue to attend and this will be encouraged with parents.</p> <p>Pupils are now very proud to be involved in Collective Worship/Parish Press/photos on notice boards etc. which is impacting on confidence and self esteem. Pupils attending after school clubs complimenting activities in the curriculum. Increased self-esteem/confidence are having an impact on learning across the curriculum.</p>

<p>Teachers at school to be part of a mentoring process with Gainsborough Trinity Foundation and Premier Education.</p> <p>Working in partnership with the coaches will upskill the teacher's knowledge of P.E. skills and P.E. teaching.</p> <p>This will allow discussions between professional to improve the confidence of the teachers when they are teaching PE.</p> <p>Children to be provided with games and sporting equipment to use at breaktime and lunchtime.</p> <p>Outside coach (Trinity Foundation) to provide a range of sports and games for children at lunchtimes.</p> <p>Outside coach (Premier Education) to provide a range of sports and games for children in an after-school session. Targeted children to be invited to the club so that as higher percentage of children take part in extra-curricular activities.</p> <p>Clear range of sports and activities to be planned throughout the PE curriculum so that children experience different sports.</p> <p>Agree to the offer from Lincoln and Gainsborough Schools partnership and take part in as many different festivals, competitions and sporting opportunities as possible.</p> <p>Join Gainsborough and District Primary Schools' Sports Association for the year and take part in as many different festivals, competitions and sporting opportunities as possible.</p>	<p>attitudes to learning with children in school on time. Children use the language of Personal Challenge in P.E. and Sport and other areas of the school curriculum.</p> <p>New coaches from the coaching companies has introduced new ideas to the children. Feedback from the teachers has indicated that they feel more confident to teach PE and to a higher level. Due to this action the quality of PE teaching has increased and children are more active in PE lessons. Lesson drop-ins to confirm this. P.E. maintains a high profile and teachers and sports coaches work collaboratively to further improve their teaching.</p> <p>Teachers confident to teach sporting activities. Clubs run were; Girls Football, Boys Football, Mixed Football, Netball, Tag Rugby, Indoor Athletics, Cross Country, Swimming, Multi-Skills. Pupils have participated in a range of different physical activities throughout the year and they will be able to talk about these experiences. The school have participated in a range of sporting competitions and festivals. Social media has shown a range of different physical activities. School P.E. and Sport at a level described by the Youth Sport Trust and Your School Games.</p> <p>Gainsborough Sporting Association joined. Children to be selected to represent school at Competitive events. Following events attended; Gainsborough and District Local football league, Local cross country event, Local mixed football event, Local girls football event, Local swimming gala, Regional biathlon competition Following events attended with; Lincoln and Gainsborough SSP,</p>	<p>Specialist coaches now mean that as a result of learning new skills staff can ensure the consistently good teaching of physical development in all areas of the school and pupils get a specialist and rich physical curriculum. Staff have retained specialist knowledge and skills. The need for coaching reduces as staff become more skilled up.</p> <p>Having experienced different sports, pupils now have more knowledge of what they enjoy and what they would like to continue to do in the future. Skills taught in each activity will be able to be applied to a range of physical activities and pupil's physical knowledge and understanding will increase across a range of sports. School are able to maintain the levels prescribed and look to exceed these as appropriate.</p> <p>Gold Level achieved- Your School Games</p> <p>Competitive sport continues to be embedded in the schools and pupils ethos. Pupils have joined other clubs outside of school. The pupils have represented the school and have continue to develop new skills year on year making the sporting success of the school grow at the same time.</p> <p>Members of the school community have represented school at local, district and national</p>
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<p>Ensure children are encouraged to join competitive clubs out of school.</p> <p>Encourage out of school clubs to come and do taster days for their sport.</p> <p>Teach Y5/6 the rules of competitive sports. Extend so that Y5/6 teach Y3/4 the rules. Suggested sports, football, hockey and netball.</p>	<p>Girls football, Tag Rugby</p> <p>Gainsborough Trinity Boys football Girls football The range of afterschool clubs available means that at least 50% of our pupil's access sports club throughout the year. The number of PP accessing clubs was below the level of non PP children. The school was actively involved in local and regional competitions and pupils are proud to be chosen and enjoy the Events. All teams were prepared in the activities they will be involved in and have all the relevant equipment including clothing and footwear.</p>	<p>level.</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	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>We will timetable two Physical Education sessions a week for all children in school. One outside session and one inside session. More active breaktimes and lunchtimes. We will organize lunchtime and after school sports clubs.</p> <p>We are going to promote Physical Education and School Sport and Physical Activity through Parish Press, Facebook and Twitter. We are going to recognize children’s achievements in this area through the above.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – as they will take part.</p> <p>Teaching staff – as they need to promote in these areas.</p> <p>Pupils - as they will take part.</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 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Becomes part of the regular school day and week.</p> <p>Children are able to talk about PESSPA in school, for themselves and for other children. Children know that physical exercise promotes physical and mental wellbeing. Parents know what PESSPA is happening at school.</p>	<p>£1,000 for breaktime and lunchtime equipment. £1,000 for new curriculum equipment due to the increased number of PE activities being taught.</p>

<p>We are going to work in partnership with Gainsborough Trinity Foundation and Premier Education coaches to teach the children in some of their PE lessons and in some of their lunchtime and after school clubs.</p>	<p>Teaching staff – as they need lead the activity.</p> <p>Pupils - as they will take part.</p> <p>Outside Agency Coaches - as they need lead the activity.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Feedback from the teachers will indicate that they feel more confident to teach PE and to a higher level. Due to this action the quality of PE teaching will increase and children are more active in PE lessons. Lesson drop-ins will confirm this. P.E. will maintain a high profile and teachers and sports coaches will work collaboratively to further improve their teaching. Specialist coaches will mean that as a result of learning new skills staff can ensure the consistently good teaching of physical development in all areas of the school and pupils get a specialist and rich physical curriculum. Staff will retain specialist knowledge and skills. The need for coaching will reduce as staff become more skilled up.</p>	<p>£ 10000 - to provide coaches to work in partnership with teachers.</p>
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<p>We will timetable two Physical Education sessions a week for all children in school.</p> <p>One outside session and one inside session to include new sports and activities.</p> <p>More active breaktimes and lunchtimes.</p> <p>We will organize lunchtime and after school sports clubs.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Teachers feel confident to teach sporting activities. Pupils will have participated in a range of different physical activities throughout the year and they will be able to talk about these experiences. The school will have participated in a range of sporting competitions and festivals. Social media will show a range of different physical activities. School P.E. and Sport at a level described by the Youth Sport Trust and Your School Games as Gold. Having experienced different sports, pupils will have more knowledge of what they enjoy and what they would like to continue to do in the future. Skills taught in each activity will be able to be applied to a range of physical activities and pupil's physical knowledge and understanding will increase across a range of sports. School are able to maintain the levels prescribed and will look to exceed these as appropriate.</p>	<p>£4,500 – for coaches to provide lunchtime and after school activities</p>
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Lunchtime supervisors / teaching

<p>We will join the GDPSSA and enter their competitions.</p> <p>We will join the LSSA and enter their competitions.</p> <p>We will join the LN and G YSG and enter their competitions.</p> <p>We will enter competitions arranged by groups such as the ESFA and Pentathlon GB</p>	<p>Staff- as they need to prepare children for the events and take children to the events</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>An increased number of children will take part in competitive sport across a range of different sports and activities.</p> <p>Competitive sport will remain embedded in the schools and pupils ethos, as part of the Parish Pathway. The pupils will represent the school will and continue to develop new skills year on year making the success of the school grow at the same time.</p>	<p>£2,500</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

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?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</i></p>
<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/No</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:	