



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
• Outdoor equipment has been replaced allowing the opportunity for children to be physically active for longer on the playground. - To increase confidence, knowledge and skills of all staff in teaching PE and sport - Ensure all children have a broad range of sports and activities offered to them. • Top up swimming for KS2 children.	• Children are able to be physically active on the play equipment more during playtime and PE lessons. - Teachers are more secure in their subject knowledge and have more confidence in teaching PE lessons. - We achieved the School Games Mark Gold in 23-24. • Children show increase confidence using a range of strokes in the water and now have experience swimming.	• Work to continue into 2024/2025 with Dartford District Football Leaders regarding supporting during lunch time and play time sessions. • COVID top up swimming has now finished and will not continue for Year 5 children for 2024/2025. • Remain in partnership with Dartford District Sports

• Partnership with Dartford District Sports has meant there is a greater opportunity for children to represent the school in competitive sports. • Year 5 - opportunity to attend outdoor adventuring activities. • Younger years (KS1 children) have had the opportunity to take part in sporting events. • Liaised with School Games Organiser and external providers to deliver CPD in the school.	• Increased confidence and opportunity for children to develop their skills and compete against other schools. Opportunity to develop team work as a school value and sportsmanship. • First time many children had used a harness and had the opportunity to abseil and climb. • Increased confidence and self-esteem for younger children coming up through the school. • Staff are now aware of the term 'physical literacy' and have had the opportunity to practise applying this within context.	Association into the next academic year, looking at opportunities which target inclusion. • Year 5 will have the opportunity to attend again next year. This can also be used as a way of developing our intra-competition strand. • Ensure that when mapping out next year's school sports calendar, there is a greater opportunity for KS1 children to take part. • We will continue developing our intra-competitions next year and
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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
In addition to teacher led PE lessons children have the opportunity to be active at break and lunch times and have opportunities to participate in sporting activities after school. Opportunities to develop play leaders/play leader training. Sports coach paid to organise games in the playground at lunchtimes. Year 5/6 children trained to be games leaders for KS1 children. Provide each class with equipment to play appropriate games with. External company to conduct workshops with all year groups to demonstrate cooking techniques and helping the children to understand how to eat and cook in a healthy way	- <i>KS1 and KS2 children.</i> - <i>Dartford District Football leaders – they will liaise regularly with JC/SDS to discuss provision and rotation of activities.</i> - <i>Play leaders.</i>	<i>Key Indicator 2:</i> <i>Increased engagement of all pupils in regular physical activity and sport.</i>	Impact: KS2 Children are encouraged to practice P.E. skills in lunchtime activities. The number of children active at lunchtime is increasing in both KS1 and KS2. Sustainability: All children across the school are confident to play safe appropriate games that they can continue to play throughout their school lives. 91% of children are consistently active at break and lunch times. Next steps: Purchase extra playtime equipment to encourage new games. Develop play leaders by training them up, teaching them how to lead new games.	<i>£22000 outdoor Sport equipment</i> <i>£350 Playleader and WOW leader</i> <i>£3800 Sports Coaches</i> <i>£4000 Indoor and outdoor PE, playtime and lunchtime equipment</i>
	- <i>KS1 and KS2 children.</i> - <i>Dartford District Football leaders.</i>	<i>Key Indicator 2:</i> <i>Increased engagement of all pupils in regular physical activity and sport.</i>		
	- <i>KS1 and KS2 children.</i>	<i>Key Indicator 1:</i> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.		

to aid a lifelong healthy lifestyle. Physical activity is promoted throughout the school. Children are actively encouraged to be as active as much as possible throughout the school day. A variety of equipment is provided to ensure all children are able to be as physically active as possible throughout the school day. Additional swimming opportunities provided to children who are unable to swim 25m in at least one stroke. Children take an active part in well planned, organised lessons which are sequential and build upon skills and knowledge learnt in previous year groups. Monitoring of teaching by subject leader to ensure plans are followed and	- <i>Class Teachers</i> - <i>Dartford District Football Leaders.</i> - <i>KS1 and KS2 children.</i> - <i>KS2 children.</i> - <i>Class Teachers</i> - <i>KS1 and KS2 children</i>	<i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i> <i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching P.E. and sport.</i>	Children throughout the school recognise the importance of being active on their physical and mental wellbeing. All children are given the maximum opportunity to learn to swim and develop self-rescue skills. Sustainability: An extended period of swimming for year 6 to enable 85% of the class to swim confidently in at least one stroke. <i>Year 4 and 5 went swimming across 2 terms.</i> Increased percentage of children are more active in lessons and are clear about the skills they are practicing and can they apply them in a given situation. Sustainability: Teachers to continue to receive training on a rotation of dance, gym, games and athletics to build	<i>£200 Playtime activity scheme</i> <i>£3500 Top up swimming</i> <i>£3500 Swimming CPD</i> <i>£3000 External CPD</i> <i>£650 subject leader release</i>
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identify any training requirements. CPD provided by skilled trainer linked the scheme of work. Children in Year 5 and Year 6 will participate in outdoor adventurous activities at a fully trained Centre. Activities are organised that the children cannot experience in school because of limitations on expertise and specialist equipment. <i>All children at school have the potential to represent the school in competitive sports.</i>	- <i>Teaching staff across the school.</i> - <i>Year 5 and Year 6 children. Parents – informed.</i> - <i>Dartford FC,</i> - <i>Dartford and Swanley School Sports Partnership Team.</i> - <i>KS1 and KS2 children.</i>	<i>Key indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils.</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	confidence and organisation of lessons. New staff to go through PE training as they may have less experience of teaching PE and need refreshing. Children gain in confidence in unfamiliar activities and are more prepared to take risks. Children will gain in confidence and improve self-esteem. Enables parents to make informed decisions before committing to PGL in year 6 and an excellent opportunity for UKS2 to face risk and their fears. Children return with greater confidence and a feeling of being more responsible. All year 5 Children throughout the school compete in a variety of sports and activities in competitions and festivals. Increased % of children in KS2 representing the school in at least one sporting event against other schools.	<i>£3000.00 OAA centers</i> <i>£300 Affiliation</i>
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The school continues to subscribe to organised competitions by being active participants with Dartford FC, and both the Dartford and Swanley Schools Sports Partnerships.	- <i>Dartford FC,</i> - <i>Dartford and Swanley School Sports Partnership Team.</i> - <i>KS1 and KS2 children.</i> - <i>P.E. Lead</i>		As Dartford Schools game organiser role has been filled, the opportunity to attend a greater variety of sporting activities has increased throughout the year.	
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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
External company to conduct workshops with all year groups to demonstrate cooking techniques and helping the children to understand how to eat and cook in a healthy way to aid a lifelong healthy lifestyle.	Children understand that keeping healthy is not just about being physically active. They understand how they can look after their bodies by eating nourishing food and have had the opportunity to cook this themselves.	To continue next year and possibly link this to a whole school assembly.
A variety of equipment is provided to ensure all children are able to be as physically active as possible throughout the school day.	Children are more active during break/lunch times as a result of the additional equipment.	
Sports coach paid to organise games in the playground at lunchtimes. Year 5/6 children trained to be games leaders for KS1 children. Provide each class with equipment to play appropriate games with.	Play leaders are more confident leading games and activities with KS1 children but will need further training for the new academic year.	Next year focus on developing our play leaders.
Additional swimming opportunities provided to children who are unable to swim 25m in at least one stroke.	Greater confidence swimming.	Swimming will not continue for Year 5 into 2024/2025.
P.E. CPD: Cricket, gymnastics, games and multi-skills have been undertaken across the year and has been fed back to staff.	Greater staff confidence when delivering lessons. Greater awareness of key teaching points.	

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?	30%	<i>Many of our pupils do not attend regular swimming lessons and so do not have a chance to practice swimming between year group sessions. Children do not experience swimming in every year group. Children in Year 4 benefit from swimming lessons.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	63%	<i>We are looking into potentially using part of our sports premium to provide children with additional top up lessons, we hope that this will increase over the next few years.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	79%	<i>All pupils start swimming sessions with a lesson on water safety and performing safe self-rescue.</i>
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?	No	We used the sports premium to provide additional sessions to the previous year 4 children who missed out their swimming lessons due to COVID.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The school uses swimming instructors at a local swimming pool to teach swimming lessons.

Signed off by:

Head Teacher:	(Name)
Subject Leader or the individual responsible for the Primary PE and sport premium:	(S.Di Stefano – P.E. lead)
Governor:	(Name and Role)
Date:	23/07/2024

Data:

Gymnastics

Dance

Y3&4 Girls & Boys Football

Y5&6 Girls & Boys Football

- Number of PP children doing sport/clubs: 7
- Number of boys/girls doing sports clubs: Boys 26, Girls 40
- Number split across KS1/KS2 attending sports clubs: KS1 22 children, KS2 44 children
- Number of EAL/SEN doing sports clubs: EAL 17, SEN 4

- 11th March assembly – collate pupil voice.
- Met with Andrea / Rise gymnastics / play leader / school games mark
- P.E. monitoring – term 3 – Year 2 – term 4: learning walk.
- Paris Olympics – send across
- Research 5 a day.
- Dance workshop.
- Updating school website with photos.
- National School Sports Week.
- Findings: P.E. children don't always know how to make improvements.
- What needs to change: P.E. to be treated as other subjects.
- **Actions:**
 - 1. Explicit teaching of key skills – 2 or 3 key teaching points in the lesson which could act as a guide for developmental points.
 - 2. On your plan – Learning intention / Success criteria 3 key parts. Example: Gymnastics – learning rolls key 1 = stretch up tall, 2 = good tuck shape 3 = chin to chest roll on neck. Being ready in monitoring to explain what key teaching points are (in any other lesson, you'd have to show your learning intention/success criteria).

- 3. Peer feedback – how to improve from children, with modelling first from teacher as a plenary referring back to key teaching points.
- 4. Teacher feedback/P.E expert to groups throughout the session highlighting areas for improvement.

Impact:

- Teaching will be clear – children will be able to identify their next steps based on the success criteria.
- Children can self-assess/peer-assess using the specific skills success criteria.
- When asked during learning walks, children can give at least 1 teaching point as to how they can improve / how to successful in the lesson.