



# 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
Internal evaluation form completed.		

## 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>Continuing to engage children in regular physical activity both in school and after school.</p> <p>Promote the benefits of an active lifestyle.</p> <p>Extending the opportunity for activity across all areas of the playground.</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 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 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>The lunchtime coaching sessions have been very effective this year in engaging children in sport and broadening their experiences. Children from across Key Stage 1 and 2 accessed the clubs and the sports coaches assessed each session following a set criteria. It is clear from the impact reports that children's physical literacy has continued to be developed. These clubs have continued to raise the profile of sport and encouraged children to be active.</p> <p>On impact reports it is evident that the lunchtime clubs are popular and children enjoy being physically engaged in their lunchtimes.</p> <table border="1" data-bbox="1435 1326 1778 1385"> <thead> <tr> <th>Year</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>43</td> <td>25</td> <td>31</td> <td>42</td> <td>31</td> <td>49</td> <td>121</td> </tr> <tr> <td>Girls</td> <td>78</td> <td>70</td> <td>8</td> <td>72</td> <td>15</td> <td>78</td> <td>120</td> </tr> </tbody> </table> <p><b>Number of children attending the Monday lunchtime session over</b></p>	Year	2018	2019	2020	2021	2022	2023	2024	Boys	43	25	31	42	31	49	121	Girls	78	70	8	72	15	78	120	<p>£45 per hour session. 5 sessions a week.</p>
Year	2018	2019	2020	2021	2022	2023	2024																					
Boys	43	25	31	42	31	49	121																					
Girls	78	70	8	72	15	78	120																					

			Summer 1.																									
<p>Children to be offered a range of sporting activities in order to broaden their experiences their experiences and develop their cultural capital throughout the year. This could be through sports clubs and through their school sports competitions. Continue to offer a range of sports clubs to children encompassing different sports. Clubs will be run on a rota basis and will allow each year group to have access to 6 clubs a year.</p>	<p>Coaches/P.E Lead – Organising and running clubs and tracking attainment through the clubs.</p> <p>Pupils – Attending the clubs.</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 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>The after school clubs this year have been very successful. They have continued to engage pupils and give broad experiences for all children. The after school clubs have been popular this year and they have continued to raise the profile of sport within the school.</p> <p>Following the impact reports, it is clear that attendance to clubs can be improved but it has been evident that the number of girls attending clubs has increased dramatically from last year.</p> <table border="1" data-bbox="1442 1350 1783 1410"> <tr> <td></td> <td>No. Club</td> <td>17</td> <td>11</td> <td>17</td> <td>No. A. girls</td> <td>20</td> <td>27</td> </tr> <tr> <td></td> <td></td> <td>10</td> <td>7</td> <td>8</td> <td></td> <td>1</td> <td>25</td> </tr> <tr> <td></td> <td></td> <td>6</td> <td>4</td> <td>9</td> <td></td> <td>9</td> <td>20</td> </tr> </table> <p><b>Attendance of Year 1 multi sports club.</b></p>		No. Club	17	11	17	No. A. girls	20	27			10	7	8		1	25			6	4	9		9	20	<p>£45 per session. 6 sessions run per week.</p> <p>Combined with lunchtime clubs – Year cost £17, 820</p>
	No. Club	17	11	17	No. A. girls	20	27																					
		10	7	8		1	25																					
		6	4	9		9	20																					

			<p>Number of girls attending clubs this year was 55% this is up from the previous year. 2022-23 percentage was 46%.</p>	
<p>Purchasing Get set 4 P.E. Scheme. Roll this out across school by delivering training to all staff. High quality teaching needs to be consistent and evident from all class teachers that teach P.E. It needs to be clear to staff how content can be adapted for all and have the confidence to make these judgements to get the best out of their children in sessions.</p>	<p>Teachers – planning and delivery of lessons.</p> <p>Pupils – will engage in activities during the P.E lessons.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Staff are able to navigate the website to find the resources needed. Teachers are more confident in delivering the scheme. I have had lots of positive feedback regarding the teaching of P.E. Staff find it much easier to use than previous scheme. Children are enjoying the game based learning. All year groups are now teaching P.E as expectations set out. We are meeting National Curriculum expectations and promoting school games values in our lessons.</p> <p>Following on from the success of last term, we sent out a P.E questionnaire to gain some feedback from staff regarding the new scheme of work. This focused on key areas I had considered when implementing the scheme. Focusing on: teacher confidence, CPD opportunities, promotion of a range of sports. Staff feedback was incredibly positive.</p>	<p>£550 for Get Set 4 P.E Scheme</p>

			<p>Graph to show teacher confidence prior to the implementation of scheme.</p>  <p>Graph to show teacher confidence after the implementation of scheme.</p>  <p>Teacher feedback regarding the new scheme.</p> <p>“Easy to follow, knowing exactly which resources you will need is a bonus, great that videos or music or demonstrations are all included in the lessons”</p> <p>“It is really easy to follow and the lesson plans are really supportive specifically supporting pace and ensuring there are a range of fun and engaging activities that the children can complete. The skills that the children are going to be developing are clearly outlined and all of the activities are accessible for all children.”</p>	
--	--	--	---	--

<p>Showcasing the importance of sport and a healthy lifestyle will be evident in <b>our school's culture.</b></p> <p>High quality PESSPA provision will be evident at all times across school. Continue to develop <b>children's engagement</b> in activities and develop their knowledge of P.E skills.</p> <p>Continue to work with Living Streets Charity to support the promotion of walking to school.</p>	<p>Whole school community.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Active travel tracking is now a stable activity in all classrooms. When walking around the school it is evident that children are engaged in the program and enjoy collecting the badges. It has successfully added to our <b>60 active minute's provision</b> and it is enabling the school to track active minutes before the school day. With the introduction of the new year group trophy, it introduced another element of competition.</p> <p><b>-increased student and staff engagement.</b></p> <p><b>-the distribution of badges increased from 1800 to 2602</b></p> <p><b>-83% active journey of students walking more to school.</b></p> <p>Ethos and Culture across the school has altered over the year to one that focuses on mental health and wellbeing. An extension of wellbeing is one of physical fitness and it is clear</p>	<p>Funding for Living Streets is coming through Sandwell Council.</p>
---	--------------------------------	--	---	---




			this year the children have had opportunities for personal development in physical fitness and sport.	
--	--	--	---	--

<p>All children to be given multiple opportunities to compete within school and against other schools.</p> <p>Children will have the ability to represent their class, their House, and to represent Pennyhill. They will have a chance to proudly represent the school, and themselves, in the local community.</p> <p>After each P.E unit, an intra-school competition will be held.</p>	<p>Teachers – Recording skipping/travel tracker daily. Completing inter house competitions at the end of each P.E unit.</p> <p>P.E Lead – track data and facilitate opportunities for competition,</p> <p>Pupils – Show good sportsmanship and compete with pride.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>All children have had the opportunity to complete skipping challenges throughout the year. It has encouraged children to be more active and to continue to work hard at improving their personal score. Children have been clearly engaged in skipping and it has supported in the raising of sports profile within the school. All children have strived to beat their previous scores.</p> <p>Intra competitions have become a stable within our curriculum and our new scheme of learning promotes competition within all units of work.</p>	
--	--	--	--	--

<p>Introduce a whole school skipping programme to increase activity levels of children and give children opportunities for personal development. This initiative will replace the daily mile and will also provide opportunities for competition.</p>	<p>Teachers – To complete weekly 2 minute skipping challenges. <i>Tracking children's</i> progress.</p> <p>Pupils – Will be engaging in the program.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>All children have had the opportunity to complete skipping challenges throughout the year. It has encouraged children to be more active and to continue to work hard at improving their personal score. Children have been clearly engaged in skipping and it has supported in the raising of sports profile within the school. All children have strived to beat their previous scores.</p>	<p>Cost of workshop is to be paid for by WBNLC</p> <p>Cost of counting skipping ropes and kit bag – £1025.38</p> <p>Cost of individual skipping ropes for break times and lunch times will come from Pupil Premium budget.</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
<p><b>INTENT</b> <b>IMPLEMENTATION</b> <b>IMPACT</b></p> <ul style="list-style-type: none"> <li>Implement 60 minutes per day of activity</li> <li>Engage children across school</li> <li>Reduce teacher workload</li> <li>Wider school impact re: school improvement targets</li> </ul> <ul style="list-style-type: none"> <li>Active travel incentive</li> <li>Parent engagement - newsletters</li> <li>Tracking how children came into school</li> </ul> <ul style="list-style-type: none"> <li>Children more active and engaged</li> <li>Activity and fitness was increased</li> <li>Improved punctuality and attendance (school improvement target)</li> </ul>	 <p><b>LIVING STREETS CHARITY</b></p> <ul style="list-style-type: none"> <li>REDUCED STAFF WORKLOAD - WELLBEING</li> <li>IMPROVING ATTENDANCE AND PUNCTUALITY</li> <li>PARENT ENGAGEMENT AND WIDER SCHOOL COMMUNITY</li> </ul>	

# INTENT IMPLEMENTATION IMPACT



SKIP2BEFIT



- Implement 60 minutes per day of activity (continuing)
- Give children personal development opportunity
- Provide CPD for staff and children
- Engage children and parents



- Led on CPD with staff and children
- Launched on social media and newsletter
- Held competitions within and outside of school



- Governors could see impact through ethos and culture throughout school
- **Personal development for children**
- Used data to inform parent engagement and communication

ETHOS AND CULTURE OF SCHOOL - WELLBEING AND REFLECTIVE

PERSONAL DEVELOPMENT - CULTURE CAPITAL

# INTENT IMPLEMENTATION IMPACT



OLYMPIC EVENT



- Implement 60 minutes per day of activity (continuing)
- Give children personal development opportunity
- Provide CPD for staff and children
- Engage children and parents



- Led on CPD with staff and children
- Launched on social media and newsletter
- Held competitions within and outside of school



- Governors could see impact through ethos and culture throughout school
- **Personal development for children**
- Used data to inform parent engagement and communication

ETHOS AND CULTURE OF SCHOOL - WELLBEING AND REFLECTIVE

PERSONAL DEVELOPMENT - CULTURE CAPITAL

## 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?	31%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	25%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>11%</p>	<p><i>Swimming baths unable to provide suitable setting to complete this in.</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:	Mr J Bridges
Governor:	<i>(Name and Role)</i>
Date:	09/10/2023 (Updated 21/07/24)