



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 2025.**

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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p>To ensure correct language is continued to be focused on at the start of lessons and drip-fed to children where appropriate.</p> <p>Subject leader edited the existing progression documents for outdoor PE, gymnastics and dance so that they include key vocabulary that children are expected to know within each year group. SJ ensured the chosen key words were progressive across the academy.</p> <p>Subject leader spoke with staff about how best to introduce new vocabulary to the children as well how to recap previous vocabulary.</p> <p>Subject leader used drop ins and lesson observations to monitor the implementation of key vocabulary at the start of and during lessons.</p>	<p>Lesson observations and drop ins show that staff place more focus on the understanding of key words, in line with the whole school intent. This has been observed during retention starters at the start of lessons.</p> <p>Pupil conversations show that children can explain the meaning of key words and use these words to better articulate their learning and use the key words to make links between their previous and current learning. This has shown a significant improvement from the previous academic year.</p> <p>Children can now speak more confidently about the subject.</p>	<p>This unit of work is to be continued this year and the budget shall be used again to allow the subject leader leadership time to continue to support this work and also work with members of staff who are new to the academy.</p>

<p>Subject leader spoke with children to check what language they have retained and how this then linked to their learning.</p>		
<p>To continue to support less experienced teachers on the teaching of PE in order to improve outcomes, specifically in year 2 and 5.</p> <p>Subject leader conducted lesson drop-ins and observations on staff who were new to their careers or new to a year group (year 2 and year 5) to understand starting points and next steps for teachers in terms of implementation.</p> <p>Subject leader worked with staff members on understanding the provided progression documents and medium-term plans and support in adjusting where needed.</p> <p>Subject leader modelled to staff members how to teach out certain lessons that staff need support with and provide CPD from outside agency Premier Education where needed.</p> <p>Subject leader conducted follow-up observations and drop ins to monitor the impact of this CPD and then provided further support where needed.</p>	<p>Lesson observations and drop-ins show an improvement in the quality of teaching and learning in year 2 and 5 from their start points.</p> <p>Drop-ins show that teachers have a better understanding of potential misconceptions and be able to teach these out accordingly.</p> <p>Staff are able to speak confidently about the support they have received and have a better subject knowledge as a result.</p> <p>Pupil conversations show that children can articulate their learning confidently.</p> <p>Recorded assessment tasks show high standards in both year groups.</p> <p>Attainment continues to be strong in the subject (year 2: 86% of children working at least at the expected standard; year 5: 76% of children working at least at the expected standard)</p>	<p>This work shall be replicated this year in supporting new teachers to school in years 1 and 3.</p>

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>To continue to ensure correct language is continued to be focused on at the start of lessons and drip-fed to children where appropriate.</p>	<p>Children in all year groups across the academy and staff</p>	<p>The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Lesson observations and drop in-s shall show that staff place more focus on the understanding of key words, in line with the whole school intent.</p> <p>Pupil conversations will show that children can explain the meaning of key words and use these words to better articulate their learning and use the key words to make links between their previous and current learning.</p> <p>Children will be able to speak more confidently about PE.</p>	<p>£250 to provide class cover for the subject leader to monitor the impact.</p>

<p>To continue to support less experienced teachers on the teaching of PE in order to improve outcomes, specifically in year 1 and 3.</p>	<p>Year 1 and year 3 teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Lesson observations and drop-ins shall show an improvement in the quality of teaching and learning in year 1 and 3 from their start points.</p> <p>Drop-ins shall show that teachers have a better understanding of potential misconceptions and be able to teach these out accordingly.</p> <p>Staff will be able to speak confidently about the support they have received and have a better subject knowledge as a result.</p> <p>Pupil conversations will show that children can articulate their learning confidently.</p> <p>Recorded assessment tasks will show high standards in both year groups.</p> <p>Attainment will continue to be strong in the subject.</p>	<p>£900 for 2 teachers to undertake CPD.</p>
---	------------------------------------	--	--	--

<p>To ensure that the already-in-place OAA curriculum is better sequenced across the academy and makes clearer links to personal development and other subjects such as geography</p>	<p>Children in all year groups across the academy and staff</p>	<p>The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Staff will be able to articulate the progression of OAA skills across the academy.</p> <p>Children will be able to articulate their enjoyment of the units of work and describe the links to prior learning in other subjects.</p> <p>Links to children's personal development in terms of improved confidence, resilience and perseverance shall be observed by staff.</p>	<p>£300</p>
---	---	---	--	-------------

<p>To ensure our foundation stage has the correct equipment within their setting to develop motor competence, specifically fine and gross motor skills</p>	<p>Children in foundation stage</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Subject leader to work with AL (foundation stage teacher) to discuss how we can further improve the outside setting to allow children to better develop their motor competence (the first pillar of our PE curriculum intent) in both PE lessons and within the continuous provision.</p> <p>Subject leader to monitor the effectiveness of the equipment and how it is been used.</p>	<p>£2000 for various equipment.</p>
--	-------------------------------------	---	---	-------------------------------------

<p>Continue to develop the role of the Sports Leader.</p> <p>The Sports Leader shall continue to promote new sporting activities at lunchtime.</p> <p>The sports leader shall follow the new outline of activities designed by the subject leader which includes activities that are inclusive and promote participation for all.</p>	<p>All children and sports leader</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Children and subject leader shall recognise the wider range of activities that have been put in place by the sports leader.</p> <p>Activities selected will be accessible to all children by introducing activities that focus more on 'effort rather than skill' e.g. fitness clubs and the daily mile.</p> <p>Children will have exposure to different sports which will in turn allow more pupils to transfer these skills into the PE curriculum leading to higher attainment.</p> <p>More children, including those that are disadvantaged, shall identify themselves as 'regular' participants of physical activity at lunchtimes.</p>	<p>£6000</p>
---	---------------------------------------	---	---	--------------

<p>Continue to hold after-school coaching sessions which maintain engagement in a variety of sports.</p> <p>Children to try out new activities and sports that they won't necessarily have done before, stay fit and healthy, and have fun. These sessions will also link to the tournaments held by Waterton Academy Trust.</p>	<p>All children including disadvantaged and those who are SEND</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children will be able to positively discuss the wide range of after school activities offered to them.</p> <p>Children will be successful at competitions held by Waterton Academy Trust.</p> <p>This will continue to improve the quality of PE lessons and after-school clubs.</p>	<p>£2000</p>
<p>Continue to purchase any necessary PE equipment/resources to teach the new curriculum and offer children new sporting experiences.</p> <p>New equipment shall be purchased to support the teaching of a range of sports and activities.</p> <p>The new equipment shall be purchased to support with the delivery of the new progression document and planning for outdoor PE.</p>	<p>All children including disadvantaged and those who are SEND</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children will have more exposure to different sports and be able to discuss their increased engagement.</p> <p>All lessons shall be resourced to allow for outstanding teaching and learning in the subject by allowing all children including our most disadvantaged to make at least good progress.</p>	<p>£2000</p>

Key achievements 2024-2025

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 are able to perform safe self-rescue in different water-based situations?	75%	
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?	N/A	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This is something that we are arranging for this year given that we have a teacher new to year group in Y4.
---	----	---

Signed off by:

Head Teacher:	<i>Chris Johnson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sam Jackson (Deputy Head Teacher)</i>
Governor:	
Date:	