



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated July 2024

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
To encourage children to be active during break and lunchtime	Playground markings have been updated and installed Football goal safety equipment has been improved and maintained	Many children of all ages have been using the playground markings and equipment at break and lunchtimes. Markings also used during maths lessons. Football goals used every day – rota in place to allow access exclusively for girls.
Promoting physical activity to target groups (SEN, AN and Girls)	More groups of children taking part in physical activity	Great success at Histon Tournament – 7 th place / 20. 20+ girls new to football. 10+ playing in a competitive match for the first time. 2nd place at Panathlon – SEN event. Many unconfident children engaging with sport.
To create a sense of whole school unity through sport	All children in school competed in a competitive sports day alongside parents	A very successful event. Fantastic community atmosphere with lots of parents in attendance.
Increase the confidence and skill set of teachers teaching PE	PE specialists have been upskilling members of staff through team teaching	Teachers have learned new approaches to teaching games and have reported to be more confident. Dance sessions have been more successful, with more children engaged and more confident teachers.

Equip children with necessary equipment to broaden their sporting / active experiences.	A wide range of inclusive and specialist equipment is now available to teachers and has been included in whole school planning	Lots of new sports and activities participated in e.g. table tennis, golf, cross country, boccia, new age kurling etc. 2 pupils have taken up golf outside of school and many children have a greater understanding and appreciation of inclusive sports such as Boccia.
Giving children opportunities to take part in competitive, interschool competitions.	PE leads and other sports specialist were able to use lunchtimes and golden afternoons to prepare teams and then were released to take teams to competitions	All children in Y5/6 interested in representing the school did. Competitive events included cross country, tag rugby, football x 3, tennis and cricket. 120+ children took part and have learnt how to win/lose as a team. Particular success in tag rugby – 5 th / 20, with a relatively inexperienced team.

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
<i>To offer a broader and more equal experience when teaching PE and for children to be support with active play at lunchtimes. This will be done by purchasing differentiated equipment and provide children with swimming intervention lessons in addition to the curriculum</i>	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Addresses targeted pupils for extra support in swimming</i>	<i>£1140 Pool hire £2925 Container for newly purchased adapted/inclusive equipment £45 Under table pedals £52 Blindfolds for OAA £48 Swingball £485 Storage trays for sensory sports £3800 Sensory sports staffing £15 Weather station</i>

<p><i>To increase participation in competitive sport through entering competitions through the sports partnership</i></p>	<p><i>Teachers, teaching assistants taking children to competitions</i></p> <p><i>Office staff organising travel and costings for cover staff</i></p> <p><i>Children taking part in the competitions</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>More pupils taking part in inter site and inter school competitions</i></p> <p><i>This will be done by:</i></p> <p><i>Joining the local sports partnership</i></p> <p><i>Entering competitions to give children a broad range of opportunities</i></p> <p><i>Ensuring staff have release to go to the competitions</i></p>	<p><i>£1760.78 Staffing costs to ensure PE leaders and enough adults can be released to organise and attend competitions</i></p> <p><i>£400 Coaches/taxis to transport children</i></p> <p><i>Sports Partnership fee</i></p>
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<i>To raise the profile of PE and sport throughout the school</i>	<i>Teachers and lunchtime staff implementing/ teaching</i> <i>Children engaging in sport</i>	<i>Key indicator 3-Raising the profile of PE and sport across the school as a tool for whole school improvement.</i>	<i>More children are excited by PE and school sport through:</i> <i>Purchasing medals to help raise excitement around whole school sports events</i> <i>Purchasing more engaging active play equipment</i>	<i>£27 Medals</i> <i>£84 Skittles</i>
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<i>To purchase more engaging and more inclusive equipment for active breaks and golden afternoons.</i> <i>To ensure lunchtime staff are available to help children engage with the active equipment safely</i> <i>To ensure all children are able to access residential</i>	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i> <i>pupils – as they will take part.</i>	<i>Key indicator 2: Engagement of all pupils in regular physical activity</i>	<i>Ensure as many children as possible are engaging in physical play during break/lunchtimes and on residential.</i> <i>Purchasing midday resources to help children stay active at break and lunchtimes</i> <i>To ensure staff at lunchtimes are aware what equipment is available to them and how to use this</i>	<i>£391.01 Midday play equipment and markings</i> <i>£220 Midday supervisor training</i> <i>£1921 Staff overtime and supply for residential trips</i> <i>£324 Equipment for Golden afternoons</i> <i>£5 Whistle</i>
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<i>trips by appropriate staff being paid and/or released to attend</i>			<i>appropriately</i> <i>Appropriate staff to be made available to attend residential trips</i>	
<i>Up skill staff though CPD and team teaching with PE specialists</i> <i>Provide access to a scheme of dance/gymnastic lesson and videos to upskill teachers and improve the teaching of dance and gymnastics</i>	<i>Teachers and PE specialists to teach and take part in team teaching and CPD sessions</i>	<i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	<i>Teachers to be upskilled to deliver more engaging more inclusive and progressive lessons across the whole PE curriculum</i>	<i>£5000 Sports specialist to team teach and deliver CPD</i> <i>£507 iMoves subscription</i>

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
To offer a boarder and more equal experience when teaching PE and for children to be support with active play at lunchtimes.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Children have been more active at break and lunchtimes and have taken part in more sports than ever before particularly through golden afternoons.
<i>To increase participation in competitive sport through entering competitions through the sports partnership</i>	<i>More pupils taking part in inter site and inter school competitions</i>	All children in year 6 that wanted to represent the school did so before leaving for secondary school. The targeted SEN events were very successful
<i>To purchase more engaging and more inclusive equipment for active breaks and golden afternoons.</i>	<i>More children are engaging in physical play during break/lunchtimes.</i>	Children have enjoyed using the play equipment at lunch and break times
<i>To ensure lunchtime staff are available to help children engage with the active equipment safely</i>	<i>All staff at lunchtimes are aware what equipment is available to them and how to use this appropriately</i>	Lunch staff have been working with play leaders to ensure games and equipment are maintained and replaced when needed
<i>To ensure all children are able to access residential trips by appropriate staff being paid and/or released to attend</i>	<i>Appropriate staff were made available to attend residential trips</i>	The year 2 camping, the year 4 and year 6 residentials ran smoothly and got lots of children active and excited about OAA
<i>To raise the profile of PE and sport throughout the school</i>	<i>More children are excited by PE and school sport</i>	Through raising the profile of sport and engaging parents during sports day children are more excited about PE and school sport
<i>Up skill staff though CPD and team teaching with PE specialists</i>	<i>Teachers have taken part in team teaching and CPD sessions</i>	Teachers have increased confidence and subject knowledge through working with PE specialists
<i>Provide access to a scheme of dance/gymnastic lesson and videos to upskill teachers and improve the teaching of dance and gymnastics</i>	<i>Teachers have access to a wide range of dance and gym planning with interactive videos</i>	Videos from the new schemes have improved the quality of dance and gym lessons and ensured progression is evident throughout the school

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?	70%	Due to curriculum time restraints in Y6, swimming lessons are delivered to Y4 pupils. This data is based on a parent questionnaire as many new starters and leavers have since joined or left the school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	64%	Y4 pupils who are able to access the lesson are taught a range of strokes.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	76%	Y4 pupils are taught to self-rescue. We make links to the safety when playing around the local lakes in Cambourne and our school visits to Hunstanton and Grafham.
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	Targeted Y6 non-swimmers / weaker swimmers are taken to booster sessions in Autumn 2.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	No but this is something to consider for the future

Signed off by:

Head Teacher:	Cate Thompson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jack Lander & Chris Regan
Governor:	Leigh Roberts (Curriculum Governor)
Date:	28.06.24