



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 (2023/2024)

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

Academic Year: Academic Year September 2023 – July 2024	Total allocated: £21,370
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school E.g.: <ul style="list-style-type: none">• providing targeted activities or support to involve and encourage the least active children• encouraging active play during break times and lunchtimes• establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered• adopting an active mile initiative• raising attainment in primary school swimming to meet requirements of the national curriculum before the end of KS2 - every child should leave primary school able to swim	

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
<p>To create a positive and engaging lunchtime environment for all children.</p> <p>To encourage children to stay active and engaged during their breaks while developing important social and physical skills.</p> <p>To ensure that there is a wide range of activities that cater to diverse interests, promoting inclusion and participation for every student.</p>	<p>To audit the resources and equipment the school currently has. Remove unsafe items and replenish.</p> <p>Identify what the student would like to have in the playground to encourage them to be active.</p> <p>Staff training on OPAL Play aiming to increase active play, social development and minimise any behaviour issues.</p> <p>Purchase or replacement playground equipment.</p> <p>Reorganising of equipment so play equipment is available for break/ lunch times.</p>	<p>£3024.23</p>	<p>The addition of new and replenished equipment has significantly improved the lunchtime experience. Children now have a wider range of play options that encourage physical activity, whether through organized games, solo play, or group activities. The variety of equipment has led to greater participation among different groups, ensuring that kids with diverse interests and abilities can find something engaging. This has also fostered social connections, teamwork, and communication as children work together in various activities. Furthermore, the investment promotes gross motor skills by encouraging movement, coordination, and balance in a fun, play-focused setting.</p>	<p>This investment is built to last, as the equipment is durable and made for long-term use. It will continue to enhance active playtimes and lunchtime experiences for future students, with replacements only necessary when items wear out or when more equipment is needed due to growing participation.</p>

Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement

E.g.:

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

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<p>To actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.</p> <p>Create citizenship opportunities for year 4 children in preparation for sports leader responsibilities.</p>	<p>Cross-curricular engagement of pupils through 'young sports leader programme'</p> <p>Organise and run young leaders alongside OPAL play</p>		<p>Children trained in delivering playground activities</p> <p>These children will support active lunchtime</p>	<p>Children who have participated and completed this training will continue to be play leaders</p> <p>This will be organised again for the next cohort in 2024/2025.</p>
<p>To provide equipment and resources for netball training and participating in competitions</p>	<p>Purchase of netball tabards for a morning club to allow students to understand positions played in a netball game and compete in inter and intra school competitions.</p>	<p>£192</p>	<p>The purchase of netball tabards has enhanced both PE lessons and extracurricular netball club activities by providing clear team differentiation and supporting the teaching of positional play.</p> <p>Tabards have helped students identify their roles and positions within a game, improving their understanding of tactical team sports.</p>	<p>Will not need to purchase again as these can be reused again next year.</p>
<p>To ensure that the PE curriculum is fully resourced and can be delivered effectively and is able to provide an inclusive and adaptive physical education experience for pupils with special educational needs (SEN).</p>	<p>Audit PE resources and equipment and purchase resources to support the curriculum. Replenishment throughout the year. Replace missing or faulty equipment</p> <p>To ensure teachers and children have access to all the equipment that they require to progress and master their skills in P.E.</p> <p>PE team to monitor use of equipment and purchase new equipment. Teachers to inform PE lead of any equipment required or which needs replacing.</p>	<p>£13,218</p>	<p>The replenishment of PE equipment has had a positive impact on the quality of PE lessons by ensuring that teachers and students have access to the resources they need for full participation and effective teaching of the PE curriculum.</p> <p>PE equipment replenished and children reminded how to use them correctly. New storage to ensure they can be assessed easily and organised to ease of use.</p>	<p>The purchased equipment is designed for long-term use across multiple school years. The equipment will only need replacing when it becomes worn out or when additional resources are required due to increased student numbers.</p> <p>Continue to audit equipment and replenish to ensure good quality resources to deliver the curriculum.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

e.g.:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To provide specialist training in dance which enhances and to promotes confidence, skill and ability in all staff throughout the school	Employment of dance coaching to deliver a dance twilight sessions for the period All teachers from year nursery to year 6 receive dance training Teachers to deliver high quality dance lessons to children	£200	Teachers have noticed improved, confidence and social interactions and team work amongst pupils in dance lessons Skills are built on each year to ensure progression in learning and development of dance skills.	This was a one of session. Dance to continue to be monitored by Arts lead.
For all children to receive high-quality PE lessons, reflecting the requirements of the National Curriculum.	Purchased Complete PE subscription which gave access to: interactive videos, differentiation learning cards, curriculum plans with development of skills across the school, curriculum mapping builder, use of assessment tools and lesson resources, subject leader resources.	£6420	Complete PE will be renewed next year. Staff feel more confident in delivering high-quality PE lessons, which helps them inspire children to understand the importance of movement in developing their physical literacy, fitness, and overall wellbeing. PE assessments are connected to this resource, allowing teachers to track students' knowledge and understanding effectively.	All year groups now follow designated units that align with our skill and knowledge progression framework. This alignment ensures that lesson sequences follow a clear structure, emphasizing the development of both skills and knowledge. As a result, teachers' subject knowledge has improved, enabling them to deliver higher quality lessons..

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

e.g.:

- introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

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Key indicator 5: Increased participation in competitive sport

e.g.:

- increasing and actively encouraging pupils' participation in the School Games
- organising more sport competitions or tournaments within the school
- coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
<p>To raise the profile of PE with the school and allow children to participate in a broad range of sports activities through organised inter and intra school competitions.</p>	<p>The school is part of the Harrow Schools' Sports Partnership and buy into the PE and Sport package which provides:</p> <ul style="list-style-type: none"> • Membership of the Youth Sport Trust (YST) • Access competitions and health & wellbeing programmes • CPD Programme • PE leads termly forums/ Annual conference/ INSET 6 per year-- including use of external experts/Club links / Termly planning sessions / support (including the Schools' Games Mark) / School Games Organiser support/ Fit4Life Harrow Programme / Representation on the Harrow Education Partnership Board (HEPB) • Use of the HSSP website 	<p>£314</p>	<p>Participation in enter competitions run by the Borough. The number of competitions the school has participated in has allowed for a larger group of children to participate in a range of sporting competitions.</p> <p>PE Curriculum leads have attended CPD courses and training run by the trust.</p>	<p>Continue to buy into this in the future.</p> <p>Continue to encourage the school to take part in inter-school competitions.</p> <p>Develop more intra-school competitions throughout the school year.</p> <p>Continue to take part in leagues.</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><i>e.g. Introduce lunchtime sport sessions/activities for pupils.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i></p> <p><i>pupils – as they will take part.</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£1000 costs for additional coaches to support lunchtime sessions.</i></p>

<p><i>e.g. CPD for teachers.</i></p>	<p><i>Primary generalist teachers.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></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.

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For all children to receive high-quality PE lessons, reflecting the requirements of the National Curriculum.	Purchased Complete PE subscription which gave access to: interactive videos, differentiation learning cards, curriculum plans with development of skills across the school, curriculum mapping builder, use of assessment tools and lesson resources, subject leader resources.		<p>Complete PE will be renewed next year. Staff feel more confident in delivering high-quality PE lessons, which helps them inspire children to understand the importance of movement in developing their physical literacy, fitness, and overall wellbeing.</p> <p>PE assessments are connected to this resource, allowing teachers to track students' knowledge and understanding effectively.</p>	<p>All year groups now follow designated units that align with our skill and knowledge progression framework. This alignment ensures that lesson sequences follow a clear structure, emphasizing the development of both skills and knowledge.</p> <p>As a result, teachers' subject knowledge has improved, enabling them to deliver higher quality lessons..</p>

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?	82%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	69%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</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>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>No</p>	<p>Delivered by outside providers</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	
Governor:	<i>(Name and Role)</i>
Date:	