



# 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
Offered additional before and after School Clubs to promote participation in physical activity and school sport.	More learners were engaged in extracurricular sports additional to their PE lessons. SEN/d learners and the most disadvantaged were also targeted and attended these clubs thus widening experiences and developing fundamental skills to enable them to 'keep up' with their peers.	Delivery of a wide range of sports to encourage a wider range of learners and participation. Performing Arts was a particular addition (Dance/ Gymnastics). This was requested by QUG but was also accessed by a number of boys.
Additional booster swimming sessions for learners in year 6 following SATs who had been tracked as not achieving the required swimming objectives.	Knowledge, skills and vocabulary of the chosen sport developed. Learners in attendance had 2hrs of physical activity per week (before/during/after school). Learners were more water confident and	Although the majority of learners became more confident with water safety, the number of learners being

<p>Introduced key skill zones in the EYFS, KS1 and KS2 playground to promote Physical development of FMS, fine motor and gross motor skills.</p> <p>Invited inspirational Sports people from a variety of protected characteristics into school to help engage and inspire learners at Marsden in Sporting life and ultimately options/ career opportunities.</p>	<p>many started to attend the swimming baths with their families on a weekly basis. There was an increase in learners being able to swim 25m.</p> <p>Higher number of learners reflecting positively on their experience of P.E through Learner Voice.</p> <p>In EYFS / KS1 fundamental skills and fine / gross motor skills improved. This was evidenced through assessment trackers and 'play' application as well as completion on tasks in line with ARE.</p> <p>These figures promoted a love of sport and inspired learners to recognise sport as a career opportunity but also a healthy life style.</p>	<p>able to swim 25m was still lower than national. The PE Lead will investigate more year groups attending swimming sessions going this academic year if there is availability at the Leisure Centre.</p> <p>Carry out Questionnaire to gather Learner opinion on which sports they would like to be offered.</p> <p>Olympic Female Swimmer / Basketball Player to visit school and investigate additional key figures from protected characteristics to ensure termly visits.</p>
<p>In the Summer Term there was an increase in learners attending Sporting Competitions after school. This was celebrated on the website, assemblies and around school.</p>	<p>Following these session there was an increase of learners taking up sports – for example signing up to swimming and basketball clubs outside of school.</p> <p>This again enabled Learners to see the value of sport as a healthy lifestyle and leisure activity. It gave learners something to strive for, achieve and celebrate back in school. It also gave them</p>	<p>Look at sports fixtures for academic year 23 to 24 to get signed up to attend range of competitions across all year groups</p>

<p>PE coach was bought in to cover maternity leave and he delivered PE to an extremely high standard.</p>	<p>a sense of community pride as they were representing the school in a wider setting and interacting with schools with different catchments (Equality &amp; Diversity)</p>	<p>Links with Ed start to be maintained to access specialist coaches and Holiday Club.</p>
<p>Balance bikes purchased for use in EYFS.</p>	<p>The PE coach was from EDstart so had access to specialist teachers who could deliver different units such as dance and gymnastics. This meant that standards in PE were maintained when the established coach was on maternity. Ensuring good outcomes for all learners and prevented gaps developing in skills that had been embedded through the bespoke curriculum design in prior years.</p> <p>This ensured that learners had the opportunity to develop their motor skills and balance. 64% of learners were at ARE in this area at the end of EYFS compared to 7% at baseline.</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 upskill staff to be able to reinforce / revisit and embed key SKV learnt in P.E. lessons.</p> <p>To ensure that all groups of learners can talk confidently about the SKV gained in a lesson/ unit / over time.</p>	<p>Sports Coach to deliver curriculum with fidelity, applying whole school approaches and BLP. Learners to be questioned on SKV through layered lessons which deepen understanding.</p> <p>Lunchtime Supervisors/ Sports leaders to be trained by P.E coach so they can lead appropriate activities and ensure learners use equipment correctly outside of the PE lesson.</p>	<p>Key indicator 1: The engagement of all learners 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.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>More learners will be able to talk confidently about the SKV taught and how this builds on prior learning and layers across a unit and within and between year groups.</p> <p>More Learners will be on track at ARE across all year groups compared to previous years.</p> <p>Fundamental skills will continue to improve.</p>	<p>£1000 sports equipment</p> <p>£3000 CPD sessions</p> <p>£1000 External visitors</p>
<p>To appoint Sports Leaders to help with delivery of FMS in KS1.</p>	<p>PE Lead provide learners with appropriate resources in the playground to allow for them to practice / apply / embed SKV previously covered in lessons.</p> <p>P.E coach and Sport Leaders to meet every half term so they are supported with delivery. Impact monitored by PE Lead.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Profile of importance of PE SKV raised.</p> <p>Application of SKV in purposeful activities. These activities will be modeled and used as a lifestyle choice.</p>	<p>£2380- Schools Sports partnership</p>
<p>To use analysis of a range of 'information gathering' to identify strategic next steps to</p>	<p>Lesson visits and Learner Interviews to be carried out by</p>		<p>Analysis will identify clear next steps for P.E coach / Lead to address.</p>	



<p>further improve quality of T&amp;L as well as outcome for all groups. This will be tracked.</p> <p>To enrich learners' ability to 'think with a Growth Mindset' and widen experiences through working with external specialist coaches/ Partnerships (Edstart)</p> <p>To upskill staff members to help support with afterschool clubs. (CPD)</p> <p>To ensure 2hrs of P.E is available for all learners throughout the week. (before/during/after school)</p> <p>To continue swimming lessons for Year 4 and provide</p>	<p>P.E coach and P.E Lead. Analysis carried out with clear development areas and strengths identified. Findings shared with SLT and next steps enacted.</p> <p>Whole school focus to raise awareness of different sports through enriched club offer and Sporting Figures. Provide aspirational targets for the learners to achieve.</p> <p>Clubs to be accessed by target groups – in particular QUG within school. Clubs also used to support health and well-being for identified families Ensuring clubs build confidence, raise self-esteem, enable social skills to develop and improve health and well-being. PE coach to track attendance at clubs by groups and send target letters home. Phase Leads to track learners' behaviour outside of school in terms of clubs attended and share with PE Lead / Sports Coach</p> <p>Year 4 learners and another target Year group (possibly Year 5)</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all learners</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 1: The engagement of all learners 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.</p>	<p>Quality T&amp;L will improve further with more learners from all groups at ARE.</p> <p>Provision will be appropriate to 'keep up' target groups in-between PE lessons and this will be fluid based on assessment.</p> <p>Higher number of learner groups reflecting positively on their experience of P.E through Learner Voice.</p> <p>Raise awareness of different sports. Provide aspirations for the learners to achieve and signpost to additional clubs / organisations - especially those working at deeper learning.</p> <p>Improved health , well0being, social skills and confidence of those learners attending clubs</p> <p>More learners tracked as being able to swim 25m.</p>	<p>£500 transport</p> <p>£2000 Swimming</p> <p>£3000- Workshops/ Famous sport people.</p>
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<p>additional swimming sessions for learners in another year group to ensure progression so more learners achieve 25m.</p> <p>To link with other schools within the local community to access enrichment opportunities and inter-school competitions. To ensure more learners across all year groups participate in school competitions outside of school (SPP)</p> <p>To invite inspirational Sports Figures from arrange of protected characteristics into school to help engage and inspire learners at Marsden.</p>	<p>Year 3,4,5,6 learners to link with other school. PE Coach / PE Lead to facilitate this.</p> <p>Year 1-6 learners. PE Coach to look at fixtures for academic year and sign up to attend these.</p> <p>Whole school Assemblies and participation in Workshops with the identified Sports Figures/ Q&amp;A sessions to be arranged by Sports Coach / PE Lead.</p>	<p>Key indicator 5: Increased participation in competitive sport</p> <p>Key indicator 2: The profile of PESSPA being 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 4: Broader experience of a range of sports and activities offered to all learners.</p>	<p>Increase in water confidence and understanding of water safety.</p> <p>Increase in families attending swimming sessions – health and well-being agenda.</p> <p>Wider experience of competitive sport and competitive environment. Build relationships with other learners within the community. Record kept of learners attending fixtures, tournaments, festivals and competitions will show all year groups representing the school in a range of sporting activities. Tolerance and respect for others (Equality &amp; Diversity Agenda) Increased confidence and social skills from learners who participate in competitive sports. Pride in representing school community and experience of celebrating effort and achievement building sporting like skills and attitudes.</p> <p>Learners will have</p>	
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			<p>positive experiences of role models from a range of protective characteristics.</p> <p>They will see sport as a life style and career option.</p> <p>Learners will talk positively about the advantages of sport in terms of SMSC links.</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.

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 can swim competently, confidently and proficiently over a distance of at least 25 metres?	17%	Many of our learners do not attend swimming sessions as a leisure activity with their families. Their only access to swimming sessions has been in Year 4.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	30%	Year 4 swimming session had to initial focus on developing water confidence as this was a new experience for many learners with limited time to develop / perfect strokes. Many of our learners do not attend swimming sessions as a leisure activity with their families so do not apply skills regularly.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All current Year 6 were able to do this at end of Year 4
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	



Signed off by:

Head Teacher:	J Charlesworth
Subject Leader or the individual responsible for the Primary PE and sport premium:	K Ormerod (PE Lead) Amy Bland (Sports Coach)
Governor:	Ruby Anwar
Date:	29.9.23