



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.

Activity/Action	Impact	Comments
Membership of the CPRSSP.	<p>Through this membership we ensured that all KS2 and many KS1 children had opportunities to represent the school in sporting events and activities, raising the profile of sport and opening avenues for pupils to find ways to enjoy being physically active.</p> <p>We also undertook staff training on the development of gymnastics teaching with a focus on rolls. This built staff confidence and allowed staff the skills to confidently deliver the full PE curriculum.</p> <p>Access to training for the sports lead to keep up to date on changes in policy and peer support in sharing ideas and developing good practice.</p> <p>Children accessed holiday clubs in many</p>	£2000

	areas of sport and physical activity. Catch-up swimming for those not meeting end of year markers.	
Employment of expert PE teacher to develop the teaching of gymnastics.	Targeted support for all teachers in order to improve the teaching of gymnastics. Observing teaching and discussing ways to overcome barriers to effective teaching. Discussion around adapting lesson plans to ensure all children are challenged and making progress.	£2,750
Employment of specialist dance teacher.	All year groups to access a unit of dance. This allowed pupils to develop their fundamental movements and to perform to their peers.	£2,340
Daily lunchtime active club run across all year groups and open to all children.	All children invited to join and specific children targeted to raise physical activity levels.	£1170
The running of active clubs weekly after school free of charge to all pupils.	Children invited to attend a free active club each year. The removal of barriers increased the number of children regularly attending an active club by 30%.	£1,350
Girls football day in conjunction with the FA initiative to raise the profile of girls football.	All girls participated in a 50 minute football session. 14 girls went on to join a football club where they previously had not.	£150
Employment of sports apprentice to enhance PE lessons and increase active opportunities for all children.	Additional clubs available. More children being active during the school day through lunchtime engagement. Sports activity monitored to ensure children can be targeted	£3,307
Travel to sports events.	Remove barriers to participation through ensuring all children can travel to events	£975
Maintenance of sports equipment.	Sports equipment upkeep to ensure longevity	£400

	and pupil safety.	
Curriculum planning	High quality planning available for curriculum PE sessions.	£500
Equipment and resourcing activities.	All clubs and activities effectively resourced to ensure high quality sessions were carried out. Participation in extra curricular clubs improved on previous year.	£7448.93
Lunchtime clubs run every day for all pupils.	Pupil activity increased through participation in lunchtime clubs with highly trained sports leader.	£1353

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>SSP Basic Membership Model (see attached) To impact on KS 1 and 2 students and staff / including working with targeted cohorts and the least active within the school population.</p> <p>1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of physical activity</p>	<p>1. Staff as a CPD opportunity and students who engage with the assembly content</p>	<p>1. Key Indicator 1 – Engagement of all pupils in regular physical activity</p>	<p>1. Date of assembly and attendance / Follow up Q and A by class teachers on content , production of tasks and slides available to schools</p>	<p>SSP Basic Membership £2000 which allows access to all listed (see attached)</p>

<p>.2. SSP delivery of 6 week Fit4Action health intervention scheme to a selected class</p> <p>3.SSP Active Kids/ Character / Active Maths and Multi Skills Festivals</p> <p>4. SSP Conference attendance including sessions from Teach Active and an Introduction to Physical Literacy</p> <p>5.SSP termly staff inset sessions in school. Schools select the topic needed.</p> <p>6.SSP Bespoke training session for</p>	<p>2. Targeted class of students and teaching and support staff as a CPD opportunity</p> <p>3. Identified students to benefit from attending intervention festivals all designed to inspire through a positive experience of physical activity</p> <p>4. PE Subject Leads , Maths and English Leads , teaching and support staff</p> <p>5. All staff in school</p> <p>6.Mid-day Assistants and lunch support staff</p>	<p>.2. Key Indicator 1 – Engagement of all pupils in regular physical activity</p> <p>3. Key Indicator 1 – Engagement of all pupils in regular physical activity</p> <p>4. 1. Key Indicator 1 – Engagement of all pupils in regular physical activity</p> <p>5. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p> <p>6. Key Indicator 2 – the profile of PESSPA being raised</p>	<p>2.Profile of students and tracking of attendance in physical activity. School staff use of resources and content</p> <p>3.Profile of students and tracking of attendance in physical activity. School staff accessing new ideas and concepts to take back to school.</p> <p>4.Audit of cross-curricular activity pre and post training. Staff records of attendance. Measure use of resources and approach.</p> <p>5.Details of staff audit , topics covered , track quality of delivery and levels of confidence.</p> <p>6.Levels of lunchtime activities , tracking</p>	
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<p>Mid-day Assistants</p> <p>7.Engage with Team teaching opportunities through SSP projects (Flying Start , Fit4Action and PALs)</p> <p>8.Distribution of SSP termly newsletter to raise awareness and profile across the wider school community</p> <p>9.Access to SSP CPD central training programme and courses</p> <p>10.Access to the SSP full calendar of events, festivals ,</p>	<p>7.Primary Teaching and Support staff</p> <p>8. The whole school community including families and parents</p> <p>9.Primary teaching and support staff</p> <p>10.Students across the selected to attend the most appropriate events / staff gaining knowledge and ideas</p>	<p>across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p> <p>7. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p> <p>8. Key Indicator 2 – the profile of PESSPA being raised across the school</p> <p>9. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p> <p>10.Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils and Key</p>	<p>number of incidents and levels of confidence in staff</p> <p>7.Levels of confidence , access to resources and knowledge remaining with teaching staff</p> <p>11.Longer term support and engagement from stakeholders regarding the importance of PESSPA</p> <p>9.Attendance records,course details, certificates if required and continued monitoring of delivery.</p> <p>10. Records of events entered and participation levels of children attending /</p>	
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<p>leagues and competitions</p> <p>11.SSP PALs training for Year 5/6 and Year 2 mini PALs. Training of students to support peers and engage less active students in physical activity . Access to SSP Sports Leaders training.</p> <p>12.Engaging a range of students in SSP performance based opportunities such as Dance Festival, Performance Festival , Cheer leading , Virtual Dance Events</p>	<p>11. Students receiving training and those benefitting from increased opportunities at lunch and break.</p> <p>12.Students and staff attending events</p>	<p>Indicator 5 – Increased participation in competitive sport</p> <p>11 Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p> <p>12. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>longer term impact on access to PESSPA</p> <p>11.Number of children active at break and lunch , and participating in clubs. Retain an infrastructure for PALs and Sports Leaders within the school.</p> <p>12.Tracking of students involved and levels of activity</p>	
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Lunchtime Dance club once per week.	Open to all children with a pathway to stage performance at a local theatre.	Key Indicator 1 – Engagement of all pupils in regular physical activity.	Tracking of children involved – data gathered to analyse impact.	£1,170
Curriculum dance support.	All children to access high quality dance sessions with opportunity to perform at local theatre.	Key indicator 1, 2, 3, 4 and 5.		£2,340
PE teaching support.	Staff to choose areas to develop and team teach with support from PE expert.	Key indicator 1, 2, 3 and 4.	Teacher confidence to improve. Teachers to share good practice within teams.	£2,750
Flying start course open to all EYFS children.	Children in EYFS and staff to understand the importance of being physically active and develop a love of PE and support.	Key indicator 2 and 3.	Teaching of EY team improved. Children to grow in confidence and develop fundamental movement skills.	£400
Personal Development Course	Children in Year 5 to increase in confidence and improve communication skills.	Key indicator 2.	Children to be more confident and improve their physical literacy.	£400
Release time for teachers to attend sports events, training and competitions	1.To access the network of local (Level 2 competition) and regional (Level 3) sports competitions and other School Games opportunities. 2. External training for teachers and LSAs on the delivery of P.E.	Key indicator 4 and 5	1. A high number of children in both Key Stages at Thundersley Primary School participate in competitive sport and non-competitive sports festivals 2. Teachers and LSAs	£2000

			receive INSET on the delivery of P.E. and attend training sessions organized by the C.P.R.S.S.P.	
Free active clubs for all pupils	To provide all children with weekly access to a physically active club and remove all barriers preventing participation.	Key indicator 1	Participation in extracurricular physical activity is improved. Particular uptake from disadvantaged pupils.	£1800
Sports equipment upgraded and improved	All clubs to be well resourced allowing all children access to high quality PE lessons and club activities	Key indicator 1, 2, 4 and 5.	Children to utilize every moment of PE lessons and increased participation in active clubs during and after school.	Cost TBC

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>Possible examples:</p> <ol style="list-style-type: none">1. Team teaching for all staff in areas of PE where they had the least confidence2. Through the SSP calendar of events we were able to provide an opportunity for every student to attend an event and represent the school	<ol style="list-style-type: none">1. Staff received personalized support and the quality of lessons improved2. An opportunity for the school to celebrate all students. Increased sense of belonging and raised profile of being active	<ol style="list-style-type: none">1. This approach worked well in areas such as Gym and Dance. These are the areas identified by the majority of staff.2. This will remain a key aim for our school in future years

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?	85%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75%</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</p>	<p>SSP TOP UP SWIMMING PROGRAMME</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</p>	<p>Some training provided to staff who are 'spotters' within our pool areas. All lessons are carried out by qualified swimming teachers.</p>

Signed off by:

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