

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](#).

by:

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
<ul style="list-style-type: none"> - Implementation of new PE curriculum. 	<ul style="list-style-type: none"> - Wider range of sports covered within the curriculum. They have exposed children to a variety of skills which they have been able to apply in different context. 	<ul style="list-style-type: none"> - By starting with fundamentals of movement in EYFS and KS1 any children requiring additional support could be identified and children were able to develop skills which would support them in PE lessons throughout the year.
<ul style="list-style-type: none"> - Purchase more equipment for children to use at playtime and lunchtime to enhance the provision and opportunities for the children as well as to further support behaviour and opportunities at playtime. 	<ul style="list-style-type: none"> - Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic. 	<ul style="list-style-type: none"> - Implementation of Yr2 sports leaders to help increase the amount of activities happening during lunch times. - New training and resources available for teachers.
<ul style="list-style-type: none"> - To raise the profile of PE, school sport and being active across the whole school community. 	<ul style="list-style-type: none"> - Children are keen to take part in PE lessons. Behaviour is good during lessons. <ul style="list-style-type: none"> • There is a 'buzz' of excitement about the schools sporting achievements over the last few years. • Parents and the wider community are now more informed and engaged in the successes that PE & 	<ul style="list-style-type: none"> - A strong interest and enthusiasm among students for physical education, suggesting that the PE curriculum is engaging and enjoyable for them.

<ul style="list-style-type: none"> - To increase the confidence, subject knowledge and ability to deliver high quality lessons from all teaching staff. - To increase the amount of activity that each child in school engages with every day. - Increase staff's knowledge and understanding around planning for a range of sports and assessing against the skills document. 	<p>sport is bringing to the school.</p> <ul style="list-style-type: none"> - A greater number of lessons are being delivered by the class teacher. - Teacher confidence and enjoyment of being part of PE learning has increased. - Children are sitting for less time in class with the use of brain breaks. - Children engaged in activities during break time and lunchtimes. - New equipment was purchased to support/encourage physical activity during lunch and break times. 	<ul style="list-style-type: none"> - Teachers being seen, asking for planning and teaching their PE lessons has increased. - Our PE curriculum provides a wider variety of activities and sports that engage all students, regardless of their skill level. This has increased daily physical activity among students and promoted a love for staying active. - Teachers now have a deeper understanding of how to structure PE lessons that cater to a diverse range of sports, ensuring that all students are engaged and challenged appropriately. -
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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>Increase staff confidence in teaching PE. To use GetSet4PE as a planning and assessment tool.</p>	<p>Pupils and teachers</p>	<p>Key indicator 1: Staff to have a clear understanding when it comes to planning, assessing, and teaching Physical Development throughout the curriculum.</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 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE. Improved % of pupil's attainment in PE.</p> <p>Clear and evidential progression made across all areas of the curriculum.</p> <p>All teachers using new assessment document, have a clear understanding of when to teach each area throughout the year.</p>	
<p>PE Monitoring across the year (including observations, planning checks, staff audits & CPD)</p>	<p>Staff will observe and support teaching different sporting areas.</p> <p>Timetable CPD session for staff. Ensure staff are able to put their new skills into practice and develop areas they wish to improve.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Staff will be given feedback and support to ensure delivery of PE is at the highest quality.</p> <p>Children will receive higher quality teaching of PE.</p> <p>Primary teachers more confident to deliver effective PE and as a result improved % of pupil's attainment in PE. PE</p>	

High Quality sports equipment	High quality resources to deliver high quality PE	Key indicator 1: Staff to have a clear understanding when it comes to planning, assessing, and teaching Physical Development throughout the curriculum.	lead to have time to look at curriculum, focusing on sequencing and progression, adapting where appropriate Staff able to deliver high quality PE sessions and have an in depth knowledge of the curriculum.	
Introduce lunchtime sport activities for pupils led by playground leaders and staff. Provide additional support for staff for lunchtime supervisors	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity. Pupils as they will take part. Create opportunities for all children with active playtimes and lunchtimes. Teachers use of brain break tools.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 1: The engagement of all 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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Skills, knowledge and understanding of pupils are increased significantly. Observations of outdoor lunch play and feedback from staff team. Lunchtime and breaktimes focus on physical activity and organised taught games. Children developing an awareness of purposeful active play. More children taking part in a wider variety of sports clubs and being more focused during their activity and play at lunchtime.	
Further develop the role of playground friends through training and resourcing to encourage participation in a wider	Pupils – they will take part. Sports leaders – run initiatives and activities	Key indicator 1: Staff to have a clear understanding when it comes to planning, assessing,	More pupils meeting their daily physical activity goal, more pupils encouraged to	

range of physical activities for EYFS and KS1 children at break time.	All staff – they will be able to use it during PE to allow for more outdoor PE opportunities during winter months.	and teaching Physical Development throughout the curriculum. Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	take part in PE and Sport Activities.	
Provide children with a broad range of sporting opportunities.	Pupils – they will take part. Staff – can learn and improve their own CPD through some of the activities planned.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. 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. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports. and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Physical activity - all children, including girls, SEN and non-sporty children are significantly more active. Children will be able to access more outdoor games/ activities during the winter months. Teachers will be able to lead PE effectively with markings on the area to play games. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Children will gain the experience of a range of sports.	

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
<ul style="list-style-type: none"> ● Getset4PE is used to ensure teachers are confident in teaching the necessary skills ● PE lead to look into School Competitions. ● High Quality sports equipment ● To increase and the participation of organised Sports / physical activity at playtimes/lunchtimes by improving playground line markings. ● Basic skills to be improved across the school. ● Staff confidence has increased. ● Improve the quality of playtimes/lunchtimes-staff. ● REAL PE focus and peer assessment/ support. 	<ul style="list-style-type: none"> ● The use of Getset4PE has significantly boosted teachers' confidence in delivering physical education (PE) lessons. With structured guidance and resources, teachers feel more equipped to teach essential PE skills effectively. ● The PE lead's exploration of school competitions aims to provide students with opportunities to showcase their skills and engage in healthy competition. ● The introduction of high-quality sports equipment has significantly enhanced the overall PE experience for students. Access to better equipment has facilitated more effective teaching and learning, leading to improved skill development and greater student enthusiasm for PE activities. ● Staff at lunchtime and breaktimes have focused on physical activity and organised taught games. Children are developing an awareness of purposeful active play. ● The children are more active at play and lunchtimes. ● There has been a noticeable improvement in the basic physical skills of students across the school. ● Overall staff confidence in teaching PE has seen a marked increase. This is reflected in the quality of PE lessons and the enthusiasm of teachers. ● Providing staff with activity packs has improved the quality of playtimes and lunchtimes, making them more structured and engaging for students. ● Offering a variety of clubs has provided students with additional opportunities to engage in physical activities, catering to a wide range of interests. 	<ul style="list-style-type: none"> ● The comprehensive framework provided by Getset4PE ensures that teachers can deliver high-quality PE lessons, leading to more consistent skill development among students. Continued use and familiarization with the platform will likely enhance teaching quality further. ● Participation in school competitions can boost student motivation, teamwork, and school spirit. Establishing a regular schedule of internal and external competitions will benefit students' development and enhance the school's PE profile. ● Investing in high-quality sports equipment is crucial for delivering engaging and effective PE lessons. The use of well-maintained and varied equipment ensures that students can participate in a wide range of activities, catering to different interests and abilities. ● Structured activities during breaks are essential for keeping students active and entertained. Regular updates and new activity packs will help sustain student interest and participation. ● Building teacher confidence is a critical component of successful PE programs. Ongoing support and professional development should be maintained to ensure this confidence continues to grow. ● Children to continue with a healthy, active day. CPD for staff to support with leading a healthy lifestyle for the children. ● Focused on skill improvement are crucial for sustaining and building on the progress made. These sessions help in aligning teaching methods and ensuring all teachers are up-to-date with best practices.

Signed off by:

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Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jade Charlton</i> <i>PE lead</i>
Governor:	
Date:	