



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
Participate in walk to school initiative in partnership with the Hackney Trust Extended Schools' Provision.	Majority of school community travels to school on foot.	Promote walking, during national incentives, such as sports week and the daily mile.
Teachers to have greater understanding of the knowledge and skills	All PE lessons have recognised structure, with key features including task appropriate warm up and cool down time and activities Children are able to articulate and provide examples of what their lessons look like Good practice is evidenced consistently in PE floorbooks.	School now has a framework which is reflective of the features of a successful PE lesson.
School representatives to participate in Young Hackney Cycling League.	1 child selected to represent the borough in a competitive event.	School participants chosen following open invitation to register interest,

<p>The school enlisted Badu Sports provide PE specialists to run KS1 and KS2 sports days. This ensured that children had access to a range of competitive activities throughout the day across a range of disciplines.</p> <p>Y3 classes to take part in Personal Best initiative.</p>	<p>Assembly recognised this achievement, raising awareness of cycling and providing positive role model and motivation to others with high levels of interest registered for the next academic year.</p> <p>All children demonstrated improvement in –</p> <ul style="list-style-type: none"> • Running and sprinting • Teamwork • Throwing with accuracy and catching • Jumping <p>20 children selected to participate in the Hackney final as a result of measured progress and achievements. Achievements celebrated in assembly to provide access to positive peer role models/ambassadors for physical activity.</p>	<p>resulting in representation from Y4, 5 and 6 once a month.</p> <p>Timetabling ensured equal access to pre-agreed competitive and athletic activities which linked to the school’s own bespoke PE curriculum.</p> <p>Continue ongoing dialogue with the borough and increase school’s participation in borough-wide initiatives.</p>
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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>Athletics Training for staff in summer term, led by SL, with resourcing of the following, to ensure development of skills in preparation for competitive sports day showcase –</p> <p>Javelins Hurdles Discuss</p>	<p>Teachers Pupils</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Improved teacher knowledge, enabling effective teaching, learning and demonstration of key skills, culminating in application within a competitive context; to inform subsequent athletics provision.</p>	<p>Cost of new resources - £</p>

<p><i>Provide cross curricular opportunities to further engage children with PE and activity through meaningful and more diverse contexts.</i></p>	<p><i>Reception, Y1, Y2 and Y3 classes</i></p> <p><i>Teachers and supporting adults</i></p>	<p>Key indicator 1: <i>Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</i></p> <p>Key indicator 2: <i>The engagement of all pupils in regular physical activity</i></p> <p>Key indicator 3: <i>The profile of PE and sports is raised across the school as a tool for whole school improvement.</i></p> <p>Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Primary teachers more confident to deliver effective Dance lessons, following provided model from a specialist teacher.</i></p>	<p><i>£549</i></p>
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<p><i>Provide access to and observation of gymnastics coach to work with all year groups (EYFS – Y6) to provide a model of excellence to staff and to increase the skills and confidence of teachers in teaching gymnastic activity.</i></p>	<p><i>All children EYFS – Y6 Teachers and Supporting Adults</i></p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • <i>Gymnastics timetabled for all year groups from EYFS.</i> • <i>Include gymnastics in the club provision; with opportunities to celebrate outcomes of work in performances to other year groups and parents</i> • <i>Develop children's incorporation of gymnastics into performances to parents and other children.</i> 	
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Year 6 to take part in a fencing combat day –school to host inter schools’ event.	Y6 children (and children from across multiple year groups being able to observe an inter school competitive event).	<p>Key indicator 3: The profile of PE and sports is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • Teacher observation of session, including feedback from facilitator, indicated an increase in children’s skill level; further evidenced by application of fencing within end of year 6 talent show. • Continue availability of provision and continued partnership working with Young Musketeers; including within the school’s extra-curricular provision. 	
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<p>Year 6 to visit Islington Boat House, and take part in kayaking.</p>	<p>Y6 Pupils.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Increased awareness and consideration of watersports and kayaking as an option for leisure time physical activity. • Teacher observation of session, including feedback from facilitator, indicated an increase in children's skill level. • Continue to provide provision, booking facility early to secure. 	
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<p><i>Provide access to competitive team games, through the use of a sports coach.</i></p>	<ul style="list-style-type: none"> • <i>Football coach to run football club for all year groups with mixed teams (Monday to Friday before school)</i> • <i>Football coach to run girls' football for Y2, 3 and 4, establish and coach KS2 girls' football team.</i> 	<p><i>Key indicator 2:</i> <i>The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 3:</i> <i>The profile of PE and sports is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4:</i> <i>Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5:</i> <i>Increased participation in competitive sport.</i></p>	<ul style="list-style-type: none"> • <i>School team representation in interschool competition, with involvement from other local primary schools.</i> • <i>An observed higher proportion of girls accessing football during year group allocated pitch day during lunchtime and during the day allocated to girls' football.</i> 	
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<ul style="list-style-type: none"> • All children participate in regular physical activity across all strands of the national curriculum according to Key Stage and age phase. • Each teacher maintains a record of topics covered, which is overseen by the subject leader to evidence the knowledge and skills acquired and systematically developed throughout the school year. 	<ul style="list-style-type: none"> • Timetabling ensures all classes have regular allocated PE lessons. • Teachers have a system for keeping a personal record of each class's physical activity with fidelity to the whole school curriculum. 	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sports is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • Evidence of ambition in the teaching of PE across the NC strands is evidence, with teachers working to a clear framework to ensure excellence. 	
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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
<p>Athletics Training for staff in summer term, led by SL, with resourcing of the following, to ensure development of skills in preparation for competitive sports day showcase –</p> <ul style="list-style-type: none"> • Javelins • Hurdles • Discuss 	<p>Improved teacher knowledge, enabling effective teaching, learning and demonstration of key skills, culminating in application within a competitive context; to inform subsequent athletics provision.</p>	<p>The majority of athletics teaching now coincides with sports day preparations.</p>
<p><i>Provide cross curricular opportunities to further engage children with PE and activity through meaningful and more diverse contexts - timetabled cultural dance activities across Y1-3.</i></p>	<p><i>Primary teachers more confident to deliver effective Dance lessons, following provided model from a specialist teacher.</i></p>	<p>Provision alternates each year to ensure focused provision across year groups and addresses staff needs.</p>

<i>Provide access to and observation of gymnastics coach to work with all year groups (EYFS – Y6) to provide a model of excellence to staff and to increase the skills and confidence of teachers in teaching gymnastic activity.</i>	<ul style="list-style-type: none"> <i>Gymnastics timetabled for all year groups from EYFS.</i> <i>Include gymnastics in the club provision; with opportunities to celebrate outcomes of work in performances to other year groups and parents</i> <i>Develop children's incorporation of gymnastics into performances to parents and other children.</i> 	Children now able to demonstrate independent use of skills as evidenced during end of Y6 talent show.
<i>Year 6 to take part in a fencing combat day – school to host inter schools' event.</i>	<ul style="list-style-type: none"> <i>Teacher observation of session, including feedback from facilitator, indicated an increase in children's skill level; further evidenced by application of fencing within end of year 6 talent show.</i> <i>Continue availability of provision and continued partnership working with Young Musketeers; including within the school's extra-curricular provision.</i> 	High final placement demonstrates level of competency.
<i>Provide access to competitive team games, through the use of a sports coach.</i>	<ul style="list-style-type: none"> <i>School team representation in interschool competition, with involvement from other local primary schools.</i> <i>An observed higher proportion of girls accessing football during year group allocated pitch day during lunchtime and during the day allocated to girls' football.</i> 	High achievement of school teams within tournament competitions demonstrates high level of competency.

<p><i>All children participate in regular physical activity across all strands of the national curriculum according to Key Stage and age phase. / Each teacher maintains a record of topics covered, which is overseen by the subject leader to evidence the knowledge and skills acquired and systematically developed throughout the school year.</i></p>	<ul style="list-style-type: none"> <i>Evidence of ambition in the teaching of PE across the NC strands is evidence, with teachers working to a clear framework to ensure excellence.</i> 	<p><i>Move to an online system for developing range of evidence across disciplines now being considered.</i></p>
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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?	90%	<i>Further developments made following focused programme of swimming lessons offered in Y4, with local pool in close proximity of the school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	<i>Further developments made following focused programme of swimming lessons offered in Y4, with local pool in close proximity of the school.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	51%	<i>Children have less opportunity to practice this component beyond the provision offered in Y4.</i>
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?	No	<i>Swimming provision in KS2 is offered throughout half of an academic year.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The school makes use of specialist teachers in local pool.

Signed off by:

Head Teacher:	<i>Karen Law</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Craig Porteous – Curriculum Lead</i> <i>Luke Masterson – PE Lead</i>
Governor:	
Date:	July 2024