



# 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  |
|---|--|---|
| Pupils to be physically active for a minimum of 30 mins per day through PE, clubs, active lessons/sessions and breaks. Install an ethos of physical activity being a part of school community life for pupils and their families. | Active Lives data shows an increasing number of pupils are active for at least 30 minutes in the school day and 60 minutes in total. Families are increasing aware of why this is important.<br>The use of activity bands has increased the pupil knowledge in this respect. Pupils want to improve their own personal best. | The concept of <i>An Active School</i> is now embedded in the ethos of not only our current practice, but also the community psyche. Families are now knowledgeable in the need to keep active, for their own health and wellbeing. |
| KS2 pupils will play an active role in leading physical activity at the school.   | Pupils were well prepared to assist in the running of playground games, clubs and sports days. An improved level of expertise was demonstrated in both Y5 and Y6 leadership, with a new style of sports day relying of their input.  | While there is still some progress to be made in terms of expanding the role of leadership at the school, good progress has been made.  |
| Introduce pupils, including those with SEND to at least on new sport and a range of other physical activity sessions.   | Through the introduction of wheelchair basketball in our Superhero club, pupils are comfortable in a new sport and look forward to developing this in terms of competition.<br>The reintroduction of table tennis as a regular club.   | Developing SEND sport will continue to be a priority.<br><br>We will look to introduce longer and more regular table tennis sessions throughout the year.   |

## 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   |
|--|---|--|---|---|
| Consolidate and improve the availability of opportunities for regular physical activity. Enhance the Daily Mile programme, using published resources and timetable classes to complete this. Break and lunchtimes will be resourced effectively to ensure that pupils are able to be active as much as possible. | All pupils will be regularly involved in at least 30 minutes of physical activity while in school (most will achieve 45-75 mins) and ensure that they know how to be active outside school. (Our OSM programme will assist in this regard). | 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. | We will resource informal activity time, designated activity time and the curriculum with resources to enable all children to be physically active. A regular timetable will ensure classes complete the Daily Mile using our 'track.' Classes will be monitored in this and will be rewarded for their participation. This will be differentiated to ensure all, including those with SEND, are able to take part. | £3000   |
| Develop an improved offer for pupils in Outdoor Adventurous Activities.  | Staff to experience a new range of planning and demonstration lessons in OAA. Pupils to be taught OAA effectively, including on-site orienteering.  | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.   | The planning and resources will be used in subsequent years, alongside expertise kept within the teaching staff at the school   | £500 contribution from our Secondary School buy-in and additional resources.                |
| Introduce pupils to Golf through a Y6 transition programme.  | Selected pupils will take part in a transition project using the Golf Foundation 'Unleash your drive' programme, to increase their mental health and wellbeing and preparedness for Secondary School.                                       | As above (KI 4) plus; Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement  | Improved Secondary transition programme for selected Y6 pupils. The scheme will then be adapted for other key transition points in the school, such as Y5-6 and Y2-3.   | £600-£1000 on new <i>Golfway</i> equipment and associated mental health teaching resources. |

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| CPD for teaching and support staff.  | <p>Specialist teaching from a partner school to develop teaching and learning in designated year groups and specific teachers.</p> <p>One to one support in team teaching lessons and through bespoke 1-1 support from PE Teachers and PE Leads. Minimum of 8 teachers to be supported through this programme.</p> <p>Coaching staff from a professional sports club to support other teachers in curriculum lessons.</p> | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.             | <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Focus on Physical Literacy in KS1 with new teachers.</p> <p>This will be sustained with continued, but reduced CPD in their second year at the school (2024-25).</p> | <p>£6000 as part of the Secondary school buy in option.</p> <p>£2000 as part of our buy in to Aston Villa football club.</p> <p>£8000 in total.</p> |
| <p>Continue to improve the depth and range of sports pupils compete in at intra and inter school level.</p> <p>Increase the range of pupils competing through the 'reshaping' of the School Games offer.</p> | <p>With a focus on KS2 pupils (to ensure they leave us with a good experience of competitive experience.)</p> <p>Pupils who might not normally be selected for school teams to represent the school at 'Inspire' and 'Engage' school games events.</p>  | Key indicator 5: Increased participation in competitive sport. (At intra and inter-school level.)               | <p>Pupils across KS2 will compete against pupils and other schools, including in new sports such as Tchoukball.</p> <p>A long-term relationship with key providers such as Superhero-Tri, School Games and Aston Villa FC.</p>   | £3900 for part of the buy-ins described above and transportation costs.   |
| A key aspect of our mission as a school is to enable parents to live with the cost of living crisis. Pe and School sport will be at the heart of this.   | <p>We will ensure that we provide high quality extra-curricular activities of at least 60 minutes after school and continue a system of ensuring this is open to all.</p> <p>We will investigate ways of providing nourishment for pupils after school, to ensure they can take an active role in clubs.</p>  | Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement | We will work sustainably to develop after school clubs that reflect the needs of the families in our community, building on existing links and drawing on external funding to support this.  | £6500   |

## 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  |
|---|--|---|
| High quality after school provision has enhanced the 60-minute offer, in an environment which has ensured that children are engaged, nourished and have the opportunity to learn. | Hundreds of children have taken part in clubs, with a focus on inclusion, health and well-being and competition.   | Staff, pupils and parents were extremely pleased with this venture and it was valued by all, as part of our commitment to reduce the effects of the cost of living crisis on our most vulnerable pupils.<br>'I loved the table tennis club with Rackets Cubed. We had fun playing, learnt more Maths and Science and had tasty food.' – a table tennis club member. |
| Increasing range and numbers taking part in School Games events and other competitive events.   | Pupils who had never before represented the school or experienced School Games events took part and increased the number of those buying in to the ethos of School Games. These included the tennis training programme, transition golf project, dance participants and sports new to the pupils such as Boccia and Frisbee. | Pupil comments:<br>'The cricket festival was the best day of of my life!'<br>'I was so nervous performing in front of the Theatre audience, but is was amazing.'<br>'I loved learning a new sports and ways to think positively.'   |



## 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><br><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?        | 8%            | <p>The current Year 6 cohort were not able to swim in their normal Year group at Clifton, due to Covid restrictions and the temporary closure of the local swimming pool, which is still closed.</p> <p>We used some sport premium money to facilitate top up swimming sessions at the University of Birmingham for all pupils in Year 6, to ensure they had some swimming experience before they left Clifton.</p> <p><i>We expect these figures to improve significantly in the next 2 years, due to swimming sessions held when the current Year 4 and 5 reach Year 6.</i></p> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 6%            | <p>Due to the reasons outlined above, effective stroke making was difficult to achieve with this cohort. Some children did make rapid progress using front crawl, but most did not have the experience or expertise to develop a range of strokes.</p>  |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 30% | This was assessed by Swim Teachers and Teachers in the final weeks of the term.  |
| 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 | As outlined in the sections above.   |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes | Swimming is taught by trained instructors at the pool. A teacher with swimming qualifications regularly accompanies children into the pool and teaches in addition to the coaching provided by the University of Birmingham.<br>CPD has been provided by the observation of coaches and internal staff.<br>Dry side swimming session will provide further CPD. |



Signed off by:

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| Head Teachers:   | <i>Sarah Allen and Nicola Hemming.</i>   |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Owen Lamprey – Lead Practitioner, Health and Wellbeing.<br/>Sarah Wood and Aaliyah Roachford -PE Leads.</i> |
| Governor:  | <i>Sylvia Fry</i>  |
| Date:  | 28/06/2024.  |