A brochure of a young child

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This template can be used for multiple purposes:A young child in a swimming pool

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* 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**](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)**.**

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.



We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

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| **Activity/Action** | **Impact** | **Comments** |
| New equipment  To use Mandy more within school.  Attend competitions  Renew Complete PE | PE lessons have been smoother as there is now enough equipment. The quality of the equipment is better and safer for the children. The children have been able to have more time on certain skills as they have equipment that works.  The children really enjoy when Mandy comes in and it allows them to experience different teaching techniques as well as getting high quality teaching.  Gives all children a chance to experience sport in a fun and competitive (not always) way. Taking part in all the groupings means we can target particular children more and it gives them a positive experience rather than putting them off.  High quality lesson planning for children and also gives staff who are less confident, the confidence to have a plan there for them with all the steps needed. There is also room for staff to expand or create their own games etc. | Need to order some more for certain sports as they will be coming up in the sporting calendar- to allow children to have enough time to practice and experience.  I want to do more in the following year.  Hoping to continue to get more attendance from certain groups of children.  Keeping again for 24/25. I want to explore the assessment side on their website to help workload. |



This planning template will allow schools to accurately plan their spending.

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| **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** |
| FDP coaching- PPA cover and after school club  New equipment for PE lessons  Transport for competitions to increase participation for all children  To use Mandy for planning and running of competitions within school  Attend as many competitions as possible – ranging from red group to blue group (FAVSP timetable)  To increase adult confidence in delivering games at play times/lunch times- use Mandy for training?  To use Mandy to deliver and train Y5/6 children to become play leaders for play and lunch.  Renew Complete PE  A new app to help track children’s exercise – link to house captains | Children- they are the ones taking part in the club  Children and staff – they are the ones using the equipment for their lessons and learning  Children – they are the ones travelling to the competition  Adults in school- they are the ones who sort out their cars in order to travel with the children  Children and adults as they will be the ones involved when Mandy comes into school  Children- they are the ones taking part  Children- they are the ones playing the games and are involved in the event at that time  Adults- they are the ones who are with the children at these particular times  All children. Helps target children who struggle in these times of school. Giving year 5/6 an opportunity to lead and progress with their confidence  Children- it is for their learning and progress  Adults- it is them who are using the platform for their planning and delivering of lessons  Children and adults- they are the ones using the app | Key indicator 4- broader experience of a range of sports and activities offered to all pupils  Key indicator 5- increased participation in competitive sport  Key indicator 2- 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  Key indicator 3- the profile of PE and sport is raised across the school as 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  Key indicator 1- increased confidence, knowledge and skills of all staff in teaching PE and sport  Key indicator 4- broader experience of a range of sports and activities offered to all pupils  Key indicator 5- increased participation in competitive sport  Key indicator 4- broader experience of a range of sports and activities offered to all pupils  Key indicator 5- increased participation in competitive sport  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- Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school  Key indicator 3- the profile of PE and sport is raised across the school as tool for whole- school improvement  Key indicator 4- broader experience of a range of sports and activities offered to all pupils  Key indicator 2- 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 3- the profile of PE and sport is raised across the school as tool for whole- school improvement  Key indicator 1- increased confidence, knowledge and skills of all staff in teaching PE and sport  Key indicator 3- the profile of PE and sport is raised across the school as tool for whole- school improvement  Key indicator 2- 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 3- the profile of PE and sport is raised across the school as tool for whole- school improvement | Children- high quality delivery of a specific sport and skills  Children and staff – high quality equipment – setting a standard for the children that PE/sport is important and they can see that through the equipment  Children – enables more children to take part in the sporting events- children who do not usually get the chance to. Having a coach means all the children know exactly how they are getting there rather than wondering whose car they are going to go in.  Adults in school- it takes the pressure off driving the children- organisation is easier – less impact on school as teachers do not cover for leaving to take the children.  Children- enables them to take part in a variety of skills and sports- allowing them to have healthy competition- allowing them to use skills they have learnt within PE lessons and putting them into a competition event  Adults- this will enable staff to see how Mandy delivers skills to the children as well as making the rules of the sport into a fun environment for them all.  Children- variety of sport in a healthy competition environment  Children- accessing sport/games/movement in a safe and controlled way  Adults- to help with behaviour at break/lunch times  Children – high quality resources and lessons for their learning  Adults- planning, videos and resources to allow them to deliver high quality PE lessons to our children | ?  £500  £1000  £2750 (this covers all for Mandy)  £150  ? |

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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.

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| **Activity/Action** | **Impact** | **Comments** |
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*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*

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| **Question** | **Stats:** | **Further context**  **Relative to local challenges** |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | % | *Use this text box to give further context behind the percentage.*  *e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.* |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | % | *Use this text box to give further context behind the percentage.*  *e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024* |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | % | *Use this text box to give further context behind the percentage.* |
| 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/No |  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No | Staff are able to see firsthand at the pool how to deliver a swimming lesson and are on hand to help from the side of the pool. They are able to ask questions and are included in the conversation when the instructors discuss the assessments. |

Signed off by:

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| Head Teacher: | *(Name)* |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | *(Name and Job Title)* |
| Governor: | *(Name and Role)* |
| Date: |  |