



# 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
<p>Participation in Shoreham Academy's tournaments</p> <p>PE support teaching assistant provided physical skills interventions with those identified and assessed as requiring support.</p> <p>PE technician supported class PE and games sessions</p> <p>PE support – three weekly sessions for pupils identified to develop gross motor skills,</p> <p>PE support in all afternoon PE and games sessions. Each year group received at least one supported session.</p>	<p>PE technician support sessions have had an impact. Assessments taken of children identified as working towards age related expectations in gross motor skills have shown positive progression. Identified pupils participate in whole class PE sessions with increased confidence. Assessments reflect progress.</p> <p>The majority of KS 2 classes have had the chance to attend a tournament – again pupil voice findings indicate that the vast majority have gained in confidence.</p> <p>KS1 participated in tournaments run by the school. Staff feedback is positive –PE teaching is good.</p> <p>Appropriate equipment has been ordered and used to ensure all classes and ages can access the sports at their own level. There are now stop watches to aid children in monitoring their own achievements.</p> <p>The children have participated in all tournaments offered by Shoreham Academy.</p>	<p>PB has continued to provide specialist sports support for all classes and SEND pupils. This has increased both pupil and staff confidence.</p> <p>Buying into support provided by Shoreham Academy continues to enhance the PE curriculum. More pupils have had the chance to participate in tournaments.</p> <p>Pupils with identified need in developing gross motor skills are now able to climb / practice balance exercises at break and lunch times due to the purchase of the new trim trail.</p>

## Key priorities and Planning Academic Year 23 -24

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
<i>Support PE and Games sessions – continue to use existing PE scheme of work. Sessions to be supported by PB. PB to support class teachers in the delivery of the curriculum</i>	Pupils Staff	<ol style="list-style-type: none"> <li>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>2. Engagement of all pupils in regular physical activity</li> </ol>	<p>Teachers more confident to deliver effective PE lessons supporting pupils to participate in wider sports in and outside of school</p> <p>PB supports staff to prepare pupils for tournaments in order for them to be able to gain the skills and knowledge required for active participation.</p>	<p>Sports funding spent to support the role of School Sports Technician. Funding does not cover the full costs of this role. Elements of this PE plan have been funded by the school in other ways.</p> <p>Income: Total : £17690.00</p>
<i>PB to support class teachers in completing baseline PE assessments in order to plan personalized targets for pupils.</i>	Pupils Staff	<ol style="list-style-type: none"> <li>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</li> <li>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</li> </ol>	<p>Teachers more confident to adapt PE sessions to suit a range of abilities. This is monitored by the PE lead.</p>	See above
<i>PB to provide sports activities during lunch time breaks</i>	Pupils MD Supervisors	<ol style="list-style-type: none"> <li>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>2. Engagement of all pupils in</li> </ol>	<p>Pupils accessing a wider range of sports and games. Pupils accessing</p>	See above

		<p>regular physical activities</p> <p>3. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>organised physical exercise for 30 minutes a day in addition to timetabled PE slots. <i>(60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity.)</i></p>	
<i>PB to support SEND pupils with gross motor skills development where required.</i>	SEND pupils Staff	2. Engagement of all pupils in regular physical activity	Teachers more confident to adapt PE sessions to suit a range of abilities. All pupils accessing the recommended amount of physical exercise per week.	See above
<i>PB to support EYFS – lessons aimed at developing key aspects of physical development</i>	EYFS pupils Staff	2. Engagement of all pupils in regular physical activity	Pupils accessing the recommended amount of physical exercise a day. Gross motor skills progress and PSED related targets are closely monitored.	See above
<i>PE lead and PB to attend locality meetings</i>	Staff / Pupils	<p>3 Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>5 Increased participation in competitive sport</p>	School kept informed of locality developments. School actively participates in tournaments.	See above
<i>School to access tournaments available by purchasing SLA from Shoreham academy</i>	Pupils Staff	<p>3 Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>4 Broader experience of a range of sports and activities offered to all</p>	School actively participates in tournaments.	Funded by the school £1500

		pupils 5 Increased participation in competitive sport		
<i>Purchase of equipment</i>	Staff Pupils	2. Engagement of all pupils in regular physical activity	Teachers more confident to deliver effective PE lessons supporting pupils to participate in wider sports in and outside of school	Funded by the school.

## 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>PE sessions supported – teaching good or better.</p> <p>Lunch time activities – range of physical activities provided for all pupils.</p> <p>Summer football tournament was very popular.</p> <p>SEND support – pupils making good progress against their targets.</p> <p>SA SLA – tournaments attended. Pupils wishing to participate did. All key stage 2 classes attended the locality games in addition to the tournaments.</p> <p>Swimming is taught well at St Peter's. The summer swimming gala evidenced this. The vast majority of pupils are confident in the water.</p>	<p>All year groups attended a tournament.</p> <p>Very positive pupil voice.</p> <p>Positive parent voice.</p> <p>Increase in clubs on offer was well received.</p>	<p>Key Indicators 3 and 4 are areas for whole school development.</p> <p>The school is established in the locality and we intend to continue to attend tournaments.</p> <p>PB's support in class PE sessions and his work with individual SEND pupils is impactful. This will continue.</p> <p>Staff would like the opportunity to develop CPD in a wider area. We could consider sports activities such as Frisbee. Staff intend to review the scheme of work.</p> <p>Water safety is taught as part of PSHE – staff wish to review provision.</p>

## 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>Swimming continues to be expensive for the school. Transport costs mean that not all year groups are able to attend.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	<i>Pupils attending swimming sessions are taught well. Each session is supported the class teacher, the sports technician and two qualified swimming teachers. Pupils are given regular feedback in order to improve.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	90%	<i>Use this text box to give further context behind the percentage.</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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Staff who take children swimming are qualified swimming teachers.

Signed off by:

Head Teacher:	<i>Matthew English Head of School Kate Crees Executive Headteacher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>A Cappella PE lead</i>
Governor:	<i>T O'Donovan Chair of Governors</i>
Date:	19 <sup>th</sup> July 2024