



# 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
<ul style="list-style-type: none"> <li>• New Fitness equipment in the playground</li> <li>• Extension of school hall</li> <li>• Increase participation in competitive sport through partnerships with WWFC, PLPS and WASPS</li> <li>• Provide transport for children to travelling to competitions</li> <li>• Create more links with wider sports community</li> <li>• Increase provision of high-quality teaching and learning in PE</li> <li>• Continue to offer after school sports clubs to children in all year groups targeting disadvantaged pupils</li> <li>• Internal House competitions held at the end of the year (Sports Day)</li> </ul>	<ul style="list-style-type: none"> <li>• New fitness equipment installed to encourage and enable fitness and more active play.</li> <li>• Extension of school hall has further enhanced the quality of indoor physical education in school</li> <li>• There has been a 100% increase in competitive sports this year with participation in various fixtures such as football, athletics, cross-country running etc for boys and girls.</li> <li>• Wolverhampton Wanderers have provided engagement throughout the whole academic year with Year 4 and 6. During Spring 2, Staffordshire Cricket worked with Year 3 to deliver PE</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor use of newly bought equipment and audit impact and quality assure PE provision</li> <li>• To continue to increase the competitive sports offer for children within the local area. Have a more targeted approach for different genders, for example</li> <li>• Continue with the partnership and further enhance the provision by increasing time for after school clubs offered by the Wolves Foundation.</li> <li>• PE Lead to continue monitoring PE lessons and delivering CPD sessions on areas of development in PE.</li> <li>• Provide sports sessions every lunch</li> </ul>

	<p>sessions and provided CPD to Year 3 teachers in each cricket session and to all staff.</p> <ul style="list-style-type: none"><li>• Staff feel more confident delivering high quality PE lessons. PE curriculum is linked to topics on Get Set 4 PE</li><li>• Successful house competition sports day for KS2, KS1 and EYFS. Pupils can identify themselves to their house</li><li>• Disadvantaged pupils targeted for lunch time club and after school club with Wolverers coaches on a Friday.</li></ul>	<p>time with sports coaches to increase physical and active engagement.</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
<ul style="list-style-type: none"> <li>Continue the monitoring of PE lessons and delivering CPD sessions on areas of development in PE using Get Set 4 PE</li> <li>Continue partnership with Staffordshire Cricket club which provide CPD for teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff – including teachers, associate teachers and cover staff – as they will be leading/supporting in the leading of lessons</li> <li>Staffordshire Cricket Club coaches – as they will be leading the sessions</li> <li>Pupils – as they will take part</li> </ul>	Key Indicator 1 – Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	<ul style="list-style-type: none"> <li>Triangulation in PE has allowed for monitoring of PE across the school, identifying any next steps and informing CPD sessions. Monitoring has shown that all staff feel more confident to deliver high quality PE sessions – continue the monitoring of PE in the next academic year and use monitoring to inform CPD sessions.</li> </ul>	Get Set 4 PE - £440 Wolves Foundation SLA - £2,700 Sports Equipment - £2293.76 Badminton Equipment - £274.66 Netball and football, teacher led - £1,250
<ul style="list-style-type: none"> <li>Continue to monitor use of newly bought gym equipment and audit impact</li> <li>PE lessons timetabled for all classes, teachers use the Get Set 4 PE</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff – including teachers, associated teachers and cover staff</li> <li>Lunchtime supervisors</li> <li>Wolves coaches</li> </ul>	Key Indicator 2 – Engagement of all pupils in regular physical activity <i>Chief Medical Officers guidelines recommend that primary school</i>	<ul style="list-style-type: none"> <li>Children from all year groups enjoy the gym equipment, they understand it is a form of exercise, and they play on it responsibly and safely while being monitored by staff – continue to allow children the opportunity to use gym</li> </ul>	Monitoring of PE and Triangulation - £1,300 Staffing at lunchtime for lunch time activities £9,360

<p>scheme</p> <ul style="list-style-type: none"> <li>• Continuation of lunch time sport sessions and activities for pupils</li> <li>• Continue with the partnership and further enhance the provision by increasing time for lunch time and after-school clubs offered by the Wolves Foundation.</li> <li>• After-school activities for pupils</li> <li>• Free after-school training sessions for football and netball clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils – as they will be taking part</li> </ul>	<p><i>pupils undertake at least 30 minutes of physical activity a day in school</i></p>	<p>equipment ensuring that they are being monitored while using it.</p> <ul style="list-style-type: none"> <li>• PE lessons timetabled ensure that all children have access to PE lessons, Get Set 4 PE offer a broad curriculum which is in line with the National Curriculum for PE – continue using Get Set 4 PE</li> <li>• More lunchtime clubs, after-school clubs and training sessions have raised the profile of sport and playing competitively. Overall, more pupils are involved in active sessions/ lessons and fitness has improved. There has been a positive uptake with all clubs offered being full – Continue lunch time and after school clubs</li> <li>• Disadvantaged pupils are targeted for lunch time club and after school clubs with Wolves coaches on a Friday – continue to allow disadvantaged children the opportunities to attend after school clubs.</li> </ul>	<p>Transport for external events - £904.80</p> <p>Staffing for external events - £1,250</p> <p>Total: £19,773.22</p>
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<ul style="list-style-type: none"> <li>• New equipment has been brought to replace missing and broken equipment in PE</li> <li>• Continue communications with parents and encourage their attendance in sporting competitions</li> <li>• Continue with the partnership with Wolves Foundation</li> <li>• Continue partnership with Staffordshire Cricket Club</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Pupils</li> <li>• Wolves coaches</li> <li>• Staffordshire Cricket coaches</li> </ul>	<p>Key Indicator 3 – The profile of PE and Sport is raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> <li>• New equipment has been ordered and organised into the various PE topics taught. PE equipment is labelled with quantities for easy teacher access. Clock in and clock out sheet created. PE Lead to monitor equipment. Equipment needed for after school clubs and sports day to be kept separate.</li> <li>• Letters have been used to communicate with parents. There has been a positive uptake with all clubs offered being full.</li> <li>• Wolves Foundation have provided engagement throughout the whole academic year with Year 1, 3 and 6, after with children across all year groups during lunch time and after-school clubs.</li> <li>• Staffordshire Cricket have worked with Year 2 and Year 5 to deliver PE sessions and provide CPD to Year 2 and Year 5 staff in each cricket session.</li> <li>• Next year, PE Lead to work with SGO to achieve Bronze award in</li> </ul>	
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<ul style="list-style-type: none"> <li>• Continue to offer after school sports clubs to children in all year groups – targeting disadvantaged pupils</li> <li>• Internal House competitions held at the end of the academic year.</li> <li>• Increase the volume of competitive sport through our partnerships with WWFC, PLPS and WASPS</li> <li>• Continue to pre-book and plan fixtures for the year</li> <li>• Provide transport for children travelling to and from competitions</li> <li>• Contact local schools for ‘friendly’ matches</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff – including teachers, associate teachers and cover staff</li> <li>• After-school club coaches</li> <li>• Pupils</li> <li>• Teaching staff – Teachers and Associate teachers</li> </ul>	<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>School Games Mark.</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils targeted for lunch time club and after school club with Wolves coaches every Friday – Continue with Wolves Foundation partnership</li> <li>• Successful sports day where children competed against each other in teams.</li> <li>• PE Lead has worked alongside the SGO and use WASPS and PLPS calendar to organise competitive sporting events – next year, to provide more opportunities for competitive sport for KS1 and LKS2 children</li> <li>• Use of taxi services has provided transport for children travelling to sporting competitions.</li> <li>• There has been an increase in competitive sports this year with participation in various fixtures such as football, athletics, cross-country running and netball.</li> <li>• ‘Friendly’ netball tournament, competing with 3 other schools</li> </ul>	
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			has allowed children to play alongside their peers from other schools, learn new skills and develop a love and enjoyment with playing the sport.	
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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
<ul style="list-style-type: none"> <li>• Continue the monitoring of PE lessons and delivering CPD sessions on areas of development in PE using Get Set 4 PE</li> <li>• PE lessons timetabled for all classes, teachers use the Get Set 4 PE scheme</li> <li>• Continue with the partnership and further enhance the provision by increasing time for lunch time and after-school clubs offered by the Wolves Foundation.</li> <li>• New equipment has been brought to replace missing and broken equipment in PE</li> <li>• Increase the volume of competitive sport through our partnerships with WWFC, PLPS and WASPS. Continue to pre-book and plan fixtures for the year. Provide transport for children travelling to and from competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation in PE has allowed for monitoring of PE across the school, identifying any next steps and informing CPD sessions. Monitoring has shown that all staff feel more confident to deliver high quality PE sessions – continue the monitoring of PE in the next academic year and use monitoring to inform CPD sessions.</li> <li>• PE lessons timetabled ensure that all children have access to PE lessons, Get Set 4 PE offer a broad curriculum which is in line with the National Curriculum for PE – continue using Get Set 4 PE</li> <li>• More lunchtime clubs, after-school clubs and training sessions have raised the profile of sport and playing competitively. Overall, more pupils are involved in active sessions/ lessons and fitness has improved. There has been a positive uptake with all clubs offered being full – Continue lunch time and after school clubs. Disadvantaged pupils are targeted for lunch time club and after school clubs with Wolves coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the monitoring of PE lessons and delivering CPD sessions on areas of development in PE using Get Set 4 PE</li> <li>• Ensure PE lessons timetabled for all classes, teachers use the Get Set 4 PE scheme</li> <li>• Continue with the partnership and further enhance the provision by increasing time for lunch time and after-school clubs offered by the Wolves Foundation.</li> <li>• Continue to monitor new equipment has been brought to replace missing and broken equipment in PE</li> <li>• Continue with competitive sport through our partnerships with WWFC, PLPS and WASPS. Continue to pre-book and plan fixtures for the year. Provide transport for children travelling to and from competitions</li> </ul>

	<p>on a Friday – continue to allow disadvantaged children the opportunities to attend after school clubs.</p> <ul style="list-style-type: none"><li>• New equipment has been ordered and organised into the various PE topics taught. PE equipment is labelled with quantities for easy teacher access.</li><li>• PE Lead has worked alongside the SGO and use WASPS and PLPS calendar to organise competitive sporting events – next year, to provide more opportunities for competitive sport for KS1 and LKS2 children. Use of taxi services has provided transport for children travelling to sporting competitions. There has been an increase in competitive sports this year with participation in various fixtures such as football, athletics, cross-country running and netball.</li></ul>	
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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?	64%	This cohort had significant mobility from EYFS throughout Year 6 which is a factor that has affected consistency. High percentage of EAL, new to country, which have joined throughout the years, affecting outcome due to cultural barriers. High proportion of Pupil Premium within this cohort, therefore some children are at a disadvantage of accessing extra-curricular activities, such as swimming in their personal time away from school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	Most children are competent at doing breaststroke, while others are more effective using other swimming strokes, such as front crawl and back stroke.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>58%</p>	<p>Children are taught how to tread water in order to stay afloat for a period of time, as a result almost three quarters of the cohort were able to achieve this standard.</p>
<p>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?</p>	<p>No</p>	<p>Following the DfE guidance, with the aim of all children being able to swim 25 meters, this school offers opportunities for all children to be able to swim 25 meters. We remain ambitious to achieve this despite any barriers we may face.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>Swimming is taught by external swimming coaches, however all staff are given guidance and informed of expectations regarding swimming.</p>

Signed off by:

Head Teacher:	<i>Mr H.S. Dhanjal</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Simran Grewal, PE Lead and class teacher</i>
Governor:	<i>Mr T. Bansil</i>
Date:	05.07.24