



# 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
<b>-Purchase equipment for PE lessons, lunchtime &amp; extended care club:</b>	<ul style="list-style-type: none"><li>-Risk of obesity, inactivity &amp; effects of sedentary lifestyle have decreased as pupils are more aware of how to make healthy choices &amp; are more active throughout the day.</li><li>-Assessments have shown that pupils stamina, gross/fine motor skills have improved from baselines</li><li>-Assessments have shown that 89.23% of all primary pupils have achieved embedded+ in PE this year.</li><li>-Monitoring of PE lessons has evidenced that staff are more confident to teach PE and have the necessary resources to teach high quality lessons.</li><li>-Pupils took part in a sponsored circuit with Nerys Pearce, raising money to help support greater physical activity and wellbeing for the pupils. Pupils were inspired by Nerys' story.</li><li>- Pupils enjoyed an active day of Quidditch and learned how to apply skills from other sports to a Quidditch game.</li><li>-Pupils stamina has improved as a result of part taking in the TCS mini marathon.</li><li>-Pupils enjoyed a fun and active sports day, demonstrating our Nishkam Virtues throughout.</li><li>-Pupils/families pledged to take part in at least 60 active minutes per day, becoming more of a habit for lots of pupils and</li></ul>

families.

-Curriculum Overview allows for pupils to develop specific skills and apply them to different sports/games.

**-Timetable PE teacher to run 30mins lunchtime active sports sessions each day.**

- Profile of PE raised and all pupils have opportunities to access active clubs due to variety of offer.
- Pupils have an increased amount of physical exercise throughout the day.
- Girls participation/engagement in sports has increased.
- Pupil leadership in PE has evolved through the introduction of Play Leaders.
- 58.77% of pupils have attended an extra-curricular sports club in primary.
- 93.54% of pupils have attended an extra-curricular sports club in KS2.
- 93.94% of Pupil Premium pupils have attended an extra-curricular sports club in KS2.
- 88.24% of pupils with SEND have attended an extra-curricular club in KS2.
- 100% of Year 4 and Year 6 pupils have attended an extra-curricular club.

**Attend & participate in tournaments & inter-school sports events (facilitated through Sports Impact membership).**

- Pupils have experienced a broad range of sports & participation in competitive sports has improved.
- 30.15% of pupils in KS2 have had the opportunity to represent the school in a competition.
- 39.39% of Pupil Premium pupils in KS2 have represented the school in a competition.
- 75% of Pupil Premium pupils in Y6 have represented the school.
- 100% of pupils with SEND in Year 6 have represented the school.
- Curriculum development has ensured that a range of skills have been developed and pupils are able to apply skills learned to different sports.
- Positive feedback from local schools on our pupil's sportsmanship through the virtues-led approach.

<p><b>-PE lead/specialist teacher to attend CPD &amp; work alongside experts from Sports Impact &amp; other external organisations e.g. Harlequins.</b></p> <p><b>-PE lead to monitor quality of T&amp;L and signpost support as required.</b></p> <p><b>-Allocate coaches from Sports Impact to work alongside teachers to improve practice.</b></p> <p><b>-Purchase equipment for PE lessons</b></p>	<p>-Findings &amp; strategies from Subject Leader Conference/HEP Subject Network meetings were shared with staff, upskilling staff.</p> <p>-PE Lead has team taught a series of PE lessons to support and upskill new staff. Teachers have been shown how to navigate themselves around GetSet4PE, to ensure resources are used to improve subject knowledge.</p> <p>-Teachers are using the GetSet4PE assessment tool to identify gaps in learning and inform planning.</p> <p>-Staff have responded to feedback, with particular focus on vocabulary and adaptive teaching.</p> <p>-Pupils can use subject specific vocabulary appropriately.</p> <p>-Teachers are aware of how to adapt teaching to support the needs of pupils with SEND. Pupils are supported using the STEP framework and are accessing appropriate PE tasks, therefore making steady progress.</p>
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**-Continue to raise profile of healthy school travel through work on the School Travel Plan:**

-Hounslow Sustainable Travel Competition – Nishkam won 3<sup>rd</sup> Place

-Bikeability - Y6

-Pedestrian training - Y4

-Silver accreditation for School Travel Plan.

## Key priorities and Planning- 2023-2024

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 actions
<p>-PE lead to monitor quality of T&amp;L and signpost support as required.</p> <p>-Purchase equipment to support high quality teaching of PE.</p> <p>-PE Specialist Teachers to work alongside Sport Impact in Gymnastics and Dance.</p> <p>-PE Lead to have access to CPD opportunities.</p> <p>-Fully embed Year 5/6 Play Leaders</p> <p>-Specialist PE teachers to run 30mins lunchtime active sports sessions each day.</p> <p>-Specialist PE teachers</p>	<p>Teaching staff</p> <p>Pupils</p> <p>PE Lead</p> <p>Families</p>	<p>Key Indicator 1: increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: Increased engagement of all pupils in regular physical activity and sport.</p> <p>Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p> <p>Key Indicator 4: Offer a broader and more equal experience of a range of sports and activities to all pupils.</p> <p>Key Indicator 5: increase participation in competitive sport.</p>	<p>Teachers to feel confident teaching PE because of CPD delivered.</p> <p>Teaching staff to have the equipment they need to teach high quality PE lessons. Pupils benefit from having access to this equipment during their lessons.</p> <p>PE Specialist Teachers to have increased confidence in teaching gymnastics and dance, as these were areas where support was requested at the start of the year. As a result, pupils will achieve well in gymnastics and dance.</p> <p>PE Lead to attend HEP Subject Network Meetings, PE Hub meetings within the Trust and the Sport Impact PE Subject Leader Conference. Information and knowledge from these events to be shared with staff and result in better outcomes for pupils.</p> <p><b>Sustainability:</b> PE Lead will continue to monitor T&amp;L in PE and signpost support/provide CPD as needed.</p> <p>All pupils, from EYFS to Y6 to be active during break and lunch times, participating in moderate to physical activity.</p>	<p>£20,856</p>

<p>to host free of cost after school clubs to vulnerable pupils/disadvantaged pupils/pupils with SEND/less active pupils alongside our usual sports clubs provision.</p> <p><b>-Specialist teacher to run interventions in Summer Term for EYFS, based on the FMS.</b></p> <p><b>- Organise active events &amp; invite guest speakers to further engage pupils in an active lifestyle.</b></p> <p><b>-PE Lead to continue to monitor and track assessment data/uptake data and identify gaps.</b></p> <p><b>-Achieve ‘Gold’ in the School Games Mark.</b></p> <p><b>-Attend &amp; participate in tournaments &amp; inter-school sports events (facilitated through Sports Impact membership and connections with local schools).</b></p>			<p>All pupils to have access to a wide range of sports clubs at lunch time.</p> <p>Pupils who are harder to reach to have opportunities to attend a range of clubs after school.</p> <p>EYFS pupils to have competency in the skills they need to achieve in KSI and participate in regular physical activity.</p> <p>Guest speakers to visit the school to engage pupils in living an actively and participate healthily in sports.</p> <p>To host a variety of sporting events to celebrate occasions such as National Sports Week and Sports Day.</p> <p><b>Sustainability:</b> Continue to arrange for visitors to speak to the pupils. Continue to arrange event days to celebrate sporting events.</p> <p>Pupils who are less active to be identified using the GetSet4PE reporting tool and encouraged to attend extra-curricular clubs. Attainment gaps to also be identified and addressed through interventions/CPD.</p> <p>The reporting tool to also be used to track participation of target groups.</p> <p><b>Sustainability:</b> PE Lead to continue to track target groups using the reporting tool.</p> <p>School to excel in promoting physical</p>	
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			<p>education, inclusivity, competitive opportunities and providing young people with leadership opportunities in sports.</p> <p>A wide range of pupils to participate in inter-school sports events.</p>	
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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><b>-PE lead to monitor quality of T&amp;L and signpost support as required.</b></p> <p><b>-Purchase equipment to support high quality teaching of PE.</b></p> <p><b>-PE Specialist Teachers to work alongside Sport Impact in Gymnastics and Dance.</b></p> <p><b>-PE Lead to have access to CPD opportunities.</b></p> <p><b>-Fully embed Year 5/6 Play Leaders</b></p> <p><b>-Specialist PE teachers to run 30mins lunchtime active sports sessions each day.</b></p> <p><b>-Specialist PE teachers to host free of cost after school clubs to vulnerable pupils/disadvantaged pupils/pupils with SEND/less active pupils alongside our usual sports clubs provision.</b></p> <p><b>-Specialist teacher to run interventions in Summer Term for EYFS, based on the FMS.</b></p> <p><b>-Continue to raise profile of healthy school travel through work on the School Travel Plan</b></p> <p><b>- Organise active events &amp; invite guest speakers to further engage pupils in an active lifestyle</b></p>	<p>Teaching staff value the impact on CPD and report on having increased confidence in teaching PE. This is seen through monitoring.</p> <p>Teaching staff report that they have what they need to teach high quality lessons.</p> <p>PE Specialist Teachers report on having increased confidence in teaching gymnastics and dance, as these were areas where support was requested at the start of the year. Pupils are achieving well in these topics according to data and monitoring.</p> <p>PE Lead has attended HEP Subject Network Meetings, PE Hub meetings within the Trust and the Sport Impact PE Subject Leader Conference (along with KS1 PE Specialist Teacher) Information and knowledge from these events have been shared with staff and resulted in better outcomes for pupils.</p> <p>All pupils, from EYFS to Y6 are active during break and lunch times, participating in moderate to physical activity.</p> <p>Silver award achieved on School Travel Plan. Pupils have had scooter, pedestrian &amp; walk to school training.</p>	<p>As gymnastics and dance was an area where staff required more support at the start of the year and are now feeling confident, staff voice will be conducted gain to determine what support may be required next year.</p> <p>PE Lead will continue to network with local schools and agencies to maintain these CPD opportunities.</p> <p>Y5 leaders who have been trained this year will continue to lead next year in Y6. New Y5 Play Leaders will begin training in summer term.</p> <p>This worked well and will continue into next year.</p> <p>GetSet4PE reporting tool has been invaluable in identifying and closing gaps in attainment and uptake and will continue to be used next year.</p> <p>Attainment data to determine whether this will be necessary again next year.</p>

<p><b>-PE Lead to continue to monitor and track assessment data/uptake data and identify gaps.</b></p> <p><b>-Achieve 'Gold' in the School Games Mark.</b></p> <p><b>-Attend &amp; participate in tournaments &amp; inter-school sports events (facilitated through Sports Impact membership and connections with local schools).</b></p>	<p>All pupils have access to a wide range of sports clubs at lunch time:</p> <ul style="list-style-type: none"> <li>Tennis</li> <li>Cricket</li> <li>Hockey</li> <li>Athletics</li> <li>Ball Skills</li> <li>Sending and Receiving</li> <li>Striking and Fielding</li> </ul> <p>Pupils who are harder to reach have opportunities to attend a range of clubs after school:</p> <ul style="list-style-type: none"> <li>Football</li> <li>Netball</li> <li>Gymnastics</li> <li>Tennis</li> <li>Ball Skills</li> <li>Hockey</li> <li>Multi-sports</li> <li>Tag Rugby</li> <li>Girls Football</li> <li>Basketball</li> </ul> <p>EYFS pupils have competency in the skills they need to achieve in KS1 and participate regular physical activity.</p> <p>President of the Sikh Games spoke to pupils, encouraging them to engage with the Sikh Games 2024.</p> <p>An afternoon was dedicated to National Sports Week – celebrating the Euros and Olympics.</p> <p>An inclusive Sports Day was held, allowing pupils to take part in various physical activities.</p>	
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All pupils from EYFS-Y6 took part in Path to Paris, encouraging pupils to track their physical activity, aiming for at least 60 minutes per day.

Pupils who are less active are encouraged to attend extra-curricular clubs. These pupils are identified through use of the GetSet4PE reporting tool. Attainment gaps are also identified and addressed through interventions/CPD.

The reporting tool is also used to track participation of target groups.

Over 80% of all pupils have attended extra-curricular sports clubs this year.

84% of disadvantaged pupils have attended extra-curricular sports clubs this year.

75% of pupils with SEND have attended extra-curricular clubs this year.

School achieved 'Gold' in the School Games Mark for excelling in promoting physical education, inclusivity, competitive opportunities and providing young people with leadership opportunities in sports.

A wide range of pupils have participated in inter-school sports events.

KS2 Cross Country

KS2 SEND Boccia

KS1 Skills Festival

Y1/2 Athletics

Y 3/4 SEND Kurling

SEND KS2 Football

KS1 Dance Festival

Y5/6 Orienteering

Primary Gymnastics Festival

Y1/2 Quadkids

	<p>Y5/6 Girls Football Y6 Tag Rugby Y3/4 Tri Golf Festival Y5/6 Netball Competition Y3/4 Girls Football Competition Y5/6 Boys Football Competition Y3/4 Mixed Football Competition Y5/6 Mixed Tag Rugby Competition Y5/6 Mixed Hockey Competition Y5/6 Quadkids Final Competition Y6 Cricket Competition Y6 Transition Festival</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?	98%	The Year 6 pupils undertook weekly swimming lessons during Year 4 and 5, equaling to 30 lessons in total. These lessons were led by professional swimming teachers at Lampton Leisure (Heston).
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	Most pupils can confidently use a range of strokes. Some can only perform one and are still developing swimming using a range of strokes.

<p>What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?</p>	<p>98%</p>	<p>Pupils are confident when performing safe self-rescue and can talk through the steps that need to be taken.</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>NA</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>Yes</p>	<p>While swimming instructors teach PE, staff have been informed of water safety and how to perform safe self-rescue. Staff have shared this information with staff. Water Safety Day and Drowning Prevention week are always recognised.</p>

Signed off by:

Head Teacher:	<i>Sukhi Rai</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Claire Zahra</i>
Governor:	<i>Bahader Singh Panesar</i>
Date:	11 <sup>th</sup> July 2024