



# 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.

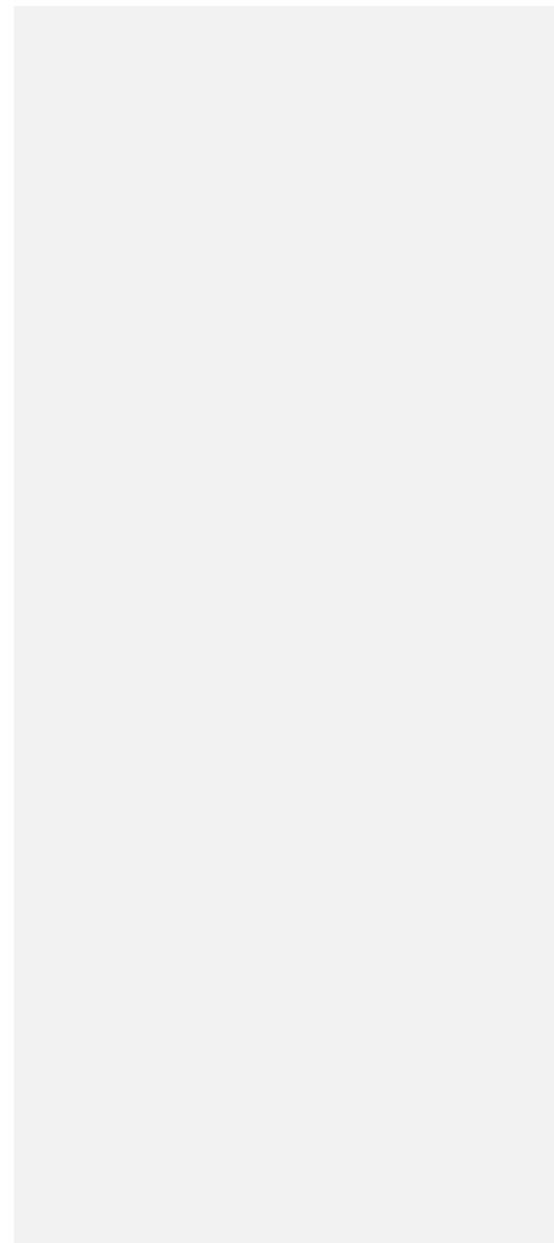
| Activity/Action   | Impact  | Comments   |
|---|---|--|
| Provide CPD to staff in order to support the delivery of PE in school, particularly a notable impact on children exceeding/ PE mastery (key indicator 1). | Monitoring of PE shows that sports coaches are making an impact on PE delivery - outstanding teaching and learning was observed/monitored. This is also having an impact on staff when teaching without sport coach support and improvements in children's PE attainment (termly data reviews).<br><br>KS1 & KS2 Teacher Assessment<br>86% at expected level +<br>13% working above | Continue to utilise Complete PE tutorial resources and sports coaches to support CPD within staff (key indicator 1). |

|  |  |   |
|--|--|---|
| <p>Continue with exceptional extra-curricular provision of clubs and sporting opportunities (key indicator 2).</p> | <p>All pupils had opportunities to attend extra-curricular sports clubs across the academic year. They were able to engage with: multi-skills, dodgeball, football (mixed and girls), dance, hockey, gymnastics, netball, skateboarding, chess, amateur dramatics, boxercise, golf fit and running club</p> <p>These clubs were well attended throughout the academic year.</p> <p>KS1 extra-curricular sporting opportunities continued to include additional football, running, multi-sports, dance &amp; gymnastics</p> <p>90% of KS2 children attended at least one extra-curricular sports club during the academic year.<br/>78% of KS1 children attended at least one extra-curricular sports club during the academic year.</p> <p>Daily playground games organised by upper KS2 play leaders were well attended by EYFS &amp; KS1 children.</p> <p>Girls' football continued to be well attended during the year.</p> | <p>In total:<br/>Aut 380 places available, 231 taken<br/>Sum: 320 place available, 250 places taken</p> <p>For the first time, Year 5 children were play leaders. This was done to promote their confidence and responsibility.<br/>Target - To look into a more formalised set up at lunchtimes to increase active play and physical activity, further utilising Year 5/6 play leaders</p> |
|--|--|---|

|   |  |  |
|---|--|--|
| <p>Continuation of yoga lessons as part of PE and PSHE.</p> | <p>Weekly yoga lessons ensure that PE provides a pathway for children to work towards and achieve the school vision.</p> | <p>Over six years of continuous yoga provision has now ensured all children have had the opportunity to progress through the various levels of yoga skills, starting in reception.</p> |
|---|--|--|

|   |  |   |
|---|--|---|
| <p>To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE (key indicator 4).</p> | <p>All children have had access to a range of new and different sporting opportunities to help engage them further with these activities. Some of these include:</p> <ul style="list-style-type: none"> <li>Quidditch</li> <li>Bench ball</li> <li>Playground challenges</li> <li>Parachute games</li> <li>Golf Fit</li> <li>Capture the Flag</li> <li>Boxercise</li> <li>Skateboarding</li> <li>Wheelchair Basketball</li> <li>Skipping</li> <li>Bike-ability</li> </ul> <p>Compete in competitions for Sports Week and Sports Day.</p> | <p>Continue to provide and further develop this opportunity to broaden children's experiences of sport beyond the National Curriculum.</p> <p>Next year this will expand to compete in an 'intraschool' Federation competitions for Sports Week and Sports Day.</p> |
|---|--|---|

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|  |   |  |
|--|---|--|
| <p>Engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team or attend a competition during their time at school (key indicator 5).</p> | <p>100% of children, from Y1 to Y6 have now taken part in competitive sport this academic year through competitions organised by the Stokesley or Richmond School SLA in events such as the KS1 fun run and the KS2 cross country. All children from Rec to Y6 have also taken part in the school Sports Day as part of their own school's house team.</p> <p>All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school. These are shared regularly on our social media page.</p> | <p>Continue to engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team or attend a competition during their time at school.</p> |
|--|---|--|

**Commented [MW1]:** Which competitions?

**Commented [MW2]:** Any data on how many are involved in any of these clubs?



## 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  |
|---|--|--|---|--|
| <p>Provide CPD to staff in order to support the delivery of PE in school, particularly a notable impact on children exceeding/ PE mastery.</p> <p>To ensure that consideration is made for children working below the expected standard in PE and support is put in place within PE sessions to help them work towards their targets.</p> | <p>Teaching staff – particularly HLTAs supporting PE lessons, Coaches leading CPD for staff (ensure they have access to planning, objectives and resources).</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> | <p>Primary teachers ( plus HLTAs) more confident to deliver effective PE.</p> <p>Continued teacher assessment of PE and physical development across school.</p> | <p>£7085.30 for CPD from sports coaches (future Generation Sports).</p> <p>£450 annual membership for Complete PE to support planning and staff CPD.</p> |

|  |   |  |   |   |
|--|---|--|---|---|
| To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.  | Staff & children (PE leaders and school council)  | Key indicator 3 -The profile of PE and sport is raised across the school as a tool for whole school improvement. | The school is well resourced, leading towards high quality PE lessons.  | £892.83 to replenish/ renew resources   |
| To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE.                                     | PE Lead to organise Staff to help lead and facilitate Children to engage in.  | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.                   | Children having access to a range of different sporting opportunities to help engage them further with sport and physical activity. | £2078 to support school sport week  |
| Engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team and attend a competition during their time at school. | PE Lead to provide opportunities and encourage participation. Children to engage in. Staff and coaches to support by providing extra-curricular activities in line with the competition calendar form the local sports partnership. | Key indicator 5 – Increased participation in competitive sport.  | The vast majority of children will have taken part in a competitive sporting event throughout the academic year.                    | £5490 transport<br><br>£700 to join the Stokesley School Primary Sports Competition Partnership |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

## 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  |
|--|---|---|
| Attended significantly more sporting events throughout the year.   | All children from Year 1 - 6 invited to at least 1 sporting event. Raised the profile of PE in school. Offered the widest range of activities any child in school has had previously.                             | 19 events in total  |
| Had a full academic year using Complete PE   | Staff delivering more confident lessons throughout the full spectrum of PE. Past issues with strands such Dance, which were previously identified as an issue, were shown to be much improved in the staff voice. |   |
| Delivered a successful Sports Week   | Overwhelming praise for Sports Week from pupil voice. Provided non-curricular and brand new activities for all children. Provided inclusive sports for all.   | Planning for Sports Week '25 is ahead of this years, with good relations built up with key providers  |
| Began sporting activities with the new Stokesley Cluster and Federation schools  | Children gained new opportunities to play more sports, against new schools, more often.   | HRPS was a key part in the formation of the Stokesley Cluster, providing additional teams to support running of events and on occasion vital equipment. |
| Worked within budget with deliver objectives and carry over surplus with a view to achieve large expenditure projects in 24/25 | Facilitated all of the above. Next year, PE shed/minibus issues identified this year can be reviewed/actioned.  | Budget: £18,060<br>Spent: £15,246.13<br>Carry over: £1,813.87   |

## Swimming Data



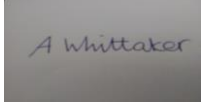
Meeting National Curriculum requirements for swimming and water safety.

*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?        | 94%           | <i>School to begin offering additional paid for swimming lessons to children leaving the school who have not met this objective</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 94%           | <i>All key stage 2 children are being asked about swimming proficiency at the end of each academic year to monitor progress.</i>    |

|   |     |  |
|---|-----|--|
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 23% | <i>We will communicate with swimming providers to explore the best way to improve this</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  | Not this year, we plan to in future where necessary  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes | Year 3 and Year 4 Teachers and Teaching Assistants accompanied swimming instructors during lessons |

Signed off by:

|  |  |
|--|--|
| Head Teacher:  |                                 |
| Subject Leader or the individual responsible for the Primary PE and sport premium: |                                 |
| Governor:  | <br>Governor Synergy Federation |
| Date:  | 30.07.24   |