



# 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
Implementing OPAL	Children more engaged and focused on physical play at lunchtimes. Social skills and speaking and listening skills improving as children are mixing across age ranges.	OPAL to continue to be developed as part of a two year plan.
Fine motor skills supported through dough disco and funky fingers in Reception	Children achieving ARE for fine motor was 81%.	Children who weren't on track to be supported in Year 1 with fine motor activities daily in Autumn.
Children experienced a range of sporting opportunities.	Children were excited to learn new skills and saw PE as an enjoyable lesson. Some children attended after school clubs as a result of taster sessions.	Basketball, Football, Dance, multiskills and cooking all to continue this year.

## 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>Support the needs of all disadvantaged children through the use of the OAIP and Quality First Teaching.</p> <p>Teaching will be monitored through observations, floor book scrutiny and talking to children.</p> <p>Data will be analysed to ensure disadvantaged children are on track.</p> <p>PE ‘homework bags’ will be implemented throughout the school.</p> <p>Interventions in place for children who need support.</p> <p>Training will be given to staff who need it.</p> <p>Children will be offered paid places at extra-curricular clubs.</p>	<p>Disadvantaged children, all children, teaching staff, Play leaders.</p>	<p>Key indicator 1: increasing all staff’s confidence, knowledge and skills in teaching PE and sport</p> <p>Key indicator 2: increasing 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>Disadvantaged children will achieve the expected level at the end of the year. 60% in Year 2, 86% in Year 1, 100% for gross motor and 40% for fine motor in Reception. Data shows improvements when monitored termly.</p> <p>QFT and use of the OAIP will be embedded.</p> <p>Planning will show how to support children.</p> <p>Disadvantaged children will be accessing PE lessons in an appropriate way for their needs.</p>	<p>£1000</p> <p>Teacher CPD</p> <p>Monitoring- pupil voice, observations</p> <p>Budget for clubs and supply</p>

<p>CPD for teachers especially those new to the school and ECTs. Coaching to be offer to staff as needed. Staff survey will show areas staff feel they need support. Dance CPD a priority as identified from pupil conferencing. Dance specialist teachers to deliver a sequence of lessons.</p>	<p>Teaching staff, children.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>Teaching staff are more confident when delivering PE lessons, especially dance. New staff and ECTs feel supported and have an understanding of the progression of skills. Children have a better knowledge of dance as shown through pupil voice. Improved outcomes for all children especially in dance. 99% on track for gross motor skills and 89% on track for fine motor skills.</p>	<p>£10,000 CPD Supply cover Specialist teachers for dance £3000 for Mid Sussex Active £300 for GetSet4 PE planning and resources.</p>
<p>Raise the attainment for EAL children. Burst app to be sent to all children to increase activity and skills at home. Pre-teach vocabulary to EAL children Visuals and modelling to support learning</p>	<p>EAL children, teachers</p>	<p>Key indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport Key indicator 2: increasing engagement of all pupils in regular physical activity and sport</p>	<p>EAL children have achieved good outcomes. 100% fine motor and gross motor in Reception. 75% in Year 1 80% in Year 2 Continue with pre-teaching vocabulary. Visuals are evident on all flipcharts used across the school.</p>	<p>£1000 Supply costs for monitoring</p>

Continue with OPAL to achieve the award. Introduce to Reception parents. Play and stay sessions planned throughout the year. Continue to develop resources. Updating play workers essentials training.	Teaching staff, play leaders, children, school community	Key indicator 2: increasing engagement of all pupils in regular physical activity and sport Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils	OPAL completely embedded- active, more productive playtimes. Improvement in behaviour and physical and social skills- monitored through data and observations.	£3000 CPD for staff and play leaders, resources
Develop physical provision in Reception through continuous provision and PE lessons Monitor planning, are activities planned happening outside? Intervention activities planned for children who access outdoor provision less. Teachers to be aware of children who need support.	Reception staff and children	Key indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport Key indicator 2: increasing engagement of all pupils in regular physical activity and sport Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils	Reception children have achieved well in PE. 99% on track for gross motor skills and 89% on track for fine motor skills. Activities are more child initiated and children have developed their knowledge and skills during discovery time. Reception staff aware of document which details children who may need support and best ways to offer activities to develop skills. Gross motor activities included in carousel jobs. Outside provision has been developed- mud kitchen, digging area, kit camp	£2000 Supply for monitoring, resources for continuous provision. Time for Reception staff to evaluate the impact and plan activities.
Continue to offer a range of sporting opportunities for all children including skateboarding. Intra school multiskills competitions and Sports	All children, staff	Key indicator 5: increase participation in competitive sport	Children are more physically literate. Children have had opportunities to improve their health through a range of sporting opportunities. Children	£500 Supply costs

<p>Day.</p> <p>Healthy week including taster sessions.</p> <p>A variety of extra-curricular clubs on offer, PPG children to be funded if necessary.</p> <p>Inter-school competitions- multiskills,</p>			<p>attended Downlands Dance, Multiskills at BHA and Hassocks Infant School. Taster session in Rugby, basketball, cricket, skipping, tennis, skateboarding, badminton.</p> <p>After school clubs on offer throughout the year;</p> <p>Cooking club, multiskills, dance, tennis, basketball, mindfulness, Relax Kids, football</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
Children across the school experienced a wide range of activities including skateboarding, rugby, skipping, cricket, basketball and badminton. They learnt about a healthy body, had a talk from a nurse and made a smoothie on the smoothie bike. Children have attended inter-school dance and multiskills competitions, all children have competed in intra-school multiskills.	Holistic approach, children have a better knowledge of how to keep healthy. Toothbrushes and resources sent home to each child to encourage teeth brushing twice a day.	Healthy week will continue to be a key part of our curriculum, we may adapt to once a week for a term rather than a week. Continue to offer a wide range of activities.
Improved teacher skills and knowledge when teaching PE, especially in dance. Many teachers have accessed CPD and dance planning has been put in place.	Progressive dance plans enable children to develop skills and knowledge.	Dance will continue to be a focus over the next year to ensure implementation of new dance plans.
OPAL embedded across the school. Outside areas developed and used to support children's physical and social development.	Improvement in behaviour. Children play together in groups, turn taking and supporting each other.	OPAL to continue. Awarded OPAL Platinum award June 2024.

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Governor:	David Daly
Date:	July 2024



