



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
Essex Dance coach employed to work alongside teachers weekly	Teachers confident to teach dance and link to topic vocabulary	
Range of clubs (Bikeability, Gym trails etc) to support outside learning	Children able to follow passions and interests	

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>Breakfast club run by Sports Coaches.</p> <p>Range of extra-curricular clubs including sports clubs daily.</p> <p>Golden Mile encouraged and used for brain breaks.</p> <p>A variety of sports played at lunch times across the week which are led and supported by Sports Coaches.</p> <p>KS2 children as play leaders for KS1 at lunchtimes to encourage learning new and active games.</p>	<p>Up to 50 children attending breakfast club daily.</p> <p>Year 6 children as playleaders for KS1 playground at lunchtimes.</p> <p>More inter year group sports matches being held.</p> <p>Golden Mile used effectively for children who need time to calm down before returning to the classroom.</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£1000 costs for additional coaches to support lunchtime sessions.</i></p>

<p>To equip children with the necessary knowledge and understanding to lead a healthy and active lifestyle.</p> <p>Children to learn about the way their bodies work and the need to live a healthy and active lifestyle.</p> <p>Regular CPD opportunities for staff in areas across the PE curriculum.</p>	<p>Increased number of tournaments and events attended.</p> <p>Teachers are confident to teach Dance and link it to subject/topic vocabulary teaching.</p> <p>Children from FS to Y6 participated in and explained their learning in various aspects of PE to children and adults throughout the school in PE assembly.</p> <p>We have a clear progression of skills which can be seen being developed throughout each year group.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Links made between Science and PE in all year groups.</p> <p>Raising the profile of PE – PE skills progression assembly held yearly.</p> <p>PE staff meeting held yearly.</p> <p>Links with BDPSSA – involvement in various sports events across the district.</p> <p>Essex Dance Coach employed to work alongside teachers weekly.</p>	<p>£7,200 <i>Dance Network Professional</i></p> <p>£750 <i>School Games Organiser contribution</i></p>
<p>All PE lessons to be engaging and inclusive where children are able to learn a variety of skills which can be applied to many different sports.</p>	<p>Teachers are confident to teach Dance and link it to subject/topic vocabulary teaching.</p> <p>Staff have a greater range of skills-based activities that they can use to teach PE units.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Dance CPD opportunity held at JBP and attended by all new ECTs.</p> <p>Essex Dance Coach employed to work alongside teachers weekly – to team teach with teachers to enhance professional skills.</p>	<p>£8,072 <i>Sports Coaches contribution</i></p> <p>£7,200 <i>Dance Network Professional</i></p>

			Sports coaches to model high quality physical skills-based activities and to work alongside teachers to deliver PE curriculum and enhance their professional skills.	
<p>Provide children with the fundamental skills to prepare them for the next stage of their sports education.</p> <p>Additional achievements:</p> <p>Range of clubs on JBP School website all delivered at no additional cost to families.</p>	<p>Children able to follow passions and interests.</p> <p>Children able to attend clubs/activities that they may not be able to afford outside of school.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>See range of after school clubs on offer on JBP school website.</p> <p>Assemblies celebrating sporting events happening around the world each year.</p> <p>BikeAbility Gardening club Gym Trails Termly swimming lessons for national curriculum to be covered in Year 4.</p>	<p>£700 <i>Extra curriculum</i></p> <p>£3,628 <i>Braintree Swimming Pool</i></p>
<p>To provide children with the fundamental skills to prepare them for the next stage of their sports education.</p> <p>To compete as part of a team, showing respect and good sportsmanship.</p> <p>To inspire children to have a love of sport and physical activity, including participation and officiating.</p>	<p>Most children are keen to have an opportunity to represent their school, class or year group in a competition or sporting event. Those that do represent JBPS always display the school values and are a credit to the school.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Sports coaches/PE subject team to organise and plan events in school and in the wider community.</p> <p>A variety of sports played at lunch times across the week which are led and supported by Sports Coaches.</p>	<p>£750 <i>School Games Organiser contribution</i></p>

<p><i>e.g. CPD for teachers.</i></p>	<p><i>Primary generalist teachers.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></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
Range of clubs	Children able to follow passions and interests. Encouraging children who showed good skills in PE lessons. Children able to attend activities they may not be able to afford outside of school.	
Dance CPD with Dance Network	All KS2 children were able to have ½ term focused session linked to topic delivered by a highly skilled dance teacher. All KS2 teachers had the opportunity for dance CPD.	

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?	<p>%</p> <p>Data not available</p>	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	<p>%</p> <p>Data not available</p>	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>% Data not available</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>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>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	