



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
1) Successful implementation on PE Hub lesson ideas to support staff teaching PE lessons. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 2) Successfully using the "Leadership Academy" program to train 5 of our Year 6 sports leader. 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 Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement 3) A huge success of 2023/24 academic year was the new format of Sports Afternoon. 1) 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	1) Children at Boldmere Junior School were able to receive higher quality PE lessons, with improving their confidence and knowledge when teaching PE. Additional support on plans built staff CPD on skills, enabling appropriate challenge and support where necessary. 2) Sports Ambassadors that participated in the "Leadership Academy" program worked with our in-school PE teacher to deliver coaching session to children at break time and lunch time, ensuring more of our children are active throughout the day. These children successfully ran their own events due to this training and additional work with in-house PE teacher. 3) The new format of Sports Afternoon allowed all children to participate in all events, as opposed to one or two. This meant more active children, who competed for their house for a longer period of time. Feedback from both staff and parents was incredible as the new revamped format allowed all children to be	1) Staff will continue to use PE hub planning to support their PE lessons. Feedback from staff has been positive as this has supported their CPD, improving their knowledge and confidence when teaching PE. 2) We will continue to use the "Leadership Academy" program this year, as well as children working closely with our in-house PE teacher due to the success this year. We will modify it slightly so that each sports ambassador leads their own 'team', ensuring more children have the opportunity to deliver sessions under the guidance of the sports ambassador. This also means more children will be active due to more child leaders in school. 3) Based off staff and parental feedback, we will continue with the same format of sports afternoon, especially as it gave a real "community vibe". As one parent fed back, <i>"It was excellent to see the kids always active and there were lots of smiles. Also</i>

30 minutes of physical activity a day in school Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	active longer.	<i>allowed children to show off their talents in different activities to normal sports day."</i>
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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
Use of in-school PE teacher. PE specialist to support with teaching of PE to ensure teaching of PE at Boldmere Junior School is the best it can be. They will also run extra-curricular clubs to ensure all children are given the opportunity to learn new skills and are able to compete competitively. To work with sports ambassadors to develop leadership skills, through own workshops and leading “Leadership Academy” programme. To develop “Try Something New” lessons to ensure all children have the opportunity to participate in new sports.	All children at Boldmere Junior School.	1) 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 Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Children to have high quality PE lessons taught to them, enabling staff to have CPD too in areas of PE/sport they desire. Specific intervention groups will be targeted (e.g. to be more active, to improve self-confidence, etc.). To offer children the opportunity to attend extra-curricular, after-school clubs. Offer children to opportunity to learn new skills and new sports during “Try Something New” sessions.	£12,500

To ensure all children participate in physical activity during break and lunch times, utilizing our sports ambassadors and sports crew, who will work closely with our PE teacher to develop leadership and coaching skills.	All pupils, PE teacher, Sports Ambassadors, Sports Crew, Y6 children (to have leadership opportunities), other pupil leaders.	1) 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 Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	To ensure more children are physically active to develop a lifelong love of being active. Our sports ambassadors, sports crew and pupil leaders will receive bespoke training to develop leadership, teamwork and coaching skills.	£500
To develop staff CPD and ensure all staff are confident teaching PE lessons for all areas of the curriculum.	All pupils, school staff, PE teacher.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff are able to use PE Hub plans to support teaching of PE lessons, using the skills and knowledge to support and challenge pupils accordingly.	£1,000
Utilize our WSAS package	All pupils and school staff.	Indicator 4 – Broader experience in a range of sports and activities offered to all pupils.	Continue to use WSAS package to attend as many competitions as possible	£2,400
Introduce Teach Active lessons into the curriculum to ensure more active learning.	All pupils and school staff.	1) 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 Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	To ensure all children are physically active and engaged during lessons. To provide interventions for all children across school.	£2,000

Key achievements 2024-2025

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

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?	84%	<i>Use this text box to give further context behind the percentage. 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>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79%	<i>Use this text box to give further context behind the percentage. 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>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	79%	<i>Use this text box to give further context behind the percentage.</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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Matt Sadler</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Richard Uppal (Head of PE)</i>
Governor:	<i>Natalie Justice-Dearn</i>
Date:	<i>15/10/24 Updated 28/07/25</i>