



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
The playground and MUGA resourced with enough equipment and resources. The pupils are welcomed to attend physical activities at: • before school • break • lunch • afterschool • trips (sporting events and competitions)	Pupils are more engaged with physical activity during before school, break, and lunch and after school. They have developed different skills in sports games which are done during the times mentioned above.	To continue with a well-resourced playground which encourages pupils to engage with varied sporting and physical activities.
Derby County Community Trust – Affiliation: The pupils with in the school have various leadership roles linked to PE/Sport: • Playground Game Leader • Rammies Hero • Sport Captain – Football and Cricket	Pupils have had opportunities to have expert coaches coming in to school to deliver high quality sessions. In addition, a wide range of sporting events and competitions for the pupils to take part.	To continue with physical literacy intervention to further develop core strength and gross motor skills.

Progressive Sports Partnership: Professional coach	Pupils challenged and developed through expert coach team teaching with class teacher. This has enabled pupils to push boundaries and shine in all sports undertaken.	To continue with upskilling the teachers in different areas of PE and physical activity. To keep developing different sports through the professional coach and establishing a high standard for all sports undertaken.
Derbyshire County Cricket Club	Pupils have engaged with cricket as a sport more. This has been both for boys and girls. The opportunities to visit the cricket ground and use their facilities. Also, opportunities to watch live cricket matches national and international – England Women vs Pakistan Women May 2024.	To keep developing the passion for cricket amongst both boys and girls. The pupils had opportunities to enter local competitions and events linked to cricket.

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
The playground and MUGA resourced with enough equipment and resources. The pupils are welcomed to attend physical activities at: • before school • break • lunch • afterschool • trips (sporting events and competitions) Some groups of pupils are invited part of intervention to increase involvement in physical activity. The curriculum is planned to ensure cross curriculum link with PE. The pupils who are disengaged or distant from physical activity intervention is put in	The pupils are able to, and know how to, be active outside of PE lessons. There is a plan for increased physical activities available: • before school • break • lunch • afterschool • trips (sporting events and competitions) The opportunities for physical activity in the classroom is planned through the curriculum such as geography field work. There is a plan for those pupils who require intervention to increase their physical activity level.	Key Indicator 1: 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.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. More pupils engaging with before school, break, and lunch and after school clubs involved in physical activities.	DCCT Affiliation £1750 Transport to events £2000 Sports coach & Progressive Sports Partnership £14340 Real PE – Complete PE £500 DCCC Clubs £500 Sports Day £300 National Sports Week £200 Total allocation £19,590

place to engage and encourage involvement in physical activity for example playground games.				
The pupils with in the school have various leadership roles linked to PE/Sport: • Sports Leader • Playground Game Leader • Rammies Hero • Sport Captain In addition, raising the profile through: • PE champion certificate	Pupils recognise the importance of physical activity and sports. They know how it develops their skills and can use this individually and as part of a team. They feel proud of their achievements. The importance of physical activity and PE to continue to be reflected throughout school. The increased participation and involvement in inter-house competitions, external competitions and link to wider-school areas.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased	More pupils are enaging in leading sporting and physical activities. This had had a positive impact of the pupils as it is peer teaching and learning. These activities have targeted pupils to focus on healthy food, oral health and weight. It has raised the profile of physical activity and PE	

Promoting sporting events at school through newsletter, class dojo, website and other social media platforms The awards and rewards to sporting competitions The systems have created a healthy and safe competitive atmosphere by pupils being encouraged to take part in sports – physical activity to achieve success in their house and school.		participation in competitive sport.	across the school.	
The teachers having a good understanding of PE. The teachers are upskilled with support from a professional coach from progressive sports. The teachers' team teaching PE lessons with the professional coach. The teachers are given opportunities to seek 1:1 or group coaching session in any specific knowledge or skill in PE.	The teachers are upskilled with support from a professional coach from progressive sports. The teachers' team teaching PE lessons with the professional coach. The professional coach offers coaching sessions for the teachers to refine specific skills and knowledge. The teachers' have the opportunity to attend sporting events and fixtures with the professional to assess and shadow the knowledge and skills. Physical literacy training delivered and some staff trained.	Key Indicator 1: 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.	The teachers have grown in confidence when teaching PE. There is an expert coach to refer to as a reference point for specific PE queries. The impact of physical activity on improving academic ability – literacy developing core strength and gross motor skills.	

DCCT affiliation providing training for staff to conduct physical literacy baseline assessment and interventions.				

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
The pupils take part in playing a wide range of sports. This was linked to the inter house competition. Pupils participate in national sporting weeks – developing skills in sports that are new or unfamiliar or unpopular amongst them. All the pupils are encouraged and given a chance to participate in competitive sport. There is a high number of pupils attending competitive sporting events.	The pupils gain knowledge and skills for a wide range of sports. National Sports Week: a broad range of sports are explored and tested. Sports Day: a wide range of sporting activities are used throughout the day – fun and competitive. Sporting Competitions throughout the year offsite and competing against other primary schools. • Football • Cricket • Curling • Basketball • Netball • Running – Cross Country All the pupils are encouraged and supported to participate in competitive sport through: • Inter house • External competitions • Class competitions • Year group competitions	The pupils have got more involved in physical activity and PE. The varied sports have ensured that all pupils have been able to excel and thrive. The knowledge and skills of different sports are built confidence amongst the pupils. Experiencing competitive sports and increase confidence amongst our pupils.

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 meters?	29% - 18 children from 60	<i>Most of the pupils attending the school have no prior swimming experience apart from that gained at school. The pupils require longer to gain at least 25 meters distance. Also each year group is divided in to different genders and the pool can only accommodate half a year group at one time.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	18% - 11 children from 60	<i>The pupils who manage to learn to swim don't have enough time to develop a range of strokes.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>The pupils have been taught water safety and self-rescue during the swimming sessions as well as in school through PSHE lessons and assemblies.</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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>No direct swimming CPD but on water safety and self-rescue through PSHE curriculum and current affairs discussions as the summer season approaches.</i>

Signed off by:

Head Teacher:	<i>Aaron Bird</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mohammad Haroon – PE Lead – Assistant Headteacher</i>
Governor:	<i>Abdul Basit Jabbar – Chair of Governors</i>
Date:	<i>Friday 19th July 2024</i>