



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 |
|--|---|---|
| All children to take part in active physical activity at least 30 mins per day and accessing a range of sports. | Children have taken part in at least 1 hour of activity each day. All pupils have access to a range of sports at lunchtime – every child has taken part in a lunchtime sports activity with sports leader or coach at least once during the year. Every child has taken part in at least one external sports event/competition. | Two hours of PE a week. Morning break 40 minutes lunchtime break. EYFS/YR1 Weekly Forest School Gold Sports Mark Award |
| Pupils to have a progressive range of skills which can be applied to different sports | A long term plan (Road Map), medium term plan (Big Picture) and detailed plans are available on the school server for each member of staff to access. | https://www.hallatonprimary.co.uk/page/?title=P%2EE%2E&pid=107 |
| Dance and gymnastic specialists to teach those areas of the curriculum Physical literacy sessions to link physical activity to wellbeing. | HLTAs accompany classes to be upskilled in dance and gymnastic lessons. Rutland Sports Group provide specialist physical literacy to EYFS/YR1 and Emotional Literacy YR3. | Specialist PE and Dance/Gymnastics taught by external providers Premier Sports & Core Dance |
| Access a range of sports and be competitive | Every child in the school has taken part in an outside sports event | KS1 Multi Skills KS2 Quad Kids and Brownlee Foundation Triathlon Event |

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|--|---|-------------------------------|
| <p>Year 5&6 residential</p> | <p>85% of the UKS2 children took part in a 3 day residential to Kingswood – activities included kayaking, Jacobs ladder, high wire.</p> | <p>Gold Sports Mark Award</p> |
| <p>Each year group to take part in an inter school competition</p> | <p>Every child in the school has taken part in an outside sports event. Whole Key Stage events: KS1 Multi Skills KS2 Quad Kids and Brownlee Foundation Triathlon Event New sports teams: Girls' Football, KS2 Netball Team As well as Quick sticks hockey YR3&4, and YR5&6, YR3&4, YR5&6 Boys' football Teams, Cross Country</p> | <p>Gold Sports Mark Award</p> |

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><i>Daily Mile on the school field</i></p> <p><i>Lunchtime sports activities</i></p> | <p><i>Lunchtime supervisors/support staff, sports coach - as they need to lead the activity</i></p> <p><i>Pupils – as they will take part.</i></p> | <p><i>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.</i></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>£6000 costs for additional coaches to support lunchtime sessions.</i></p> |
| <p><i>Every child to take part in an inter school competitive event</i></p> | <p><i>Teaching staff to support and lead external events</i></p> <p><i>Pupils – as they will take part.</i></p> | <p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></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>Achieve Gold Sports Mark Award</i></p> | <p><i>£1750</i></p> <p><i>Membership of SLSP Coach to multi skills event £500</i></p> <p><i>Coach to Brownlee Brothers triathlon £500</i></p> <p><i>Coach to Quad Kids £500</i></p> |

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| <p><i>Gymnastics and dance CPD for teaching staff.</i></p> | <p><i>HLTAs, support staff and 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>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching gymnastics and dance and as a result improved % of pupil's attainment in PE.</i></p> | <p><i>£7000 for 4 teachers, 2 HLTAs and 2 support staff to undertake CPD.</i></p> |
| <p><i>SEND Children to access sensory circuits to help emotional literacy and well being</i></p> | <p><i>Learning support staff trained to implement Sensory Circuits programme twice a day</i></p> <p><i>Pupils – as they will take part.</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 2 -The engagement of all pupils in regular physical activity</i></p> | | <p><i>Resources £1000</i></p> |
| <p><i>EYFS children to access emotional literacy programme and Year 3 children Physical literacy programme</i></p> | <p><i>EYFS and Year 3 Pupils – as they will take part.</i></p> | | | <p><i>£1750</i></p> <p><i>Membership of SLSP</i></p> |

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 |
|-----------------|--------|----------|
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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? | 100% | <i>Only 3 children</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 100% | <i>Only 3 children</i> |

| | | |
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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 66% | <i>Based on 3 children</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 | PE lead coached support staff in teaching basic swimming and safety skills. |

Signed off by:

| | |
|--|------------------------|
| Head Teacher: | <i>Claire Stevens</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Ellie Chattaway</i> |
| Governor: | <i>Ali Rutherford</i> |
| Date: | 11.07.24 |