



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
<p>Key indicator 1: Primary school pupils will undertake at least 30 minutes of physical activity a day in school.</p> <ul style="list-style-type: none">a. Planned lunchtime activities lead by playleaders and specialist sports coaches.b. 2x hour PE lessons offered to all children every week.c. Brain Start Smart / Conscious Discipline / Kagan Strategies used to encourage children to regularly 'move' during learning time.d. Foundation pupils offered continuous provision to encourage physical activity throughout the day. <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <ul style="list-style-type: none">a. Children provided with opportunities to work with expert sportspeople to allow them to excel in a broad range of sports.b. Sports coaches used to bring the profile of PE to the forefront of school ethos.	<ul style="list-style-type: none">• A sufficient number of children took part in a range of sport based after-school clubs to develop their passion for PE.• Children had access to specialist coaches, therefore improving their knowledge of a wide variety of sports.• Playleaders were given the opportunity to develop their leadership skills during informal playtimes.• Foundation pupils were given extended opportunities to develop their fine and gross motor skills.• Children were provided with opportunities to attend Gymnastics Festivals, cricket competitions and participate in football leagues, as well as other events.• Children and sports coaches developed a good rapport, therefore children were able to excel in fields where they showed passion or flair.	<ul style="list-style-type: none">• Knowledgeable sports coaches were able to provide children with their subject-specific expertise.• High quality resources were able to improve children's learning opportunities.• Coaches supported the delivery of PE lessons 3 days a week with teachers, helping to upskill teachers in specific areas of PE to ensure PE lessons were delivered with passion and confidence.

<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ol style="list-style-type: none"> All pupils took part in PE lessons that were judged as good or better. Staff showed increased confidence when teaching a range of PE units and demonstrated a passionate approach when teaching. <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ol style="list-style-type: none"> Children will take part in well resourced PE lessons. A range of sports and activities will be offered through after school clubs to allow children to have a choice of pursuits to follow lead by Specialist Sports Coaches / Teachers with expertise. <p>Key indicator 5: Increased participation in competitive sport.</p> <ol style="list-style-type: none"> Football teams Gymnastics Festivals Mini Olympics Cricket Festival Tri-Golf Tournament Black Country Games Sports Day 	<ul style="list-style-type: none"> The implementation of PE Pro App enabled staff to deliver lessons with clear skill progression. Where staff were less confident, coaches provided subject-specific knowledge within lessons as CPD for the adult. Videos provided on the PE Pro App supported teachers to deliver high quality PE lessons. Children take part in well-resourced PE lessons in line with the school's current scheme of work. A range of sports and activities have been offered through after school clubs to allow children to have a choice of pursuits to follow. Specialist Sports Coaches / Teachers with expertise have lead sessions. Gifted/Talented pupils achievements are celebrated in School through PE OSCA in Summer Term. PE lead signed up to different sports workshops and festivals (such as the KS1 gymnastics festival in March and the Black Country Games for KS2) to give children new experiences and a chance to compete in different activities against other schools. Tournaments/competitions being offered through the School Games Organiser were identified and prioritised. 	<ul style="list-style-type: none"> Staff have a better understanding of the progression of skills (What was taught and when, and why?) from EYFS through to Y6 with access to Whole School Road Map. Staff feel more confident when teaching PE sessions, being able to Team Teach with expert coaches. Children have access to high quality PE lessons and are developing their ability to think like a sportsperson / leader. Give children opportunities to speak up about which areas of sport they would like to pursue more. PE lead has re-established links with local schools / key sports figures lost during COVID. Links reconnected with coaching company to bring expertise to school. Local school cluster has been created.
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending. The school was allocated £19,160 and spent £23,613.94

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
Provide high quality resources to ensure PE lessons can be taught effectively.	Both pupils and staff	<p><u>Key indicator 2:</u> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 3:</u> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p><u>Key Indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p>	Teachers will be able to teach high quality lessons and ensure ALL children have access to high quality resources.	£4083.94
Ensure all taught PE lessons are judged as good or better (specialist or non-specialist).	Both pupils and staff	<p><u>Key indicator 2:</u> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 3:</u> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p><u>Key Indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p>	Teachers will have access to PR Pro App / Get Set 4 PE app. Lessons are planned by specialists and include CPD videos to ensure teachers are highly equipped to teach all lessons to a high standard.	£1500 – PE Pro App £550 – GetSet4PE Subscription
To improve the amount of pupils who can swim confidently by the end of Y6.	Both pupils and staff	<p><u>Key indicator 2:</u> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 3:</u> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p><u>Key Indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p>	More pupils will be offered the opportunity to master their swimming skills due to catch up sessions offered. Qualified swimming teachers will lead sessions and provide teachers with CPD to ensure more children can swim independently. All children are offered an	Catch up swimming lessons - £3789 Coach travel for catch up lessons - £6240

To offer a wider range of OOA to more pupils, inc. disadvantaged pupils.	Pupils in Y2, Y4 and Y6.	<p><u>Key indicator 2:</u> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p>	<p>opportunity to develop their Physical Skills on an overnight residential. Where children are more disadvantaged, school ensures that these children are able to access the same opportunities as non-disadvantaged. This helps to raise confidence in all children and improve the status of PE, and its attainment, in the school ethos.</p>	Y4 Residential – Condover - £906 Y6 Residential – Frank Chapman - £800
To provide a wider variety of competitive opportunities for pupils.	Pupils	<p><u>Key indicator 2:</u> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p> <p><u>Key indicator 5:</u> Increased participation in competitive sport.</p>	<p>A wider variety of pupils throughout school will be able to compete in school / local area competitions, developing a flair for competitive sports.</p>	<p>Transport for Y5 Wolverhampton Wanders Football - £260.</p> <p>Transport for Y3 Mini Olympics - £180.</p> <p>Transport for KS1 Gymnastics Festival - £160.</p> <p>Entrance cost for KS1 Gymnastics Festival - £150.</p>
To improve the provision of regular physical activity due to the implementation of OPAL.	Both staff and pupils.	<p><u>Key indicator 1:</u> Primary school pupils will undertake at least 30 minutes of physical activity a day in school.</p> <p><u>Key indicator 2:</u> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 3:</u> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p><u>Key Indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils will be meeting their daily amount of physical activity time.</p> <p>Staff will be trained in play therapy / OPAL through inset with OPAL specialists.</p> <p>School grounds will be steadily improved to meet the needs of an OPAL ethos in school.</p>	Introduction to OPAL / CPD - £4995

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

Question	Stats:	Further context / Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	46% 27 children	Swimming previously took place in Year 3. The current Year 6 cohort missed this due to COVID 19 closures. To compensate for this, we planned for Year 4 and 5 to receive extra swimming lessons and this is having a positive impact on children's swimming ability.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	71% 42 children	Catch up swimming lessons have had a positive impact on those children who missed swimming during the COVID19 pandemic, meaning more children are able to use a wider variety of strokes in the water.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	46% 27 children	.Children who are able to swim at least 25m confidently have been assessed as being able to perform safe self-rescue techniques in a variety of situations.
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	Dudley MBC offers Swimming Teacher Training to ensure all teachers are equipped with excellent knowledge of how to teach swimming safely.

Head Teacher:	Andrew Tilley
Subject Leader or the individual responsible for the Primary PE and sport premium:	Shelley Whitmore – PE Lead
Governor:	

Date:	
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Signed off

