



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
<ol style="list-style-type: none"> 1. Introducing swimming to year 2 children and providing funding for 2 coaches to teach the class. 2. Providing coaches for PE lessons, from the YMCA, for teacher upskilling during lessons. 3. Providing CPD on teaching gymnastics safely to teachers. Providing after school clubs and lunch time (Dance, Team Sports, Yoga etc.) to children with instructors from the YMCA	<ol style="list-style-type: none"> 1. Children are arriving to year 3 lessons with more confidence, comfort and skills in the swimming pool. 2. This has given teachers confidence with lessons; gaining a stronger and deeper knowledge, understanding of safety during gymnastics and whole group skill assessments. 3. Teachers were more confident with safety during gymnastics lessons. Children were given extra time after school to take part in an active club.	<ol style="list-style-type: none"> 1. Children were in full year lessons and this is something we will continue, given availability with the pool. 2. This year, we will bring in YMCA coaches for years 3 – 6 to teach each class PE lessons, teachers will continue to upskill. 3. Provide a skills audit of teacher knowledge and confidence in the PE curriculum. Registration for clubs was popular, we will continue and expand options e.g. introduce an after school Yoga club).

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>Extra-curricular Clubs offered to all PP children</i></p> <ul style="list-style-type: none"> ● Yoga ● Dance ● Running Club ● Mixed Football 	<p><i>Pupils taking part</i> <i>Increased interest in sport and a healthy lifestyle</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity -</i> <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>4 Clubs @ £50 p/h x 1 term each = £2,400</i> <i>Playground Games & Lunchtime Fitness: £850</i></p>
<p><i>Year 2 swimming lessons</i></p>	<p><i>Year 2 pupils increased engagement in regular physical activity</i></p>	<p><i>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p>	<p><i>Children will enter KS2 already competent to swim and therefore will know the importance of safety in the water</i></p>	<p><i>£145.04 p/w @ 38 wks = £5,511.52</i></p>
<p><i>Whole school involvement in the TCS Mini London Marathon</i></p>	<p><i>Pupils taking part</i> <i>Increases the interest in sport and a healthy lifestyle</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>An increased understanding in overall health and fitness now and beyond KS2</i> <i>Teachers involvement will be an exemplary model to pupils and parents</i></p>	

<p><i>Outdoor Adventurous Challenges</i></p>	<p><i>Y6 pupils - Sayers Croft Y6 pupils - Go Ape Whole school Forest School Challenges</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>The children will have the opportunity to experience adventure activities including wall climbing, caving and rope courses Forest school offers the opportunity to problem solve and learn to manage risks in an outdoor natural environment</i></p>	<p><i>Y6 Activity day £500 Go Ape Summer '24 £702 Additional Staff costs: £400</i></p>
<p><i>Join and participate in Westminster's interschool sports team providing a range of access to different sport competitions throughout the year</i></p>	<p><i>Pupils taking part Increased interest in sport</i></p>	<p><i>Key indicator 5 - Increased participation in competitive sport</i></p>	<p><i>Pupils success in competitions celebrated in school - encourage more pupil involvement</i></p>	<p><i>Battersea Park Arena £630.00 YMCA Sports day coaches £450 Swimming gala - coaches £300 -pool hire £400</i></p>

<p><i>Improve staff confidence to provide the PE curriculum and know how to develop children's core skills from the early years right up to year 6</i></p>	<p><i>All staff</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>Staff are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school,</i></p>	<p><i>£60 p/h CPD x2 sessions</i></p> <p><i>ECT/Teacher PE support £150 p/w for the year</i></p> <p><i>PE Support for all staff including Gymnastics CPD & support for Healthy Living Week: £845</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
<p>Extra-Curricular Clubs Offered to All (Including PP Children)</p> <ul style="list-style-type: none"> Introduced a wide range of clubs such as Yoga, Dance, Running Club, and Mixed Football, ensuring participation is open to all pupils, with a focus on engaging Pupil Premium (PP) children. <p>Year 2 Swimming Lessons</p> <ul style="list-style-type: none"> All Year 2 pupils received swimming lessons, ensuring that by the time they enter KS2, they have basic swimming competency and understand the importance of water safety. <p>Whole School Involvement in the TCS Mini London Marathon</p> <p>Actions Taken:</p>	<ul style="list-style-type: none"> Increased participation in physical activities, especially among PP children who previously had fewer opportunities. Pupils have developed improved fitness, flexibility, and confidence through activities like yoga and dance, which also support mental well-being. Mixed Football and Running Club have fostered a sense of teamwork and perseverance. Pupils have shown increased confidence in the water and developed early swimming skills. Greater awareness of water safety has been instilled, which is crucial for their long-term health and safety. Increased interest in running and other forms of cardiovascular activity. Pupils felt a sense of achievement and pride in completing the marathon, boosting 	<ul style="list-style-type: none"> The inclusivity of these clubs has encouraged a sense of belonging among all pupils and contributed to overall well-being. Early exposure to swimming has set a strong foundation, with pupils showing a higher level of competence in water activities by the time they progress to KS2. <p>The event provided an opportunity to celebrate pupils' achievements, further motivating them to adopt a healthy, active lifestyle.</p>

<ul style="list-style-type: none"> Encouraged participation from across the school in this high-profile event, promoting inclusivity and school-wide enthusiasm for running and physical challenges. <p>Outdoor Adventurous Challenges</p> <p>Actions Taken:</p> <ul style="list-style-type: none"> Introduced outdoor adventure activities, including wall climbing, caving, and rope courses, as part of the Forest School and Year 6 activities such as Sayers Croft and Go Ape. <p>Joining Westminster's Interschool Sports Teams</p> <ul style="list-style-type: none"> Enabled pupils to participate in Westminster's interschool sports competitions, providing access to a variety of sports throughout the year. <p>Improving Staff Confidence in Delivering the PE Curriculum</p> <ul style="list-style-type: none"> Focused on staff development through training sessions that enhanced their ability to deliver the PE curriculum effectively and support core skill development from Early Years to Year 6. 	<p>their self-esteem and encouraging further participation in sports.</p> <ul style="list-style-type: none"> Pupils developed problem-solving skills and learned to manage risks in a natural outdoor environment, building resilience and self-confidence. These activities have encouraged teamwork and communication, particularly in challenging situations. Pupils developed sportsmanship and built competitive spirit while representing the school. Staff are now more confident and capable in delivering engaging PE lessons, ensuring pupils receive high-quality physical education. Pupils are more actively engaged in PE and sport activities, with more meeting their daily physical activity goals. 	<p>Adventure activities provided a unique opportunity for pupils to push their limits and explore new physical skills in a supportive environment, fostering personal growth.</p> <ul style="list-style-type: none"> Increased peer recognition for those who excel in sports, encouraging more pupils to get involved and aspire to participate. Staff serve as positive role models, inspiring pupils and parents alike to value physical activity and a healthy lifestyle.
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<p>Forest School Challenges</p> <p>Actions Taken:</p> <ul style="list-style-type: none"> The Forest School programme offered all pupils opportunities to engage in outdoor learning, promoting problem-solving and risk management through nature-based activities. <p>Sayers Croft and Go Ape – Year 6 Pupils</p> <ul style="list-style-type: none"> Year 6 pupils participated in Sayers Croft and Go Ape, engaging in adventure activities that challenged them physically and mentally. 	<ul style="list-style-type: none"> Pupils have become more confident in managing risks and are developing a deeper connection with the natural world. Participation in these outdoor challenges has enhanced teamwork and independence, skills which will benefit them in both school and life beyond. <ul style="list-style-type: none"> Pupils showed increased confidence and resilience, stepping outside of their comfort zones to tackle high-adrenaline activities. These experiences helped to foster a sense of independence and personal responsibility. 	<ul style="list-style-type: none"> Forest School has allowed pupils to thrive in non-traditional learning environments, complementing their classroom experiences with hands-on, nature-focused education. <ul style="list-style-type: none"> Year 6 pupils left these activities with a greater sense of accomplishment and maturity, ready for the challenges of secondary school and beyond
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Overall Impact on Health and Fitness

Across all initiatives, the cumulative impact has been profound:

- Increased interest in sport and regular physical activity among pupils.
- More pupils are meeting their daily physical activity goals, leading to improved overall health and well-being.
- Pupils are more likely to adopt and maintain a healthy lifestyle, with a better understanding of fitness and health that will last well beyond Key Stage 2.

Additional Comments:

- The variety of opportunities, from structured PE lessons to extracurricular clubs and adventure challenges, ensures that every pupil finds a physical activity they enjoy, encouraging lifelong engagement in health and fitness.

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?	84.5%	<i>Issues relating to swimming pool accessibility have impacted number of lessons</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	Front Crawl = 84.5% Back Stroke = 67% Breast Stroke = 56%	<i>We have had three new joiners to year 5 and 6 who have not benefitted from our swimming program and will need to be assessed</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p><i>Hands survey was taken and 0% of the cohort said that they had had self-rescue training in water Spring 2025 Y6 pupils will have self - rescue water training</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>Yes/No</p>	<p>Children will be having a 6 week swimming course in Summer '25 Y6 will partake in a lifesaving course with trained instructors</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>Yes (trained instructors for Y2 - Y6)</p>	

Signed off by:

Head Teacher:	<i>Jane Carrington</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Taljeet Sidhu- Pepper</i>
Governor:	<i>Jim Glen (Chair)</i>
Date:	12/07/2024