



# 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 expertise of staff in the delivery of different aspects of PE was developed: training budget was available to support the development of subject and pedagogical knowledge for JS, AR, JD and JH, alongside any other teaching staff who wanted to run sports clubs within the academic year.	The teaching of PE at FOJS is at least consistently good resulting in children retaining key knowledge in long term memory and improving their performance in different aspects of PE as a result of the quality of education.	This will be continued throughout the academic year 2023-24 in order to further develop staff expertise.
PE specialist to train teachers to deliver gymnastics lessons. Specialist to meet with teachers ahead of sessions, modelling, team teaching and then enabling teachers to lead.	As above.	As above.
PE team to plan curriculum to ensure progression of skills and knowledge for all pupils. All staff, including non-specialists, should be able to follow planning.	As above.	As above.
Purchasing of equipment specifically for break and lunchtime to increase engagement in physical activity took place. Lunchtime and breaktime staff engage	Breaktimes and lunchtime physical activity sessions have increased in popularity.	Careful consideration needs to be given about how to best record numbers of pupils who are physically active during these times and also

<p>children in physical activity.</p> <p>To ensure a wide range of clubs are available for all children both before and after school throughout the year.</p> <p>To increase the profile of sport through targeting pupils, to attend different sporting opportunities in school, a weekly focus in Celebration assemblies on school sporting success as well as sporting competition write ups in the school newsletter.</p> <p>To increase participation in sport by accessing South Eastleigh and Winchester competitions. In order for children to compete in a range of SEW SGO competitions we hoped to be able to release staff to attend the fixtures with them and meet transport costs. We wanted our children to be able to compete against other schools so they are inspired by participating and we can celebrate sporting success.</p>	<p>Attendance at school run clubs increased throughout the year.</p> <p>The School competed in a variety of tournaments and had some good success for example: the boys Hampshire Plate winners in the football and representing Eastleigh FC in the Southern Finals of the National League Trust Tournament and attending the Hampshire Games with the hockey team which was a new club this year.</p> <p>School's participated in local SGO events each Tuesday and a large number of children represented the school</p>	<p>how to engage those pupils who are not regularly involved in activity sessions.</p> <p>This will be continued throughout the academic year 2024-25 with the aim of further increasing pupil club attendance.</p> <p>This will continue in 2024-25</p> <p>This will continue in 2024-25.</p>
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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
To improve the quality of teaching and learning within PE so that all pupils make good progress from their starting points and the progress of PP and SEN children is similar to that of other children with the same starting points.	Pupils - Is teaching of PE at FOJS at least consistently good resulting in children retaining key knowledge in long term memory and improving their performance in different aspects of PE as a result of the quality of education?	Key indicator 1 – knowledge, confidence and skills of all staff in teaching PE and sport.	PE team to share the knowledge gained from externally provided courses to ensure that it is utilized by all staff delivering PE.	£4680
PE specialist to train teachers to deliver gymnastics lessons. Specialist to meet with teachers ahead of sessions, modelling, team teaching and then enabling teachers to lead.	Pupils and staff - staff will be able to deliver better gymnastics lessons and better outcomes will be achieved by pupils as a result.	Key indicator 1 – knowledge, confidence and skills of all staff in teaching PE and sport.	PE team to share the knowledge gained from externally provided courses to ensure that it is utilized by all staff delivering PE.	£5368
PE team to continue planning curriculum to ensure progression of skills and knowledge for all pupils. All staff, including non-specialists, should be able to follow planning.	Pupils and staff - staff will be able to deliver better gymnastics lessons and better outcomes will be achieved by pupils as a result.	Key indicator 1 – knowledge, confidence and skills of all staff in teaching PE and sport.	PE team to share the knowledge gained from externally provided courses to ensure that it is utilized by all staff delivering PE.	Included with the above

<p>To re-establish 'Change 4 Life' clubs targeting our least active and more vulnerable children in school. Sport is a great way to support children in developing friendships, confidence and different social and emotional skills. All children invited attend regularly and the skills and games they learn support them in developing and sustaining friendships; increasing their levels of physical activity and support their social and emotional development. Class teachers to identify children to be invited. Attendance to be monitored.</p>	<p>Pupils - staff to run Change 4 Life clubs for invited.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p>	<p>Change 4 Life club lead to be made a permanent staff role.</p>	<p>£510</p>
<p>To increase the number and range of clubs for all children available both before and after school throughout the year.</p>	<p>Pupils – a higher number of pupils will participate in regular physical activity.</p>	<p>Key indicator 4 – Broader range of sports and activities offered to all pupils.</p>	<p>As above</p>	<p><i>£250 Release for fixtures during the year</i></p> <p><i>£1733 costs for morning Athletics club</i></p> <p><i>£10,447 (New equipment for clubs, line painting on the</i></p>

				<i>field and transport costs for events / fixtures)</i>
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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?	76 %	All of our pupils complete our ten week swimming programme at our local centre. All abilities are catered for in differentiated groups which are taught by qualified swimming teachers who then assess the children at the end of the unit against national swimming objectives.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	74 %	As above.



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>82 %</p>	<p>As above.</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>NA</p>	<p>NA</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</p>	<p>Three of our members of staff have undertaken and completed their PESS level 5 course and as a result, they are now qualified to teach swimming.</p>

Signed off by:

Head Teacher:	Laura Cooper
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jon Stredwick / Lydia Cove
Governor:	Tim Dancer
Date: 12/09/2024	