



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
Continue to update and provide PE equipment to ensure there is adequate resources for all lessons.	Enabled Teachers and children to carry out lessons and apply their learnt skills effectively.	The school ensured for at least 2 hours of PE a week, focusing on various sporting areas whilst transferring skills taught in previous years to the children.
Utilise affiliation with Active Surrey and the Kitemark award to track participation.	Children provided with further opportunities to participate in a range of inter/intra-school competitions that have helped to boost their confidence and knowledge in sport.	Teachers showed fidelity to the scheme and would adapt accordingly to the needs of their class.
Provide equipment to enable children to take part in sporting activities at playtimes.	Children have been more active during their break and lunch times.	CPD for teachers from expert teachers were continued into the next academic year for all of KS2.
Teachers to observe sports coaches from Woldingham School as they are delivering sport specific lessons to further improve CPD	Teachers gained confidence and ideas for their planning from observations of expert	Towards the end of the year, the school moved away from the <i>PE hub</i> scheme to a new scheme of work named

<p>New staff to be trained and shown the PE Hub scheme of work, focusing on utilisation in PE lessons</p> <p>Specialist dance teacher to provide CPD to teachers focussing on planning and teaching a scheme of work.</p> <p>Increase the amount of extra curricular clubs on offer</p> <p>Utilise and develop the link with Woldingham School for swimming, cricket and hockey by using specialist coaches to teach lessons.</p> <p>Ensure that SEND children are included and supported in lesson by providing the relevant equipment and staff training</p> <p>Re structure the curriculum to make sure the sports being taught in PE lesson correlate to External competitions. Use PE Hub throughout the curriculum</p>	<p>teachers. Children have had opportunity to learn from expert teachers in their sport.</p> <p>All teachers showing fidelity to the scheme and consistency across the curriculum.</p> <p>Teachers gained confidence and ideas for their planning from observations of expert teachers.</p> <p>Children given further opportunities to broaden their experiences and activity levels outside of classroom hours.</p> <p>Children provided further opportunities to broaden their experiences and knowledge within a variety of sporting areas.</p> <p>Lessons ensure for inclusivity at all times and that all children are provided with equal opportunities within sport.</p> <p>Teachers have ensured for consistency across the year groups and children have been able to carry through their skills from previous years to their new academic year and sporting events.</p>	<p><i>PEPlanning</i></p>
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<p>Take part in Harlequin theatre dance show and use specialist dance teachers to ensure expert teaching</p>	<p>Children had added to their experiences of sporting events, as well as, boosting their confidence to perform.</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
Continue to update and provide PE equipment to ensure there is a class set for each of the sports taught on the curriculum map.	Children participating in lessons Teachers when planning structure and use of equipment in lessons	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.	More pupils meeting their daily physical activity goal and ensuring there are timetabled sessions for such activities weekly for each year group	£914 for new equipment for PE lessons and activities during lunch and break times
Update sports equipment for after school activities	Children participating in clubs Staff leading after school activities		More pupils encouraged to take part in PE and Sport Activities and praise given for their participation and sportsmanship	£70 for organisation of intra-school sporting events
New equipment for break and lunch time use	Children using equipment during break and lunch times		£70 for organisation of inter-school sporting events	
Utilise affiliation with Active Surrey and the Kitemark award to track participation	PE lead planning for criteria needed in order to achieve success criteria for these awards School staff and children receiving award	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport	Children more likely to achieve outcomes of lesson through consistent assessment and fidelity to the scheme	£225 for specialist dance teacher to provided CPD to teachers

<p><i>Develop more intra-school competitions for the children to utilise</i></p> <p><i>Teachers to observe external sports coaches as they are delivering sport specific lessons to further improve CPD</i></p> <p><i>New staff to be trained and shown the PePlanning scheme of work, focusing on utilisation in PE lessons</i></p> <p><i>Specialist dance teacher to provide CPD to teachers focussing on planning and teaching a scheme of work</i></p>	<p><i>Children participating in events</i> <i>Staff leading events</i></p> <p><i>Teachers learning from coaches and planning lessons for their students</i></p> <p><i>Teachers planning lessons tailored to children in their class</i></p> <p><i>Teachers learning from expert in dance for future planning</i> <i>Children accessing learning</i></p>	<p><i>Key indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<p><i>Children develop confidence and skills required to compete in sporting events. Sustain by highlighting these events as positive experiences and showing praise for participation.</i></p> <p><i>Teachers gain confidence and ideas for planning for and leading lessons in achieving particular skills and outcomes for all levels of need in the class.</i></p>	<p><i>£200 for the re-structure of the curriculum to make sure the sports being taught in PE lessons correlate to inter-school competitions.</i></p>
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<p><i>Increase the amount of extracurricular clubs on offer</i></p>	<p><i>Children who are able to access after school clubs</i></p>			
<p><i>Invest in Table Tennis tables, balls and bats.</i></p>	<p><i>Children using the equipment</i></p>			
<p><i>Utilise and develop the link with Woldingham Scschool for swimming, cricket, netball and hockey.</i></p>	<p><i>Teachers gaining CPD from observations of expert teachers</i> <i>Children accessing learning from expert teachers</i></p>			
<p><i>Take B teams to sporting events for more popular sports</i></p>	<p><i>Children from all socio-economic backgrounds who are able to participate in sporting events</i></p>			
<p><i>Ensure that SEND children are included and supported in lesson by providing the relevant equipment and staff training</i></p>	<p><i>SEND children accessing the lesson</i></p>			

<p><i>Re structure the curriculum to make sure the sports being taught in PE lesson correlate to External competitions.</i></p> <p><i>Hold try outs for popular supporting event to field the strongest team</i></p>	<p><i>Teachers leading and planning for lessons for their classes</i></p> <p><i>Children accessing the learning</i></p> <p><i>Children wishing to participate in sporting event</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
Continue to update and provide PE equipment to ensure there is a class set for each of the sports taught on the curriculum map.	Pupils have had access to new equipment and sporting equipment that have enhanced the quality of the lesson and their retainment of key knowledge through the effective application of their new skills using this equipment.	The school will continue to carry out regular audits of PE equipment throughout the year
Update sports equipment for after school activities		CPD and meetings with SGO towards end of the year to discuss criteria for School Games Mark award for current year and upcoming academic year
New equipment for break and lunch time use	Godstone Primary and Nursery School have now achieved a Bronze Games Mark award and a 2 Star certificate in KS1 star mark application	Achieved top three positions in a range of inter-school sporting events across the year
Utilise affiliation with Active Surrey and the Kitemark award to track participation		
Develop more intra-school competitions for the children to utilise	A wide range of children across both KS1 and KS2 have had the opportunity to participate in 15 inter-school competitions	
Daily Mile introduced to improve children's general fitness and mental wellbeing.	Assessment taken from lessons and skills observed from PE planning recorded formally through Sonar Tracker	
Introduction of PE outcome chart for children to monitor and reflect upon their progress within their unit.		

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?	75%	The five pupils that do not meet this target is due to them never having access to swimming lessons outside of the schools offering. Whilst they are not able to swim full lengths, they are all confidently swimming widths efficiently.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	This year 6 cohort are a strong swimming set. Even the lower swimmers can effectively demonstrate the main three strokes over a minimum of 10m.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>Lessons have a strong on emphasis on water safety. All students can demonstrate different float positions, self-rescue and rescue techniques with and without equipment.</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>No</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>No</p>	

Signed off by:

Head Teacher:	<i>Nick Usher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Clay – PE Lead and Year 3 Teacher</i>
Governor:	<i>Liam McGivern</i>
Date:	05.07.24