



# 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 build after school club and holiday club provision.	Great opportunities and link with external clubs.  Greater experiences for pupils, increasing their wellbeing, enjoyment of sport and the opportunity to participate in competitive sport.  Children aware of greater links with own personal development.	This year, there's been a strengthened MSSP partnership, with specialist coaches who help to deliver a variety of after-school clubs.

<p>Continue to participate in MSSP Competitions.</p>	<p>We signed up to a wide range of external MSSP competitions, with a greater aim on attending inclusive competitions for our SEN pupils.</p> <p>The school now have a strengthened MSSP partnership with our Mitcham coordinator, with regular emails to keep us up to date on changes to events, or new opportunities.</p>	<p>Continue to attend more of the inter-school festivals and competitions organised by MSSP in the next academic year.</p> <p>Look for competition T-shirts or PE kit to make sure we look like a team.</p>
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<p>Sports Week/Future competitions in school. Look to invest in medals and Trophy's to help with this and rewards children.</p>	<p>One of Sports Week's aims was to highlight that children can have fun and still be competitive at the same time.</p> <p>Teachers expressed how smoothly Sports Week ran.</p> <p>Children felt they had greater rewards, such as stickers and medals, but there was an absence of teamwork and leadership (<i>houses and sports leaders to help with Key stage 1</i>).</p>	<p>Introduce house colours next year to achieve a higher feeling of accomplishment and teamwork.</p> <p>Look into doing mini tournaments across classes, house, or upper Key Stage 2 in particular sports e.g. <i>football, netball</i>.</p>
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<p>Organise high profile athletes to attend the school, such as previous sprinters, Long Jumper, who can give inspirational talks and workshops.</p>	<p>Due to a change in PE lead, this did not happen as much as we'd have hoped for this year.</p> <p>Provide children with specialised athletes who can inspire and motivate the pupils. Children can start to understand what it's like to become a professional athlete.</p>	<p>This will roll on to 2024 -25, and be a key priority.</p> <p>Continue to look into this to increase children's motivation, involvement and promote career opportunities in sports.</p>
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<p>Targeting year 6 children to engage in outdoor adventurous challenges.</p>	<p>Year 6 children attended an adventure weekend to engage in obstacle courses, such as rock climbing, abseiling, canoeing etc.</p> <p>The weekend challenged the children mentally and physically, and the pupils said it was a brilliant experience.</p>	<p>Great experience for all involved, we will continue to have this provision for year 6.</p>
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<p>Purchased MSSP schemes of work for all staff to have online access to all sporting areas for example, Games and Dance.</p>	<p>Provides teachers with more ideas, and fresh outlook on some sports.</p> <p>The scheme has a variety of warm ups, cool downs and activities to choose from, with instruction on how to lead them making it easier for all staff to deliver.</p> <p>Music is provided for Dance, with a bank of themes to choose from depending on year group.</p>	<p>This will continue into the next academic year.</p>
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<p>Purchased new Gymnastics equipment, need to purchase further mats and look to get new wall bars.</p>	<p>Used massively in the units of work, and the children have benefitted from specific equipment.</p> <p>We have received positive comments from children across the school. Majority have stated they really like to climb and use the wall bars, mats etc.</p> <p>The equipment develops pupils' freedom to climb, jump, swing and play.</p>	<p>Increased opportunity to play and move your body using larger equipment.</p>
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<p>Speakers x 2 and Microphone For outdoor events. The old speakers were not loud enough/ in good condition.</p>	<p>The music can be played and heard effectively.</p> <p>The microphones allow parents and pupils to hear instructions, therefore events can move smoothly and effectively.</p> <p>Staff must return if used in PE for dance or gymnastics inside.</p>	<p>A good investment for whole school activities like Sports Week or Summer performances (dance).</p>
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<p>Updating equipment Purchase new refresh equipment such as tennis racquets, rounder's/cricket due to some equipment being damaged over time.</p> <p>Children provided with safe equipment and size appropriate for age groups.</p>	<p>Children now have access to good quality equipment and are able to participate in the sports safely and appropriately.</p> <p>Ensure procedures in place for teachers to be able to take away, report and order new equipment if there are faults or damaged has occurred to ensure safety of students.</p>	<p>We need to put procedures in place for teachers to be able to report any equipment that's been damaged, to ensure the safety of pupils.</p>
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<p>Increased access to Edible Garden Daily timetabled sessions for groups of children/ classes and after school clubs for KS1 and KS.</p>	<p>Gardening slots and the after-school clubs have provided pupils with confidence and an increase in mental wellbeing.</p> <p>This has been especially great for children with SEMH, social skills and also SEN.</p>	<p>Children have more choice in what they can grow.</p> <p>Continue making sure classes have their own bed to grow their own produce or link to the science curriculum.</p>
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<p>Coaches to come into the school to take CPD sessions, or sports sessions for example Breakfast and Afterschool clubs.</p>	<p>Dance/Multi-sports Breakfast Club/Tennis after school sessions have been provided to PP children and different year groups.</p> <p>All children have received specialist PE provision which has improved agility, hand-eye coordination, gross motor skills.</p> <p>PE provision has supported children with SEMH and those with specific special educational needs by timetabling SEN sessions.</p>	<p>This has been a great experience for children involved and opened further opportunities.</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
<p>Continue to enter competitions and festivals organised by MSSP.</p>	<p>Continue to attend more of the inter-school festivals and competitions, aiming to attend more competitions than the last academic year. This will give children more opportunities to play competitively and promote teamwork and sportsmanship.</p> <p>Sign up to the Netball tournaments by MSSP too, and introduce an after school netball club.</p> <p>Sign up to more development events that are tailored for children with Social skills and SEN.</p>	<ul style="list-style-type: none"> <li>• <i>Key indicator 5: Increased participation in competitive sport.</i></li> <li>• <i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></li> <li>• <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></li> </ul>	<p>Continued partnership with MSSP</p> <p>Increased participation in competitions</p> <p>Working with MSSP will allow the school to plan effectively for upcoming competitions, reflect this in medium term planning and incorporate into lunchtime and afterschool clubs</p>	<p>Free</p>

<p>Organise high profile athletes to attend the school, who can give inspirational talks and workshops.</p>	<p>Provide children with specialised athletes who can inspire and motivate the pupils. This will allow pupils to have an insight on what it's like to become a professional athlete.</p> <p>This will also teach children about the careers opportunities in sport.</p>	<ul style="list-style-type: none"> <li>• <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></li> <li>• <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></li> <li>•</li> </ul>	<p>This did not take place during the academic year – needs to be an ongoing target for next year.</p>	<p>£1000</p>
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<p>Continuous Professional Development for staff in the delivery of PE.</p>	<p>CPD to help class teachers gain confidence in delivering effective PE, with support and adaptation tools for children with SEN, SEMH or social skills.</p> <p>PE lead to attend Autumn and Summer conference for CPD.</p>	<ul style="list-style-type: none"> <li>• <i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></li> </ul>	<p>Teachers to team tag and observe specialist coaches in the Autumn term.</p> <p>External audit for PE provision to inform short and long term CPD objectives and opportunities.</p>	<p>£14 000 - MSSP</p>
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<p>Build on the assessment tool for PE units.</p>	<p>The PE assessment tool was trialed in Summer 1 and received positive feedback, with most saying it was easy to use.</p> <p>Continue developing the tool for teachers to have a better understanding on how to assess pupil's knowledge, skills and sportsmanship.</p>	<ul style="list-style-type: none"> <li>• <i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></li> <li>• <i>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></li> <li>•</li> </ul>	<p>PE assessment included on Insight</p> <p>Staff required to report on PE in end of year reports to parents</p>	<p>Free</p>
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<p>Introduce and promote the daily mile and mindfulness activities in the day (yoga).</p>	<p>Give each group a timetables slot for the daily mile so more pupils meet their daily physical activity goal.</p> <p>Create a Daily Mile competition chart, to see which class or year group completes the most miles.</p>	<ul style="list-style-type: none"> <li>• <i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></li> <li>• <i>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></li> <li>•</li> </ul>	<p>Daily Mile exercise to be consistently implemented across the school</p>	<p>Free</p>
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<p>Invest in new equipment for specific sport:</p> <ul style="list-style-type: none"> <li>• Pop up tennis nets</li> <li>• Football posts for the field</li> <li>• Football goals x2</li> <li>• Netball posts</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></li> </ul>	<p>Additional equipment purchased. Ongoing equipment audits informs purchasing of equipment</p>	<p>£2000</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
Whole school Progression of Skills document and staff meeting on delivery of PE.	<p>Teachers understand the pupil's prior knowledge and skills or a particular sport, before developing the skills further.</p> <p>The progression of skills document aligns with each year groups medium term plans, which means pupil's learning is clear and progressive.</p> <p>The Medium Term Plans and progression of skills document, will hopefully increase staff confidence in delivering PE.</p>	Look into more CPD for staff involved. Football and gymnastics came up as the sports staff found hardest to deliver in the Spring staff audit.

<p>Purchasing new equipment due to items being damaged or lost over time.</p> <ul style="list-style-type: none"> <li>• Netballs</li> <li>• Netball bibs</li> <li>• Rugby balls</li> <li>• Basketballs</li> <li>• Dodgeballs</li> <li>• Footballs</li> <li>• Sports day equipment (<i>foam javelins and vortex howlers, egg and spoon, bean bags, hula hoops</i>)</li> <li>• Tennis balls</li> </ul>	<p>Children have access to high quality equipment and can access all areas of their PE lesson.</p> <p>Children are taught how to handle equipment safely and sensibly.</p>	<p>The equipment has been labelled in the PE shed so it's easily accessible for all staff.</p> <p>Continue to audit and replace equipment to ensure they are in good condition for PE lessons.</p>
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<p>Purchased medals, stickers and trophy for school Sports Week.</p>	<p>Children were excited and motivated to receive their medals and stickers. They looked forward to Sports week.</p> <p>Parents commented on how enjoyable the sports morning/afternoons were and looked forward to seeing their child participate.</p> <p>The extrinsic rewards helped motivate children to try their best, and as a result improved teamwork skills and sportsmanship within their house colours.</p>	<p>This has helped raise the profile for PE and sports day.</p>
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<p>Coaches to deliver CPD sessions and teaching of PE curriculum across the school.</p>	<p>Coaches have delivered specialist PE provision, in the areas of gymnastics, dance, tennis and football.</p> <p>Children's progression and knowledge of skills has increased in particular sports (evident through pupil audits in Key Stage 1 and Key Stage 2).</p> <p>Pupil audit from the Spring term, shows that majority of children look forward to their PE lessons, and have a good relationship with their coaches.</p>	<p>Merton Coaches have helped with Sports Week, after school clubs and holiday schemes, helping us promote sport further, in and out school.</p>
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<p>Coaches to deliver after school clubs – Key Stage 1 and Key Stage 2.</p> <p>Across the academic year, we've had 6 clubs:</p> <ul style="list-style-type: none"><li>• Dance</li><li>• Gymnastics</li><li>• Girls football</li><li>• Boys football</li><li>• KS1 Multi-sports</li><li>• KS2 Multi-sports</li></ul>	<p>All after-school clubs were well-received and majority of children attending remained high.</p> <p>The coaches and staff decided to target these clubs to the disadvantaged groups, as well as pupils who demonstrated enthusiasm and potential in sport.</p>	<p>Clearly highlight to parents that multiple no-shows means your place in the club may be given to someone else.</p>
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<p>Circus Workshop with an external circus expert.</p>	<p>Pupils enjoyed exploring another way to stay active, and learnt new skills that involved specific equipment.</p> <p>The Circus assembly and demonstration, heightened the children's excitement to try something new.</p>	<p>Positive experience for all pupils and staff involved.</p>
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<p>SEND sessions delivered by sports coaches within the school week.</p> <p>Key focus within the sessions are:</p> <ul style="list-style-type: none"> <li>• Developing fine motor skills</li> <li>• Gross motor skills</li> <li>• Confidence</li> <li>• Teamwork</li> </ul>	<p>Specific timetable for the sports coaches to work with key children (SEN or EHCP).</p> <p>The key children now feel more confident to join in with their weekly PE lessons, and give every task a go.</p> <p>The pupils involved look forward to these small sessions, and have benefitted from working closely with the coaches to develop specific skills they require.</p>	<p>Discuss with the deputy, which children will benefit from the SEND sessions in the next academic year.</p>
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<p>Weekly 1-1 sessions for vulnerable children with sports coaches.</p>	<p>An opportunity for pupils to play a sport of their choice, and discuss how they're feeling or what's happened in the week (SEMH).</p> <p>A strong, trusting relationship has been built between the pupils and the coaches.</p> <p>Pupils look forward to their sessions, and enjoy choosing what sport they play in the allocated time slot.</p>	<p>Discuss with the SENDCO, which children may benefit from this in the next academic year.</p>
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<p>Tennis coach from Wimbledon Junior Tennis Initiative (WJTI) delivering high quality sessions for Key Stage 1.</p>	<p>Positive experience for all pupils, catering to variety of levels, and scouting pupil's who demonstrate a good level of sporting potential.</p> <p>The sessions offer CPD for the class teacher overseeing the sessions, and can feel more confident teaching tennis to their class.</p>	<p>Continue this next year and book onto any additional tennis activities when available.</p> <p>Aim to extend the free sessions to more year groups.</p>
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<p>Continued partnership with Kings College to open sporting opportunities for pupils.</p>	<p>Kings College partnered with the school to deliver sport sessions for year 4 pupils. Pupil's activity levels have increased, and find a sense of enjoyment when working with older pupils.</p> <p>Year 3 and 5 pupils attended Sports days led by Kings College, with access to the grounds and the equipment.</p>	<p>Aim to continue this partnership next year so children have opportunities to compete and participate in sport activities.</p>
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<p>The school participating in the National Active Lives survey.</p>	<p>Feedback received showed:</p> <ul style="list-style-type: none"> <li>• children enjoy exercising and 74% of children in Key Stage 2 said they understand why exercise is good for them.</li> <li>• 82% of pupils actively travel to school.</li> </ul> <p>The school was granted a coupon to buy some new equipment for the school. This was used on items for Sports Day.</p>	<p>Look into other opportunities or schemes that we will benefit from.</p> <p>Deliver more pupil voice surveys in the next academic year.</p>
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<p>Pupils in year 5 to take part in the Year 5 leadership training lead by MSSP.</p>	<p>Year 5 enjoyed their training and leading different activities with the younger years. This has promoted leadership opportunities</p> <p>Pupil voice completed during the summer term.</p>	<p>Continue this unit next year, and complete a pupil voice for all children involved.</p> <p>Offer more opportunities for the Year 5 leaders to help in the PE curriculum.</p>
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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?	8%	This cohort missed their opportunity for swimming lessons at our local pool, due to Covid.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	This cohort missed their opportunity for swimming lessons at our local pool, due to Covid.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>44%</p>	<p>This cohort missed their opportunity for swimming lessons at our local pool, due to Covid.</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>Top up sessions offered to year 3 cohort</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/No</p>	<p>N/A we have no swimming coach on site – this is provided by our local leisure centre.</p>

Signed off by:

Head Teacher:	<i>Michelle Bennett</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily-Jane Shaw, PE Lead</i>
Governor:	
Date:	19.07.24