



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: The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> • All children engage in and recognise the importance of regular physical activity for their mental and physical well-being. • A positive culture integrates physical activity into the school day through active travel to and from school, active playgrounds and active lessons. • Children starting in reception engage with opportunities to practice developing key balancing skills through riding balance bikes. • Encourage use of Woodland School from September throughout the Winter months & during wet weather. • Compete with other schools in the local association, working closely with Active Surrey to provide the children with a range of activities and courses 	<ul style="list-style-type: none"> • Positive impact on behaviour (at lunch times) and learning in the afternoons has been reported by staff • Improved attitude towards learning improved leading to better concentration in lessons shown in results data • All children shown increased engagement in learning to ride a bike resulting in improved balance skills • Promote a positive mindset for living a healthy lifestyle as a result of improved fitness. • Increased numbers of children participating in sports clubs & increased numbers of children participating in sporting events and festivals. 	<p>Pupil voice feedback evidences the importance of physical play and games</p> <p>Staff report that children have good attitudes towards learning in lessons</p> <p>Balance bikes form part of the physical development in EYFS curriculum and children enjoy using them in small groups</p> <p>Woodland School enriches the delivery of the Science Curriculum</p> <p>PP children in Yr 2 all involved in accessing festivals and sports activities</p>

<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"> • The profile of PE is high to ensure children are enthusiastic about PE and extra-curricular activities. <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • Staff are confident to teach a range of sports & the relevant training (teachers and TAs) supports a wide variety of sports. • Planning of teaching and learning across KS1 enables staff to feel confident in delivering the NC. <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • All children across the school are provided with opportunities to experience a broad range of physical activities so they are both physically and mentally well. • To create further links with the local sporting and school community. • To ensure that the PE planning covers a wide range of sports <p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> • All children have opportunities to participate in competitive sport, both intra-school and inter-school competitions. 	<ul style="list-style-type: none"> • Strong parental involvement to support the raised profile of P.E. • Parents particularly keen to engage children in sports <p>CPD sessions have focused on explicit teaching for all groups of learners so that staff are confident to adapt teaching to suit need Monitoring has shown that learning is consistently good or better related after school clubs</p> <ul style="list-style-type: none"> • Purchase confederation membership which enables the children to enter a wide range of sporting events outside school. • P.E. curriculum lead to ensure sport is represented well and with appropriate resources support the teaching • Collaborate with peers within the trust to implement new Sport/PE planning. • Purchase confederation membership which enables the children to enter a wide range of sporting events. • Regular involvement for inter and intra-school competitions for all children. 	<p>Children enjoy physical games and learning new skills. School council have put forward other suggestions they would like to improve fitness. PE displays in hall to showcase skills</p> <p>Children excited to play sport activities at lunch times. Staff report less confident children are more willing to participate in P.E.</p> <p>Sports day is a highlight in the sports calendar & the children & parents love it!</p> <p>Children enjoy participating in friendly match opportunities at other schools.</p> <p>Outstanding curriculum has been celebrated by other schools in the Trust & is recognised by OFSTED</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
<ul style="list-style-type: none"> All children engage in and recognise the importance of regular physical activity for their mental and physical well-being. A positive culture integrates physical activity into the school day through active travel to and from school, active playgrounds and active lessons. Encourage use of Woodland School from September throughout the Winter months & during wet weather. 	<ul style="list-style-type: none"> Gym maintenance Trained TA to run a physical activities/club Improved resources for playground All children timetabled for Woodland school with appropriate kit and waterproofs to enable greater participation. Staff support Woodland School sessions in the afternoons (4 hours per week). Subscription to Active Surrey Continue to develop use of the outdoor learning environment for curriculum PE, extra-curricular 	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<ul style="list-style-type: none"> Promote a positive mindset for living a healthy lifestyle as a result of improved fitness. Improved attitude towards learning improved leading to better concentration in lessons. Sustained development of determination, endurance and perseverance; key skills underlying athletes Positive impact on behavior (at lunch times) and learning in the afternoons through professional dialogue between teachers and TAs. 	<p>£1720</p> <p>£6520</p> <p>£1540</p> <p>£800</p>

<ul style="list-style-type: none"> • Compete with other schools in the local association, working closely with Active Surrey to provide the children with a range of activities and courses. 	<p>activities and training for TAs to increase engagement break times.</p> <ul style="list-style-type: none"> • Enter events and festivals hosted by schools in the GLP & Trust confederations to enable the less active children to participate in a range of sports. 		<ul style="list-style-type: none"> • Increased numbers of children participating in sports clubs & increased numbers of children participating in sporting events and festivals. 	<p>£250</p>
<ul style="list-style-type: none"> • The profile of PE is high to ensure children are enthusiastic about PE and extra-curricular activities. • Noticeboards in the school raise the profile of PE and sport for all visitors, children and parents. • The school environment reflects a strong mental and physical well-being. 	<ul style="list-style-type: none"> • Inform parents of P.E & Games coverage and curriculum expectations via knowledge organiser document. • Promote sports clubs after school and at break times • Promote a wide variety of additional clubs and sporting activities. • Continue to make sure the display boards are updated. One member of staff to be responsible. • Zones of regulation posters, calm spaces available in every 	<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"> • Strong parental involvement to support the raised profile of P.E. • High uptake for sports clubs. Numbers increased throughout the year including Pupil premium children accessing sports clubs and SEND children. • Children share their own experiences of outside sports clubs in dedicated assemblies. • Noticeboard commented on during learning walks and when visitors are shown around. 	<p>£150 sport leader time. £150 staff time.</p>

<ul style="list-style-type: none"> • Positive sporting role models are used to inspire children. • Visits from role models/local sporting personalities enable pupils to identify with success and aspire to be a local sporting hero. 	<p>room plus break out space available.</p> <ul style="list-style-type: none"> • Wellbeing displays promote positive attitudes to keeping healthy • Create a list of role models to invite to talk in assembly. • P.E. lead to add in link to mental and physical wellbeing to Medium Term Planning for each lesson. Children to be taught the link explicitly in each lesson. • Invite role models/local sporting personalities into school to enable pupils to identify with success and aspire to be a local sporting hero. 		<ul style="list-style-type: none"> • Increased numbers involved in a range of sporting activities. • Children understand & respect that everyone can be a winner and drawing inspiration from Paralympians • Children can articulate why sport is important for them and this has been included as a discussion in the PE planning for each year group. • Children can identify different sports clubs (Farncombe FC, Milford Pumas FC, gym factory, Guildford and Godalming rugby club, etc) and events within the local community and discuss their impact. 	<p>£250</p> <p>£760</p>
<ul style="list-style-type: none"> • Staff are confident to teach a range of sports & the relevant training (teachers and TAs) 	<ul style="list-style-type: none"> • Provide whole staff training on a variety of different sporting activities including safety 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> • Better subject knowledge for staff, therefore, confident to take a more active role in lessons/lunchtimes/clubs 	<p>£150 staff time</p>

<p>supports a wide variety of sports.</p> <ul style="list-style-type: none"> • Staff are able to use the reviewed planning (with detailed coaching points) to confidently teach a range of sports. • Provide PE training for ECT's. Delivered as a whole group discussion, 1:1 shadowing support and sport specific coaching. 	<ul style="list-style-type: none"> • PE co-ordinators provide teachers with 1:1 support on lessons and team-teaching sessions. • Staff are trained in the safe practice of equipment (particularly the apparatus equipment). 		<p>etc.</p> <ul style="list-style-type: none"> • Subject leader more confident when undertaking lesson observations - able to provide effective feedback and lead discussions. • Skills, knowledge and understanding of pupils are increased significantly. 	<p>£450 staff time (£150 x 3 terms)</p>
<ul style="list-style-type: none"> • All children across the school are provided with opportunities to experience a broad range of physical activities so they are both physically and mentally well. • To create further links with the local sporting and school community. • To ensure that the PE planning covers a wide range of sports 	<ul style="list-style-type: none"> • Purchase confederation membership which enables the children to enter a wide range of sporting events. • Ensure all events (competitive and festivals) run by the local sports confederation are entered, providing transport where required. • P.E. curriculum lead to ensure sport is represented & to collaborate with peers within the trust to implement PE planning. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> • Each year group involved in extra-curricular activities and all teachers feel more confident teaching new activities. • Progress and achievement in curriculum P.E. are good. • Increased number of pupils attending a range of sport clubs 	<p>£1750</p> <p>£150 staff time</p> <p>£1525 equipment</p>

<ul style="list-style-type: none"> • All children participate in competitive events within the confederation • All children have opportunities to participate in competitive sport, both intra-school and inter-school competitions. • A range of sports clubs on offer to inspire children to compete in a variety of activities within the local community. 	<ul style="list-style-type: none"> • Purchase GLP confederation membership which enables the children to enter a wide range of sporting events. • Regular involvement for inter and intra-school competitions for all children. • Provide transport where necessary. (Rodborough Multi-skills) 	<p>Key indicator 5: Increased participation in competitive sport</p>	<ul style="list-style-type: none"> • Pupils really enjoy participating in sport, are very keen to take part and demonstrate a real desire to learn and improve. • Increased confidence and self-esteem for children. • The children have had many opportunities to participate in inter and intra school competitions, festivals and taster workshops. 	<p>As above</p> <p>£450 staff time</p> <p>£150 PE lead time</p> <p>£425 Coach</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
Yr 2 Swimming Physical Enrichment Clubs include: Football, Gym, Tag Rugby, Multi skills, Woodland School, Cricket, Athletics, Outdoor Learning, Games	Children have developed greater water safety awareness	Swimming is included in the PE curriculum at Busbridge Infant School because this is the end of Key Stage

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?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</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>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>	

Signed off by:

Head Teacher:	<i>Darren Heatley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tom Holmes</i>
Governor:	<i>Anna Dawkins</i>
Date:	23/7/2024