



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>Employed ESE members to:</p> <ul style="list-style-type: none"> - ensure daily physical activities for all children during lunchtimes. - lead sensory circuits with a specific focus on SEND/ Disadvantaged learners - attend PE network events - assist in the championing of PE - raise profile of PE - coordinate sporting events and tournaments <p>Purchased games and equipment for the pupils to play with at playtimes/ lunchtimes</p> <p>Trained LSAs in pysi fun and purchased supporting resources</p> <p>Monitored the uptake of disadvantaged pupils attending clubs and being involved in inter sport activities across Surrey</p>	<p>Increase in children are involved in lunchtime activities with resultant health benefits.</p> <p>67% of SEND children engage in weekly sensory circuits with PE specialist</p> <p>Children had access to appropriate equipment in lessons for ability and age group (in line with growth of school)</p> <p>Subject champions completed auditing of equipment, organisation of events.</p> <p>Parent voice praised wider sporting events'.</p> <p>Pupil engagement in physical activity within break times has significantly increased when pysi fun activities coordinated</p> <p>20% of pupil premium children took part in an inter school competition</p>	<p>Development of a school subject champion for PE will be a priority for the school.</p>

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	Impact and how sustainability will be achieved?	Cost linked to the action
Employing lunchtime supervisors/ sports specialist to deliver active lunchtimes for all children	Lunchtime supervisors, sports specialists - leading the activity Pupils	<p>Key indicator 1: The engagement of all 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> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> ● High quality provision in place at lunchtime and playtimes. ● More children involved in lunchtime activities with resultant health benefits ● Reduction in behaviour incidents recorded during playtimes and lunchtimes over time <p>Sustainability</p> <ul style="list-style-type: none"> ● Introduce medical tracker to monitor number of first aid injuries recorded during playtimes and lunchtimes over time ● Continue to evaluate playground provision using evaluation from CPOMS 	£8360 costs for additional coaches to support lunchtime sessions.

<p>Ensuring that all learners have suitable access to physical activity by employing sports specialists to deliver sensory circuits 3 mornings per week with a specific focus on SEND/ disadvantaged learners</p>	<p>SEND/Disadvantaged pupils</p>	<p>Key indicator 1: The engagement of all 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"> ● SEND/Disadvantaged children engage in weekly sensory circuits with PE specialist <p>Sustainability</p> <ul style="list-style-type: none"> ● Sports specialists to train HPS staff to deliver high quality sensory circuits 	<p>£6270 costs for additional coaches to support lunchtime sessions.</p>
<p>Purchasing games and equipment for the pupils to play with at playtimes/ lunchtimes/</p>	<p>Teachers leading the activities Pupils taking part</p>	<p>Key indicator 1: The engagement of all 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> <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"> ● School builds up a store of playground games/equipment for pupils to use. ● Children have access to appropriate equipment in lessons for ability and age group. ● All pupils are meaningfully engaged in active play during playtimes and observed using games/equipment <p>Sustainability Continue to replenish as required and to support growth of school and introduction of other sports</p>	<p>£1000</p>

<p>ESE to act as PE champion whilst school grows</p> <p>Acting PE champion attends Active Surrey Network training PE champion to outline the events for the year</p>	<p>Acting PE Champion</p> <p>All staff</p>	<p>Key indicator 2:</p> <p>The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> ● Subject champion has oversight of the knowledge and skills across the school in PE ● Subject champion has the opportunity to meet with other subject leaders and discuss upcoming events for the year ● Subject champion audits equipment and ensure enough to accommodate growth of school 	<p>£400</p>
<p>Offer and monitor the uptake of disadvantaged pupils attending clubs and being involved in inter sport activities across Surrey</p>	<p>Disadvantaged pupils</p>	<p>Key indicator 2:</p> <p>The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> ● Pupil premium children participation is targeted to ensure 50% have taken part in an inter school competition <p>Sustainability</p> <p>Ensure this is a focus for the disadvantaged champion</p>	<p>£0 Pupil Premium Spend</p>
<p>Promote and celebrate school sporting events (display boards/ assemblies/ sharing sporting success in newsletter</p>	<p>Pupils – celebration of sport</p> <p>School community - engagement</p>	<p>Key indicator 2:</p> <p>The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> ● Families informed of sporting events/ successes ● Positive parental feedback about sporting events <p>Sustainability</p> <p>Continued focus for parent forum</p>	<p>£100</p>
<p>KS1 and KS2 Sports Day held off site</p>	<p>Pupils – School community - engagement</p>	<p>Key indicator 2:</p> <p>The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> ● Positive parental and child feedback about sporting events 	<p>£680 + additional £350 for equipment</p>

<p>Staff leading sporting activities within school are suitably skilled.</p> <p>LSAs to receive external Physi-Fun training in order to effectively deliver the programme internally with KS1 & KS2 children at break times.</p> <p>Purchasing of Physi-Fun resource</p>	<p>LSAS - play and lunchtime sessions</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> ● Staff voice shows enthusiasm and confidence to deliver the sessions. ● Pupil voice is highly positive regarding the sessions. ● Pupil engagement in physical activity within break times significantly increases when physi sessions are delivered. <p>Sustainability Further Physi-Fun training across the whole LSA team.</p>	<p>£320</p>
<p>CPD for teachers/ purchasing of REAL PE and training for teachers</p>	<p>Primary generalist teachers.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> ● A curriculum programme in place that will provide high quality PE experiences for pupils ● Teachers more confident to deliver effective PE impacts on their teaching and student learning <p>Sustainability Further training on REAL PE to ensure fully embedded</p>	<p>Subscription to REAL PE programme</p> <p>£575</p>
<p>Provide a broad range of active after-school clubs which meet the children's interests to encourage more pupils to attend the after-school clubs in order to promote exercise and fitness</p>	<p>Children - enrichment</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> ● Pupils are given access to an increasing range of after school sports activities. ● Sports/PE-related ASC are well attended and parent voice indicates that their children have been enjoying the wider range of clubs on offer 	<p>£1800</p>

			<ul style="list-style-type: none"> ● Pupil voice feedback references enjoyment and participation of ASCs ● All pupils (including PPG and vulnerable groups) have opportunities to access ASCs. ● Subsidised places for PPG pupils encourage participation in sports ASCs (targeting 50% of DA pupils attending at least 1 ASC) <p>Sustainability Pupil voice survey to gauge interest for broader range of after school clubs</p>	
Increase the variety of sporting opportunities available for children hosted by specialists Cricket specialist to lead a unit of cricket sessions for all KS2 classes in Summer term.	Children - enrichment Staff - developing expertise	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Pupils are given access to specialist cricket sessions in Summer Term</p> <p>Teachers are more confident in delivering a wider range of sporting subjects</p> <p>Sustainability Explore other sporting specialists to enrich our PE provision next year.</p>	£0
Pupils to participate in inter sport competitions against other schools (football/ multi sports/ Physi fun/rounders) hosted by Surrey Active	Children - enrichment School community - engagement	Key indicator 5: Increased participation in competitive sport	<p>School participates in a wide range of external tournaments and events – expanding offer with growth of school:</p> <ul style="list-style-type: none"> ● Football tournaments (Girls and Boys), ● Rounders tournaments, Gymnastics events, ● Multi sports ● KS2 Cross Country 	£1500

			<ul style="list-style-type: none">• District Sports <p>Sustainability School to explore further competitions available with growth of school and expansion of KS2 to include Y5</p> <p>Seek to explore other inter school competitions to include KS1</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
<ul style="list-style-type: none"> - Employed sports specialist to deliver active lunchtimes for all children - Implementation of REAL PE and training for teachers - Sports specialists were employed to deliver sensory circuits 3 mornings per week with a specific focus on SEND learners - Additional games and equipment for the pupils to play with at playtimes/lunchtimes - ESE supported school as PE champion whilst school grows - Intentionally offered and monitored the uptake of disadvantaged pupils attending clubs - 	<ul style="list-style-type: none"> - Experienced support staff delivered sports based playground games and as a result children regularly experience active lunchtimes - 100% teachers said that they felt more empowered to teach PE and knowledgeable about progression of skills and knowledge <p>Pupil voice:</p> <ul style="list-style-type: none"> - “ I love when Mr Ropss comes and gets me... Is it my Mr Ross day?” Child - School has continued to build up a store of playground games/equipment for pupils to use. Children have access to appropriate equipment in lessons for ability and age group in line with growth. - 100% of pupils surveyed commented that they thought playtimes and lunchtimes were better now than there were more toys to play with - Subject champion relayed ‘it was a good opportunity to meet with other subject leaders and discuss upcoming events for the year’. - Subject champions completed auditing of equipment, organisation of event - 40% of disadvantaged children took part in at least one club this year (increase of 20%)

- Increased the amount/ range of clubs promoting active/ healthy living to include food tech with a focus on healthy eating

Pupils participated in a range of in inter sport competitions

- 11/10/23 RRPSSA Football Tournament
- 27/03/24 RRPSSA Girls Football Tournament
- 29/02/24 Cross Country
- 8/12/23 R&B Girls Football
- 30/11/23 R&B Boys Football
- 27/03/24 Gymnastics
- 02/02/24 KS1 Sports Hall Athletics
- 18/06/24 KS1 Multi Skills
- 01/07/24 District Sports
- 08/07/34Rounders
- 06/02/24 Netball fixture
- 23/01/24 Football Fixture
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- Successful first KS1 and KS2 Sports day held off site

- Parent voice has commented that their children have been enjoying the range of clubs on offer to the children, with specific reference to clubs such as food tech & multiskills.
- Intentional encouragement of disadvantaged children to attend food tech club has results in 75% of children attending being disadvantaged
- Sports coach celebrated being proud that Hatchlands are competing in lots of new events which they have never done before. Children are excelling and often competing with children older than they are.

Parent voice and staff voice commented on success of Sports Day commented on success of Sports Day:

“I just wanted to send a message to say a huge well done with the sports day on Friday! I can imagine the change in location came with lots of additional stresses and a huge amount of organisation to make the day run smoothly. It really felt like a fabulous community event that was thoroughly enjoyed by parents, children and teachers!” Class teacher

Dear Ms Anderson, ESE and all at Hatchlands,
Thank you so much for the happiest of days celebrating sports and community for the Hatchlands KS1 Sports Day.

	<p>It was such a special time and to see so many extended families enjoying the occasion was lovely. Thank you for all your hard work and organisation. Parent</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?	N/A	<i>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.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	<i>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</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>N/A</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>N/A</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>N/A</p>	

Signed off by:

Head Teacher:	<i>Moira Anderson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Moira Anderson</i>
Governor:	<i>Stuart Anderson</i>
Date:	