

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£ 19,151
How much (if any) do you intend to carry over from this total fund into 2025/26?	£ 7,482
Total amount of funding for 2024/25	£ 18,800

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> 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 2025.</p> <p>Please see note above</p>	78%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	62%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	34%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/No But will do

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year: 2024/25</b>		<b>Total fund allocated: £19,151</b>		<b>Date Updated: 23/05/2024</b>	
<b>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</b>					Percentage of total allocation: 51%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure all children have opportunities to be active throughout the day and understand why healthy active lives are important: through twice-weekly PE lessons, lunchtime activity and extra-curricular clubs.	<ul style="list-style-type: none"> <li>• Premier Sports and Class Act providing a wider range of after club sporting opportunities.</li> <li>• School to offer free clubs for every child to encourage participation.</li> </ul>		£ 14,519	<ul style="list-style-type: none"> <li>• Over 70% of school's pupils from Reception to Year 6 have taken part in at least 1 extracurricular club and shown developing physical skills.</li> <li>• Over 75% of SEN children in school have attended an extracurricular club.</li> <li>• Targeted SEN children PE lesson every week. Children now working towards ELGs, where appropriate, or towards physical literacy competency.</li> <li>• Change in attitude of children – now engaged in physical activity and extracurricular clubs over-subscribed.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue offering for after school sport.</li> <li>• Further involvement in the Bishop Challoner Sports partnership with a target of 90% of competitive sport opportunities taken up and 100% of festivals attended</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation: 76%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve the amount and quality of PE equipment so that lessons are well resourced and equipment is available for lunch time and Curriculum lessons	<ul style="list-style-type: none"> <li>• Purchase of various PE equipment, including balls, skipping ropes and hoops</li> <li>• Transport costs to Bishop Challoner hub events</li> <li>• Bishop Challoner Sports Partnership membership</li> </ul>	<p>£ 300 (approx.)</p> <p>£ 500</p> <p>£1500 (Bronze)</p>	<ul style="list-style-type: none"> <li>• Children continue to enjoy PE lessons due to increased staff confidence and enjoyment of the range of activities offered and want to take part in activities outside of PE lessons.</li> <li>• Children utilizing equipment during lunch times, including football nets and basketball hoops, skipping ropes, in addition to other non-team games.</li> <li>• Children engaging in active learning during lessons.</li> <li>• Increased physical activity and related health outcomes reflected in attendance and achievement.</li> <li>• KS2 children more physically active and demonstrating improved behaviours and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Play leader training for lunch and break time activities (unworkable last year due to split lunchtimes)</li> <li>• Playground 'zoned' for more activities to take place safely</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				10%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>All staff have increased confidence, knowledge and skills in delivering PE and sport.</p>	<ul style="list-style-type: none"> <li>• PE Subject Lead to attend PE conference to develop PE curriculum and deliver internal CPD to staff.</li> <li>• Renewal of PE curriculum containing online CPD and detailed lesson plans.</li> <li>• BC sports Membership</li> </ul>	<p>Free</p> <p>£400</p> <p>£1,500</p>	<ul style="list-style-type: none"> <li>• PE lead attended at CPD sessions, provided both internally and externally, to develop their confidence, knowledge and skills in delivering PE and sport. As a result, quality of PE teaching and attitudes to physical activity are improving.</li> <li>• Staff more confident delivering step-by-step PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed a sustained programme of CPD to further upskill staff.</li> <li>• Access free CPD where possible.</li> <li>• AfPE membership to support PE Lead with CPD and relevant updates moving forward.</li> <li>• Development of curriculum to be more focused on the context of the children attending the school.</li> </ul>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 10%</p>
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<ul style="list-style-type: none"> <li>• All children to have opportunity to attend an extracurricular club.</li> <li>• Ensure all children have the opportunity to gain experience of a wider variety of sports and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Wellness Wednesday’ launched in September 24. Clubs planned with our partners.</li> </ul>	<p>£21000</p>	<ul style="list-style-type: none"> <li>• Increased attendance at clubs, including increased attendance by least active. (70% children took part in at least one after school club)</li> <li>• Less active children who have attended a club are showing increased participation and enjoyment during PE lessons.</li> <li>• Children have a range of activity options at lunchtime.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improved extra-curricular clubs offer to children including even more variety and at different times of the day to allow access to all.</li> <li>• Continue to engage with local clubs to offer sports and activities that children do not get to access readily outside of school – link with clubs to increase number of children who take part in organised activities outside of school.</li> <li>• Promotion of clubs that are local and offer SP funding for subs</li> </ul>

				and equipment if that's a barrier
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				111%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Engage with opportunities for competitive sport.</li> <li>Many children selected to compete against other schools in a range of different activities. Selection targeted to either stretch those gifted in particular areas or to inspire children who have no/limited access to sporting competition outside of school.</li> </ul>	Local affiliations: <ul style="list-style-type: none"> <li>Birmingham Catholic School Sports Association</li> <li>Bishop Challoner School Sport Partnership</li> </ul>	£500 (travel)  £1,000 Catholic Partnership Sports membership	<ul style="list-style-type: none"> <li>Number of children have taken part in a variety of different inter-schools competitions and events, with some success.</li> <li>Children who take part in competitions develop the School Games values and recognised for this.</li> <li>Dedicated SEN competitions attended, developing children's experiences and confidence in sport and physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>More intra-school competitions.</li> <li>Access additional funding opportunities where possible.</li> <li>Sign up for local football leagues.</li> </ul>