



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
Pupil survey conducted and playground equipment restocked in yard sheds. Additional guidance provided to playground staff of how to manage equipment.	Increased activity at break and lunch times.	
Wellbeing Enrichment Week held	More children and families aware of the importance of wellbeing and strategies to support it.	
A range of ASC and lunchtime clubs provided for Years 2 – 6. All clubs provided for free	Greater number of children have had the opportunity to access a broad range of sports. More children developed holistic skills linked to physical activity.	
Children identified and targeted for clubs and events	Greater number of focused children engaged with clubs and events that developed areas focused on their needs.	
All classes now using Living Streets Travel Tracker to promote and praise active travel.	Increased no. of children travelling to school in an active way.	

PE resources audited and purchased to ensure high quality lessons/ active breaktimes	More children had access to better equipped lessons and clubs and as such higher quality PE opportunities.	
Additional PE kit purchased which enabled greater access to lessons, events and clubs	More children participated in supporting opportunities. More children felt better prepared for events.	
Parents were provided greater opportunities to attend events and festivals and encouraged to attend (letters and school media)	More parents supported their children at events. More children felt supported.	
All staff were provided the means to nominate pupils for the GSSP awards and were encouraged to do so	Won 3 of the GSSP awards- girls football team, and two individual awards (Zoe B and Nicholas D). All children attended the event along with parents for individual winners.	
Reviewed curriculum map to maintain progression of skills and provided a broad range of opportunities	Children had a better progression and development of skills across the years.	
Reviewed EYFS curriculum to provide a more linear progression across the EYFS and into KS1	More children had the skills to be ready for KS1.	
New assessment process implemented in line with whole school policy	Staff better able to assess children and identify gaps in learning.	
Promoted and incorporated GSSP 'Blazing the Trail' activities into curriculum and achieved the 'Gold' award	More children engaged with sport in a cross-curricular way.	
Formal method of pupil voice developed with Microsoft Forms – these included surveys for events and PE curriculum	PE team had been able to review a range of elements of the curriculum and its impact.	
Staff CPD: Each year group provided one term of coaching from an external coach. Staff supported and learnt from expert.	More staff developed skills and can teacher deliver higher quality PE lessons.	
PE Team attended GSSP network meetings and PE conference.	PE team implemented learnings and adapted the curriculum. Children had access to a better-quality PE curriculum.	

Reviewed curriculum to provide a broad range of sporting opportunities	Children had access to a higher quality PE curriculum that met their needs and responded to opportunities that occurred.	
All children have attended at least one sporting event organised by either Thorp Academy cluster or GSSP	More children have developed skills and attributes linked to competitive events.	
Provided a wide-range of competitive and non-competitive sport events in partnership with GSSP, B&D FA and Thorp Cluster.	More children have developed skills and attributes linked to competitive events.	
Children selected for different events depending on the purpose – competition, personal development, social development etc	More children have developed skills and attributes (specific to their needs) linked to competitive events.	
Provided SEND specific sporting events	More children have developed skills and attributes (specific to their needs) linked to competitive events.	
Provided additional opportunities for girls only football with over 60 girls from years 4, 5 and 6 attending football clubs, training, trials or events	More girls were engaged in football and developed footballing skills.	
Organised and delivered a 'Rainbow Run'	Children celebrated sport, engaged in physical activity, supported each other. Children were inspired and motivated to engaged in physical activity.	
Held an annual school 'sports day', working alongside GSSP to plan and deliver an intra sports event	Children celebrated sport, engaged in physical activity, supported each other. Children were inspired and motivated to engaged in physical activity. They engaged in positive experiences of competition.	
Intra-Class Tournaments Week held with winning house teams getting a trophy in each class	Competition promoted within school. Children engaged in competition. Children developed holistic skills linked to competition.	

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
Provide activities and resources for active break and lunchtimes	Teaching staff Lunchtime supervisors ASC and BC supervisors KS1 and KS2 children	Key Indicator(s): 1 and 3	Activities and resources monitored, reviewed and modified. Equipment purchased. Staff consulted and briefed on programme implementation. Children had a greater range of activities. More pupils: meeting their physical daily activity goal, encouraged to take part in PE and sports activities. Behaviour improved and arguments reduced (anecdotal evidence)	Yard equipment – £2665
Full year implementation of Travel Tracker.	Teachers KS1 and KS2 children	Key indicator(s): 1 and 2	Classes using Travel Tracker at least 3x week. More pupils: meeting their daily activity goal, encouraged to engage in an active lifestyle	
Provide a broad range of PE and health and wellbeing ASCs for free.	KS1 and KS2 children	Key indicator(s): 1, 2 and 4	Rugby (Y1) Rugby (Y2) Mindfulness (Y2) Wellbeing (KS2) Mindfulness (Y3) Hockey (Y3) Dance (Y3) Fencing (Y6) Golf (Y5) Wild Club (R) Core Workout (Y5) Gardening (Y2) Games Club (Y2) Hockey (Y4)	ASCs Rugby Y2 £252 Basketball Y4 £245 Rugby Y1 £210

			Girls Football (Y6) Fitness (Y1) Rounders (Y3) Basketball (Y4) Active Games (Y2) More pupils: meeting their daily activity goal, encouraged to take part in PE and sports activities, experiencing a range of activities	
Target children for ASCs (SEND, pupil premium, girls only, social, emotional etc)	Teaching staff Children External coaches	Key indicator(s): 1, 2 and 4	More children having opportunities that focus on their developmental needs. More children with specific barriers engaging with PE opportunities	Yoga - £210
Equal access to ASC for girls and boys	Teaching staff Children External coaches	Key indicator(s): 1, 2 and 4	More girls engaging with sporting opportunities	
Introduce ASC tracking system	KS1 and KS2 children	Key indicator(s): 1, 2 and 4	Identify children who have not taken part in clubs and provide opportunities that will encourage engagement.	
Monitor and review PE equipment in line with curriculum and ASC clubs. Purchase new PE equipment.	Teaching staff / coaches / lunchtime supervisors / ASC and BC supervisors Pupils	Key indicator(s): 1, 2 and 4	New equipment purchased. Children had access to properly resourced lessons and clubs. A broader range of PE activities and clubs were offered and accessed.	Equipment – See Yard Equipment
Apply school field markings in summer and autumn (football pitch, sprinting track and middle-distance track)	Teaching staff / coaches / lunchtime supervisors / ASC and BC supervisors Pupils	Key indicator(s): 1, 2 and 4	Children: had access to a broader range of activities, could engage with the activities more adequately, were better skilled and prepared for sporting competitions.	

Engagement - Monitor and review school PE clothing. Purchase new based on needs.	Teaching staff / coaches / lunchtime supervisors / ASC and BC supervisors Pupils	Key indicator(s): 1, 2 and 4	More children have opportunity to take part in physical activity	Hoodies and athletics tops - £600
Profile - Celebrate sporting opportunities and achievements through school walks, in class, assemblies, news bulletins, wall displays and on social media	Teaching staff Pupils Families	Key indicator(s): 2	More children inspired to engage and participate. Build pride and confidence in achievements.	
Parents and supporters invited and encouraged to attend sporting events. Relevant information provided in advance to support this.	Teaching staff Pupils Families	Key indicator(s): 1, 2 and 5	More families engaged with sporting opportunities. More children supported.	
Profile - Provide rewards for achievements in sports (house points reward)	Teaching staff Pupils External organisations	Key indicator(s): 2 and 5	More children inspired to engage with (competitive) sports and aim for a high level.	Rewards Day - £1000
Profile - Use the house points system across school	Teaching staff Pupils	Key indicator(s): 2	Sporting values, skills development and success celebrated and imbedded. Provide motivation, competitive spirit, team spirit and pride in success.	
Leadership - Engage children in leadership	Teaching staff Pupils	Key indicator(s): 2	More children engaged in leadership roles - house captains (Y6), yard buddies (Y5&6), yard shed helpers (Y4, 5&6), sports day helpers (Y4&5)	
Competitive Sport - Provide children with a range of opportunities to take part in competitive sporting events	Teaching staff Pupils GSSP Cluster Other schools	Key indicator(s): 1, 2, 4 and 5	All children attended at least one competitive sporting event. Children experiences a competitive event and developed holistic skills and attributes. Children experienced success.	

Competitive Sport - Target children (SEND, pupil premium, girls only, social, emotional etc) for competitive sporting events	Teaching staff Children GSSP Cluster Other school	Key indicator(s): 1, 2, 4 and 5	Targeted children experienced competitive events and had the opportunity to develop identified developmental needs	
Curriculum - Review and monitor PE curriculum to ensure brevity, progression and inclusion.	Teaching staff Pupils	Key indicator(s): 1, 2 and 4	Curriculum adapted throughout the year to meet the needs of children and school. Children had a broad and balance range of opportunities that provided progression and inclusion through the year groups. They were also well prepared for sporting events which was also reflected in the level of success achieved.	
Carry out pupil voice interviews and surveys to monitor knowledge and skills development, curriculum implementation, interests and passions, ASC preferences, areas for improvement, feelings about PE and sport, engagement inside and out of school with sporting activity	Teaching staff / coaches / lunchtime supervisors / ASC and BC supervisors KS1 and 2 Pupils	Key indicator(s): 1, 2, 3, 4 and 5	Gained a better insight into pupil learning, development and wants. Used data to adapt PE curriculum, teacher development, ASC provisions, leadership opportunities, competitive opportunities.	
To participate in the GSSP Blazing the Trail Award	Teaching staff Nurse, KS1 and KS2 pupils	Key indicator(s): 2 and 4	Emmaville participated in 7 of the 7 projects and achieved the Diamond award. The Olympic sporting values were imbedded across the curriculum. Children were inspired to engage with PE in creative ways. More children encouraged to engage and take part in physical activity.	

To promote diversity and inclusion through sport with cross curricular links (BTT, show racism the red card art and creativity competition)	Teaching staff Families Pupils	Key indicator(s): 2 and 4	Many children (and families) engaged with and entered the competition. Two children were recognised in the national competition and received the opportunity to attend the award ceremony. Children more aware of diversity and inclusion, motivated to challenge barriers, inspired to engage with sports and creative activities.	
Profile - Promote the profile of PE with appropriate staff sports clothing	Teaching staff Pupils	Key indicator(s): 2 and 4	Staff wore appropriate clothing, showing that they valued PE and set the tone for expectations with children. It promoted the profile and value of PE by Emmaville within the school and out of it.	
Curriculum - Carry out curriculum implementation and barriers surveys	Teaching staff Pupils	Key indicator(s): 2, 3, 4 and 5	PE team know what has and hasn't been taught and why. PE can adapt the curriculum and/or action barriers reduction	
CDP for teachers – External coaches during lessons	Teachers	Key indicator(s): 3	Teachers more confident to deliver effective PE (Y6 rugby, Y3 golf, Y6 cricket)	External coaches – Cricket Y6 – £240 Rugby Y6 - £504
CPD for teachers – online sessions	Teachers	Key indicator(s): 3	Teachers more confident to deliver effective PE (dance, gymnastics, striking and fielding, net and wall, OAA and invasion games)	
Assessment – Whole school foundation subjects assessment system	Teachers	Key indicator(s): 3	Assessment in line with whole school system. Teachers better aware of gaps and needs (current teacher and new teacher)	
CPD – PE Team attended GSSP network meetings and training sessions, and share learning with school	PE team Teachers	Key indicator(s): 3	PE team and teachers more aware of current issues. PE team and teachers more confident to deliver effective PE.	

GSSP membership (Premium) PE & School Sport SLA	Teaching staff Children	Key indicator(s): 1, 2, 3, 4 and 5	Staff were more confident and better skilled to deliver an effective PE curriculum with a broader range of competitive and non-competitive sporting opportunities.	Membership - £4135
GSSP membership (Premium) Health & Wellbeing SLA	Teaching staff Children	Key indicator(s): 1, 2, 3, 4 and 5	Staff were more confident and better skilled to deliver an effective Health and Wellbeing curriculum with a broader range of health and wellbeing opportunities.	Membership - £950
PE Curriculum – synergise with events and ASCs	Teaching staff Children External coaches External agencies	Key indicator(s): 4 and 5	Children were better prepared for competitive events and had increased positive experiences of competition.	
Club Links – Develop links with local clubs through in school sessions and social media promotion of such clubs	Teaching staff Children External clubs	Key indicator(s): 1, 2, 4 and 5	Close House Golf, Durham CC, Ryton CC and Shape Performance provided lessons, clubs and ASCs. Children were more aware of the external opportunities. More children join these external clubs.	
Develop football skills in girls	Teachers Children External organisations External clubs	Key indicator(s): 1, 2, 4 and 5	Provided opportunities for competitive and non-competitive girls football. Y3-6 participated in competitive events. Year 1 – 6 had coaching sessions. More girls were engaged with football and developed their skills.	
Swimming – Year 5 children to attend weekly swimming lessons	Teachers Children External organisation	Key indicator(s): 1 and 4	Children increased their swimming confidence and skills. See above for swimming figures.	
OAA – KS2 children to varied OAA off site opportunities	Teachers Children External organisation	Key indicator(s): 1 and 4	Y6 surfing, Y5 OAA residential, Y3 orienteering. Children developed health and fitness, inspiration, enjoyment, team building and overcoming fears.	Y6 Surfing – £1400 Y5 OAA bus - £3050
Competitive Sport – Each year group to access a minimum of one cluster event and one GSSP event	Teachers Children External organisation	Key indicator(s): 1, 2, 4 and 5	All children experienced at least two competitive sporting events. Children developed holistic skills related to competition.	

Sports Day – Provide KS2, KS1 and EYFS sports day. KS1 and 2 delivered by GSSP.	Teachers Children External organisation Families	Key indicator(s): 1, 2, 4 and 5	All children had the opportunity of an intra-school complete events. Children developed holistic skills related to competition.	
Provide transport to external events	Teachers Children External organisation	Key indicator(s): 1, 2, 4 and 5	Children had a broader range of PE experiences	Busses - £6651
Olympics Enrichment Week – Provide and Olympics themed enrichment week	Teachers Children External organisation	Key indicator(s): 1, 2, 4 and 5	Children had broader range of PE experiences to engage, motivate and inspire, and develop skills and attributes.	Workshop – One Day Creative £1200 Skateboarding - £721 PE Around the World - £800 Baby Hub - £95 Tiny Tasters – £253 Medals – £180
Membership of the Blaydon and District FA	Teachers Children External organisation	Key indicator(s): 1, 2, 4 and 5	Year 5 and 6 children (girls and boys) had the opportunity to take part in competitive football events.	Membership - £150

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
Provided a broad range of PE and health and wellbeing ASCs for free.	Rugby (Y1) Rugby (Y2) Mindfulness (Y2) Wellbeing (KS2) Mindfulness (Y3) Hockey (Y3) Dance (Y3) Fencing (Y6) Golf (Y5) Wild Club (R) Core Workout (Y5) Gardening (Y2) Games Club (Y2) Hockey (Y4) Girls Football (Y6) Fitness (Y1) Rounders (Y3) Basketball (Y4) Active Games (Y2) Girls Football (Y1-4) More pupils: meeting their daily activity goal, encouraged to take part in PE and sports activities, experiencing a range of activities	Review extra-curricular clubs programme in advance of 2024-25 academic year.
Introduced ASC tracking system	Identify children who have not taken part in clubs and provide opportunities that will encourage engagement.	Provide opportunities relevant to children who have not taken part in any ASCs.

Monitor and review PE equipment in line with curriculum and ASC clubs. Purchase new PE equipment.	New equipment purchased. Children had access to properly resourced lessons and clubs. A broader range of PE activities and clubs were offered and accessed.	
Profile - Celebrate sporting opportunities and achievements through school walks, in class, assemblies, news bulletins, wall displays and on social media	More children inspired to engage and participate. Build pride and confidence in achievements.	
Competitive Sport - Provide children with a range of opportunities to take part in competitive sporting events	All children attended at least one competitive sporting event. Children experiences a competitive event and developed holistic skills and attributes. Children experienced success.	
Competitive Sport - Target children (SEND, pupil premium, social, emotional etc) for competitive sporting events	Targeted children experienced competitive events and had the opportunity to developed identified developmental needs	Build on SEND opportunities in 2024-25 academic year.
Carry out pupil voice interviews and surveys to monitor knowledge and skills development, curriculum implementation, interests and passions, ASC preferences, areas for improvement, feelings about PE and sport, engagement inside and out of school with sporting activity.	Gained a better insight into pupil learning, development and wants. Used data to adapt PE curriculum, teacher development, ASC provisions, leadership opportunities, competitive opportunities.	
Curriculum - Carry out curriculum implementation and barriers surveys	PE team know what has and hasn't been taught and why. PE can adapt the curriculum and/or action barriers reduction	Utilise the results to adapt the 2024-25 curriculum
GSSP membership (Premium)	Staff were more confident and better skilled to deliver an effective PE curriculum with a broader range of competitive and non-competitive sporting opportunities.	
Competitive Sport – Each year group to access a minimum of one cluster event and one GSSP event	All children experienced at least two competitive sporting events. Children developed holistic skills related to competition.	

Sports Day – Provide KS2, KS1 and EYFS sports day. KS1 and 2 delivered by GSSP.	All children had the opportunity of an intra-school complete events. Children developed holistic skills related to competition.	
Olympics Enrichment Week – Provide nd Olympics themed enrichment week	Children had broader range of PE experiences to engage, motivate and inspire, and develop skills and attributes.	
Provide transport to external events	Children had a broader range of PE experiences	
Provide activities and resources for active break and lunchtimes	<p>Activities and resources monitored, reviewed and modified. Equipment purchased. Staff consulted and briefed on programme implementation.</p> <p>Children had a greater range of activities. More pupils: meeting their physical daily activity goal, encouraged to take part in PE and sports activities. Behaviour improved and arguments reduced (anecdotal evidence)</p>	
Target children for ASCs (SEND, pupil premium, girls only, social, emotional etc)	More children having opportunities that focus on their developmental needs. More children with specific barriers engaging with PE opportunities	
Equal access to ASC for girls and boys	More girls engaging with sporting opportunities	

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?	97%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	69%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	Avril Armstrong
Subject Leader or the individual responsible for the Primary PE and sport premium:	Barry Elliott, Emily Rochester and Charli Foster
Governor:	Ellie Liddle
Date:	24 July 2024