



# 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
Further increase opportunity to engage in extra-curricular activities by offering a greater variety of clubs to more year groups at once.	Offering a greater variety of clubs to more year groups at once significantly enhanced student engagement and participation in extra-curricular activities, fostering a sense of community, promoting diverse interests, and providing valuable opportunities for personal and social development.	Children have had the opportunity to engage with a variety of extra-curricular activities involving a variety of sports both through the use of external coaches, staff and MSSP.
More children to engage in lunchtime physical activity through the new playground zoning system.	The new playground zoning system allowed more children to engage in lunchtime physical activity, leading to increased participation in various competitions and festivals that introduced them to new sports and facilitated connections to local clubs. This initiative not only promoted active play but also encouraged students to explore diverse sporting opportunities beyond the school environment.	This has also involved children taking part in various competitions and festivals which have introduced them to new sports and club links.
Enhance the curriculum further to improve the quality of PE – this year with a focus on social skills and teamwork.	To enhance the curriculum further and improve the quality of physical education with a focus on social skills and teamwork, more equipment was purchased to encourage children to engage in physical activity during lunchtimes. Additionally, sports leaders are being trained to facilitate these activities, helping to promote collaboration and effective communication among students while fostering a positive and inclusive environment.	More equipment was purchased for children to engage with physical activity at lunchtimes and sports leaders are in the process of being trained.

Develop staff confidence, knowledge, and skills throughout the year.	To develop staff confidence, knowledge, and skills throughout the year, teachers utilised Complete PE as the main resource for curriculum teaching. Training led to a focus on effectively integrating Complete PE into the curriculum, which enhanced teachers' understanding and application of the program, ultimately leading to improved delivery of physical education.	Complete PE was used by teachers as main curriculum teaching – GC attended training on using Complete PE in the curriculum.
Better utilise the expertise of existing staff and provide bespoke support to staff in less confident areas.	We carefully selected units that focused on implementing teamwork and social skills, such as leadership activities. This approach allowed staff to leverage their strengths while creating an environment for students to develop essential interpersonal skills during physical education.	Staff training on developing social skills through PE and sport was not undertaken – however units were carefully chosen to implement teamwork and social skills e.g. leadership
Offer children a wider range of activities and sport and provide pathways for these to be continued beyond FHAL.	Offering children a wider range of activities and sports, along with pathways for continued engagement beyond FHAL, has had a significant impact. Staff have been given the opportunity to work alongside external coaches, such as those from Grade A Sport and the Royal Ballet, which has enhanced their teaching skills and enriched the students' experiences. This collaboration not only exposed children to new sports and artistic disciplines but also inspired them to pursue further opportunities in these areas, fostering a lifelong interest in physical activity and the arts.	
Bring attendance at inter-school competitions in line with what it was pre-covid.	Bringing attendance at inter-school competitions in line with pre-COVID levels has positively impacted student motivation and participation. The ECT PE training provided through MSSP and the curriculum training offered through Complete PE for relevant staff have equipped teachers with enhanced skills and strategies to effectively engage students in physical activities. As a result, students have become more enthusiastic about competing, leading to increased confidence and improved performance in inter-school events, while also fostering a strong sense of community and sportsmanship.	
Increase engagement so that all children who want to, can take part in at least one inter-school competition.	To increase engagement so that all children can participate in at least one inter-school competition, the Complete PE scheme was renewed and used as the main resource for	

<p>Every child to have participated in at least 1 intra-school competition.</p>	<p>teaching. By offering a variety of units, students were exposed to a broader range of sports and activities, which enhanced their skills and confidence. This approach led to higher participation rates in competitions, fostering a greater sense of inclusion and achievement as students enjoyed the experience of representing their school.</p> <p>New equipment was purchased so that every aspect of Complete PE can be delivered effectively – PE storerooms also organised and sorted to give staff easy access to resources.</p> <p>The goal for every child to participate in at least one intra-school competition had a positive impact, supported by a robust calendar of extra-curricular activities, including events from MSSP. Transport was provided for all students during school hours, ensuring accessibility for everyone. By joining the Mansfield SSP and engaging with their competition calendar, the school offered a variety of sporting opportunities. Additionally, staff were given the necessary cover to take students to events, and equipment was purchased, allowing football matches and other competitions to be hosted. Sports leader training will begin next year, further promoting student involvement. These efforts were recognized with the Bronze School Games Mark, highlighting the increased engagement and participation.</p>	<p>-Calendar of extra-curricular activities in both school and from MSSP engaged with – evidence of this through Bronze School Games Mark.</p> <p>-Transport provided to and from events for all children taking part during school time.</p> <p>-Mansfield SSP joined, and competition calendar engaged with.</p> <p>-Children have been picked for sports leaders and training to commence next academic year.</p> <p>-Cover was provided and teachers were able to take children to events during school time.</p> <p>-Equipment purchased – football matches hosted. Variety of sporting competitions to be hosted next academic year.</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
<i>After school sports club activities for pupils.</i>	<i>Office staff to be aware of external coaches on site. Parents/Carers to be contacted. Pupils given option to take part.</i>	<p>Key indicator 2 - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£1000 - £1500 costs for coaches to run after school sports sessions.</i>
<i>Paralympic Sports Experience – Wheelchair Basketball</i>	<i>Teachers/Tas to be aware of external coach teaching session. Pupils to take part across the week.</i>	<p>Key indicator 2 - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to</p>	<i>Pupils get a chance to experience a different sport and understand diversity through sport. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£700 costs for specialist coach to run sessions for whole school experience.</i>



		all pupils.		
<i>Mansfield Primary School Sport Partnership Membership – Access to sporting calendar for pupils and CPD for teachers.</i>	<i>PE Co Ordinator, Teachers and TAS for training needs and supporting pupils. Pupils to take part in various sporting events and be trained as sports leaders.</i>	<p>Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 5 - Increased participation in competitive sport.</p>	<p><i>Pupils get a chance to take part in a range of different sporting activities and events ranging from competitions to team building activities. Children have a chance to train with specialist coaches and be directed to local sports clubs and teams. Group of children to be provided with sports leader training.</i></p> <p><i>Teachers and TAs are able to undertake training across various sporting principles.</i></p> <p><i>PE Co-ordinator able to work alongside school games coach and other trained professionals to raise the profile of PE across the school.</i></p>	<p><i>£550 costs for membership and access to sporting calendar and training.</i></p> <p><i>£2000-£2500 costs for children to access sporting events and competitions.</i></p>
<p><i>Complete PE Curriculum Membership</i></p> <p><i>Real PE Curriculum Membership</i></p>	<p><i>Teachers/TAs have access to curriculum resources to aide in the teaching of PE.</i></p> <p><i>Pupils have access to good quality PE teaching.</i></p>	<p>Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to</p>	<p><i>Teachers/TAs given clear lesson plans to aide in the teaching of high-quality PE lessons. They also have access to pupil assessment tool.</i></p> <p><i>Pupils have access to well-informed teachers and Tas for high quality PE lessons to take place.</i></p>	<p><i>£1000 costs for membership and switching curriculum providers for next academic year.</i></p>

		all pupils.		
<i>Staff Sports Attire</i>	<i>Teachers/TAs have access to sports attire provided by school.</i>	Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.	<i>Teachers and TAs look professional in PE kit bearing the school logo to help raise the profile and expectations of PE within school.</i>	<i>£600-£700 costs for staff sports kit.</i>
<i>Sporting Equipment for curriculum needs and sporting events.</i>	<p><i>Teachers/TAs have access to a range of equipment to aide them in delivering high quality PE lessons.</i></p> <p><i>Children have access to a range of equipment during PE lessons and sporting events.</i></p>	<p>Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 5 - Increased participation in competitive sport.</p>	<p><i>Teachers and TAs have access to sports equipment allowing them to deliver high quality PE lessons.</i></p> <p><i>Children have access to sporting equipment for them to use within PE lessons and at after school clubs and competitions.</i></p>	<i>£14000 costs for equipment.</i>
<i>Sports day and Intra-sports trophies and medals and trophy shelf.</i>	<p><i>All staff in school have visual reference to profile of PE within school.</i></p> <p><i>Parents/carers have visual reference to the profile of PE within school.</i></p> <p><i>Children have visual reference to their</i></p>	<p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key Indicator 5 - Increased participation in competitive sport.</p>	<p><i>All staff and parents/carers will have visual reference in the main reception area of the high-profile PE has within our school.</i></p> <p><i>Children will have visual reference of the trophies they</i></p>	<i>£800 costs for a sports day champions cup, an intra sports champions cup, medals for every child at sports day and a trophy shelf for the main reception.</i>



	<i>relationship with sport in school and at home.</i>		<i>have contributed towards achieving within the school and will also have a positive experience through receiving a medal at sports day to take home.</i>	
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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
<p><i>After school sports club activities for pupils.</i></p> <p><i>Paralympic Sports Experience – Wheelchair Basketball</i></p> <p><i>Mansfield Primary School Sport Partnership Membership – Access to sporting calendar for pupils and CPD for teachers.</i></p> <p><i>Complete PE Curriculum Membership</i> <i>Real PE Curriculum Membership</i></p>	<p><i>More pupils met their daily physical activity goal and were encouraged to take part in PE and Sport Activities.</i></p> <p><i>Pupils got a chance to experience a paralympic sport (wheelchair basketball) and understand diversity through sport. More pupils met their daily physical activity goal and were encouraged to take part in PE and Sport Activities.</i></p> <p><i>Pupils got a chance to take part in a range of different sporting activities and events ranging from competitions to team building activities. Children had an opportunity to train with specialist coaches and be directed to local sports clubs and teams. A group of 20 children were provided with sports leader training. Teachers and Tas were able to undertake training across various sporting principles including physical literacy/active minutes/playground leader training. PE Co-Ordinator was able to work alongside school games coach and other trained professionals to raise the profile of PE across the school. (Gold School Games Mark awarded)</i></p> <p><i>Teachers/TAs were given clear lesson plans to aide in the teaching of high-quality PE lessons. They also had access to the pupil assessment tool.</i> <i>Pupils had access to well-informed teachers and Tas for high quality PE lessons to take place.</i></p>	<p>Continue next academic year – key stage 1 and key stage 2 clubs to be available and delivered by external after school club provider each half term.</p> <p>All pupils took part in the activity. Engagement of children with SEND was high. Continue to give children diverse and inclusive experiences next academic year. Possibly introduce a different paralympic sport.</p> <p>The majority of children across school have taken part in at least one sporting event or competition this year. The children have been more actively engaged in leading sport through sports leader training and have carried this out at lunchtimes with groups of children. All staff had access to physical literacy and active minutes training delivered by the School Games Organisation. Midday staff were able to attend the playground leader training. Profile of PE has been raised across school, shown by achieving gold for our School Games Mark Award.</p> <p>Staff voice – suggested that the Complete PE scheme did not meet the aims we wanted for our children and wasn't supporting staff enough with differentiation and interesting ideas for engagement of all pupils. Therefore, we have bought a new scheme, Real PE, which we will be using in the next</p>

Staff Sports Attire	Teachers and TAs look professional in PE kit baring the school logo helping to raise the profile and expectations of PE within school and foster a sense of belonging.	academic year.  Staff sports attire to be purchased at the beginning of the next academic year.
Sporting Equipment for curriculum needs and sporting events.	Teachers and TAs had access to all the sports equipment needed to allow them to deliver high quality PE lessons. Children had access to sporting equipment for them to use within PE lessons and at after school clubs and competitions.	Equipment purchased has been used in PE lessons, clubs, competitions, and sports day.
Sports day and Intra-sports trophies and medals and trophy shelf.	All staff, children, parents/carers, and visitors to our school have visual reference in the main reception area of the high-profile PE has within our school. Children especially have visual reference of the trophies that they have contributed towards achieving within the school and had a positive experience of sport through receiving a medal at sports day to take home.	Sports Day was a huge success and largely increased the profile of sport within our school. All children were engaged and were extremely excited to have their own medal to take home. This will be continued in the next academic year.

## 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?	65%	Children are only able to engage with 9 weeks of swimming lessons rather than the advised 18 weeks due to costing of travel. Being a two-form entry school we have to split the 18 weeks into 2 sections of 9 weeks so that each class can attend fairly.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	68%	Pupils can use a range of strokes effectively, but some children need more time to embed the skill of each stroke.



What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	65%	Confident swimmers are confident in performing safe self-rescue in different water based situations.
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?	Yes/No	Currently, year 4 cohort attend swimming lessons.  Next academic year, a group of year 6 near swimmers/non-swimmers will attend alongside the second year 4 swimming class to embed swimming skills.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	Kerry Chadburn
Subject Leader or the individual responsible for the Primary PE and sport premium:	Gemma Curtis (PE Co-Ordinator)
Governor:	Richard Smith
Date:	01/07/24