



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
Encourage children to be more active during playtimes and lunchtime.	Children have been more engaged in physical activities during play times and lunchtimes. Increased social interaction and sportsmanship displayed between children across all year groups.	Children have a say in the activities they would like to see at lunch time, and we adapt the plan regularly.
Provide children with opportunities to take part in a range of fun and competitive sporting activities within school. To increase the children's opportunity to compete in school sports against other schools.	Students felt listen to. The children decided what events they would like to see in school. All children in KS2 had the chance to compete for their house in a interhouse competition. KS1 all took part in workshops and Sports Day. Children could compete against other schools and had the opportunity to link up with clubs outside of school to continue fostering their interest in the sport.	A wide range of sports are on offer with each your group involved in their own events.

<p>All staff to provide high quality PE lessons. Children to receive a wide and balanced PE curriculum.</p>	<p>The quality of PE lessons provided to the children will be enhanced. More confident and competent staff. Positive attitudes to health and wellbeing among children will improve.</p>	<p>Staff have benefited from learning from professional coach and feel more confident delivering PE.</p>
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending. **Funding allocation: £21,620.**

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
<p>Employ a PE Specialist and use other specialised staff to support the provision of sporting opportunities in school to put in place a CPD plan in line with staff confidence and competence.</p> <ul style="list-style-type: none"> • professional development • mentoring • appropriate training • access to external resources – Val Sabin Scheme and CPD through the national college. 	<p>Children in both KS1 and KS2. Class Teachers and TA's.</p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Employing a sports coach and utilising other specialists enhances staff confidence by enabling them to collaborate in teaching physical education. This partnership facilitates the identification of Continuous Professional Development (CPD) areas, allowing the sports coach to support staff in improving their skills, thereby ensuring sustainable impacts on the overall quality of PE lessons.</p>	<p>£18,000</p>
<p>Provide all students with two hours of timetabled Physical Education per week.</p> <p>To provide a broad and balanced curriculum.</p>	<p>All children in Year 1 -6. EYFS also take part in one PE lesson a week.</p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>Providing all students with two hours of timetabled Physical Education per week enhances their activity levels and overall well-being. A broad and balanced curriculum, including dance, gymnastics, outdoor adventurous activities, and outdoor PE. Additionally, swimming lessons in Year 3 and Year 5 equip children with vital life skills.</p>	

<p>60 Active Minutes</p> <p>Deliver 30 active for 50% of the school population. Using positive playtimes. Range of clubs on offer and active lessons.</p> <p>Continue to build a sustainable version of the Daily Mile.</p> <p>Both KS1 and KS2 children benefit from an afternoon playtime to facilitate a movement break and active play.</p>	<p>All children both KS1 and KS2 benefit from active playtime and lunchtimes.</p>	<ol style="list-style-type: none"> 2. Engagement of all pupils in regular physical activity. 3. The profile of PE and sport is raised across the school as a tool for whole-school improvement. 4. Broader experience of a range of sports and physical activities offered to all pupils. 	<p>The initiative to deliver 30 minutes of activity for 50% of the school population through the framework of 60 Active Minutes has yielded significant benefits. Positive playtime activities, facilitated by sports leaders, encourage children to engage in active play, fostering social skills and physical fitness. We continue to build a sustainable model of the Daily Mile, enabling children to walk and run regularly. Daily tracking of their participation ensures accountability and motivation. Furthermore, a lunchtime running club has been established, alongside a wide range of extracurricular clubs, to promote an active and healthy lifestyle among pupils.</p>	
<p>Extra- curricular provision provides equal opportunity regardless of gender.</p>	<p>All children</p>	<ol style="list-style-type: none"> 2. Engagement of all pupils in regular physical activity. 4. Broader experience of a range of sports and physical activities offered to all pupils. 	<p>The sustainability of extra-curricular provision fosters equal opportunities for all students, irrespective of gender. A broad spectrum of clubs, including girls-only football on Fridays, encourages female participation. Consequently, many girls confidently engage in mixed activities throughout the week, ensuring balanced representation in all sports.</p>	
<p>Track the 30-minute take up beyond school.</p>	<p>All children</p>	<ol style="list-style-type: none"> 2. Engagement of all pupils in regular physical activity. 	<p>The active survey provides a snapshot of children's activity levels across age ranges, enabling targeted interventions for the most inactive year groups. Taster sessions from local clubs and signposting to external clubs ensure that all children, including those eligible for pupil premium, have equitable access to enrichment opportunities.</p>	

Track the least active pupils and plan to increase their regular daily physical activity.	<i>Least active children</i>	2. Engagement of all pupils in regular physical activity.	<i>Monitoring the least active pupils allows for targeted interventions to enhance their daily physical activity. Encouraging participation in diverse sports and activities during active lunchtimes, alongside monitoring club attendance, ensures tailored offerings that engage children and foster a positive attitude towards physical exercise.</i>
Adopt a physical literacy informed approach. Understanding the thoughts, feelings and experiences of our young people. “Every child and young person has the right to be active, to benefit from being active in a safe, positive and trusted environment, and to have an equal chance to achieve their potential.”	<i>All children</i>	2. Engagement of all pupils in regular physical activity.	<i>Adopting a physical literacy informed approach significantly impacts student engagement and wellbeing. With 40 sports leaders facilitating activities, children foster positive relationships with movement. Initiatives like the Zones of Regulation enhance communication, teamwork, and social interactions, empowering children to explore their interests and acquire essential skills in sport.</i>
To create participation experiences that focus on how pupils move, connect, think and feel, helping them understand and develop their own relationship with movement and physical activity to find value, enjoyment and meaning.	<i>All children.</i>	2. Engagement of all pupils in regular physical activity.	<i>Creating sustainable participation experiences in physical education fosters pupil engagement by allowing them to choose activities that resonate with their interests. This enhances their understanding of movement, cultivates enjoyment, and strengthens their commitment to an active lifestyle, all while ensuring lessons are positive and staff support is evident.</i>
Share with all parents your competition intent and ask the same of other external providers engaging and delivering within with your school?	<i>Parents and children</i>	4. Broader experience of a range of sports and physical activities offered to all pupils. 5. Increased participation in competitive sport.	<i>Engaging all parents about competition intentions fosters a collaborative environment, promoting transparency with external providers. Utilising newsletters, the school website, and social media to celebrate children’s successes in both school and extracurricular sports reinforces</i>

			<i>community support. Clear guidelines in letters ensure children understand their interaction with these events.</i>	
Have a formal structure to engage young people through Sports Leadership.	<i>Y5 & Y6 children who become sports leaders.</i>	<p>2. Engagement of all pupils in regular physical activity.</p> <p>3. The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>4. Broader experience of a range of sports and physical activities offered to all pupils.</p>	<i>Establishing a formal structure for Sports Leadership significantly enhances student engagement in Physical Education, fostering a positive perception of sport from an early age. It nurtures emotional literacy, encourages leadership and confidence, and instils a sense of pride within the school sports community, promoting long-term sustainability.</i>	<p>Sports Leader Hats £197.50</p> <p>Sports Leader Badges £47.50</p>
<p>To increase our scale and reach of our offering.</p> <ul style="list-style-type: none"> - SGO events. - DDPSSA events. - DDSA (DFC) football events. 	<i>All children</i>	<p>2. Engagement of all pupils in regular physical activity.</p> <p>3. The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>4. Broader experience of a range of sports and physical activities offered to all pupils.</p> <p>5. Increased participation in competitive sport.</p>	<i>Increasing our scale and reach through membership in the Dartford District Primary School Sports Association and the Dartford District Schools FA will significantly enhance the PE, sport, and physical activity offerings at our school. This initiative will facilitate competitive opportunities and festivals across various sports, while also enabling training for sports leaders to actively engage peers during playtimes and lunchtimes.</i>	<p>£789</p> <p>Cost to cover staff to attending sporting events.</p> <p>£2,586</p>
To have a clear focus on transition points in Y2/3 and Y6/7.	<i>Y2,3 and 6 children.</i>	<p>4. Broader experience of a range of sports and physical activities offered to all pupils.</p> <p>5. Increased participation in competitive sport.</p>	Emphasis is placed on the transition points between Year 2/3 and Year 6/7, which significantly enhance sustainability within the school community. Both Key Stage 1 (KS1) and Key Stage 2 (KS2) participate in annual sports days, fostering team spirit and collaborative competition. The Year 2 and 3 transition sports event	

			acclimatises students to a larger playground and promotes competitive play. Older pupils assume roles as Buddies and Sports Leaders, supporting younger children during lunchtime activities. Year 6 students attend PGL, developing essential independent skills, while secondary schools engage with our children through visits and collaborative sports events, overseen by senior Sports Leaders, ensuring a seamless transition and reinforcing community ties.	
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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
Maintaining 2 hours of curriculum PE. Adapting PE to use smaller spaces and increasing outdoor PE due to the school hall being closed.	Even during hall closures, children benefited from two hours of curriculum PE, with an emphasis on yoga and the utilisation of outdoor spaces. Morning PE sessions enhanced opportunities for Outdoor Adventurous Activities (OAA), enabling pupils to remain engaged and active, fostering a sustained passion for learning.	Staff adapted well to ensure 2 hours of PE with only one hall. Children enjoyed a range of different activities.
Sports clubs provided throughout the year: Badminton and table tennis club Dodgeball Netball Football club Dartford District football Cricket club Pro futures football Rounders club Running club	The provision of diverse sports clubs significantly enhances student choice, enabling pupil voice to influence the selection of activities. For instance, hiring a cricket coach fosters engagement while promoting physical activity, encouraging children to attain the recommended 60 minutes of daily exercise, supporting their overall well-being.	We will try to provide an even wider range of clubs next year with some external providers able to return to use the school halls.
Inter- school competitive opportunities: Boccia Cricket Cross country Y5/6 Football league Y3/4 Football League Dodgeball Fast fives Cricket Rapid fire cricket Futsal Netball Orienteering Racket festival Tag Rugby	Inter-school competitive opportunities have significantly enriched our educational environment. With a plethora of events available, pupil voice has played a crucial role in shaping our choices. This initiative has fostered participation from a diverse range of pupils across Years 2 to 6, all eager to represent the school with pride.	We entered our largest number of competitive and non-competitive festival style events ever. Wentworth lead and run many events as part of the Dartford District Primary School Sports Association.

<p>Intra-school sport opportunities:</p> <p>Dance Dodgeball Athletics Netball Rounders Football Handball Staff vs student – football and rounders</p>	<p>Intra-school sport opportunities significantly enhance student engagement and community involvement. Sports leaders actively gathered feedback from children regarding desired events, which informed their planning. The staff versus student matches are particularly cherished, fostering school spirit and allowing parents to engage, thereby strengthening community ties.</p>	<p>Whole year group and house events allow all children to access a festival or competition during the year.</p>
<p>We achieved the School Games GOLD mark.</p>	<p>Achieving the School Games GOLD mark significantly enhances the sporting culture within our school, fostering a continued drive for improvement in physical activity levels. This recognition empowers student voice, thereby enabling learners to influence decisions related to sports and physical education, promoting inclusivity and engagement. Additionally, emotional literacy is bolstered as students navigate teamwork and competition, leading to improved emotional wellbeing. The commitment to increasing the amount of activity children undertake daily is paramount, ensuring that physical education continues to be an integral part of the school ethos, ultimately enhancing both individual and collective health outcomes.</p>	<p>The 4th year of the school Games Gold Award for the school.</p>

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?	81%	Children get the opportunity to go swimming twice during their time in school. In Year 3 and Year 5.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	74%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	71%	
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	The children were hit by Covid so many of the children had not been swimming until they went with the school.
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:	Mr L. Pollock - Headteacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr D. Harrington – PE Subject Coordinator
Governor:	Mrs V Churchill – Chair of Governors
Date:	31/07/24