





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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
• Everyone active. Enhancement of equipment for PE, playtimes and cross-curricular activities. All pupils to engage in regular physical activities.	• Pupils have experienced and benefitted from a variety of physical activities whilst developing skills at their own pace and levels.	• Purchase of equipment including footballs, tennis balls, boxing gloves and sensory circuit equipment.
• For pupils to have an array of activities available to them during social times. To develop and improve social skills, teamwork, communication and competitiveness within a structured, facilitated environment.	• Pupils have developed a love for social times. They have taken on playing games without adult supervision, running games by themselves. They have developed their favourite activities. It has encouraged the KS1 especially to socialize with older peers and learn to work with others rather than against them.	• Purchase of equipment including skateboards and scooters. • £1000

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
For students to have an array of activities available to them during social times. This is to help develop and improve social skills, teamwork, communication and competitiveness within a structured, facilitated environment. Further intentions are to improve pupils fitness and an understanding of a healthy lifestyle.	All pupils	Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	All / more pupils meeting their daily physical activity goal. Increase in general fitness of pupils. Emphasis on pupil's fine and gross motor skills. All pupils encouraged to take part in PE and Sport Activities. Promotion of healthy lifestyles. Pupils take ownership of equipment while making sure this equipment is looked after.	£4,757.40 Equipment purchased includes: • Scooters, skateboards and safety equipment including helmets. • Ezerollers – Ultimate Riding Machine x 9. • Selection of trikes x 4 • Fitness trampoline. • Footballs. • Portable Basketball Unit with padding. • Basketballs. • Tennis Balls. • Foam Flyers. • Crash mats. • Storage containers.
For students to focus on developing their personal, social, physical and emotional health outcomes through experiencing new activities and associated skills. High Ashurst (Surrey Outdoor Learning and Development)	All pupils / staff	Key indicator 2: The engagement of all pupils in regular physical activity. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of	Personal development of each pupil through the activities offered which compliments the work within school. Teamwork, leadership and safety procedures within the activities will be vital and an essential skill for the individual pupil's growth.	£1,390.80

identified for pupils to experience new outdoor activities to progress their personal development. For staff to develop their own skills and practice of teaching new PE disciplines within the Outdoor Learning activities covered at High Ashurst.		sports and activities offered to all pupils. Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.		
To develop a sensory circuit curriculum and acquire associated equipment to address pupil readiness to learn on arrival in school each day. To address the fine motor skills issues that a number of the pupils require.	All pupils	Key indicator 2: The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	The pupils will benefit from a structured session at the start of each day that will have an emphasis on group cohesion and teamwork, as well as individual benefits such as targeting their fine motor skills. Overall this will ready the pupils for the learning planned for the day.	£169.91 Equipment purchased includes: • Balance stepping stones • Beanbags • Balance blocks • Spyderball set
To upgrade existing football facilities to increase opportunities for competitive sport.	All pupils	Key indicator 5: Increased participation in competitive sports.	By introducing full sized goals to the football pitch area will offer greater opportunities for pupil participation in football, as well as training, coaching sessions and organized matches against other teams. New footballs.	£1,434.01 Equipment purchased includes: • 2 x Lightweight Folding Football Goals • Heavy duty pegs • Puma Orbita 6 Footballs

To develop all pupil's fitness levels through individual PE activities and fitness circuits.	All pupils	Key indicator 2: The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Fitness levels of the pupils will continue to increase. Enjoyment of fitness sessions will be greater. There will also be opportunities to experience new activities such as boxing. These fitness circuits will become a regular feature of PE sessions.	£130.95 Equipment purchased includes: • Punch bag • Medicine ball • Boxing gloves and pads
For all pupils to experience and participate in a broad range of sports that they are likely to have not had previous opportunities.	All pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils will be challenged to participate in sports that will require a range of new skills. In addition, this will benefit their own personal development and compliment the experiences at High Ashurst.	£440.00 Sports experiences included: • Watersports – kayaking, stand-up paddleboarding, sailing. • Footgolf. In addition, High Ashurst offered: • Archery. • Climbing wall. • High ropes. • Low ropes. • Crate stacking. • Cycling. • Team tasks. • Woodland skills.

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
For all pupils to experience and participate in a broad range of sports that they are likely to have not had previous opportunities. This included an 8-week program at High Ashurst (Surrey Outdoor Learning and Development), watersports via Aqua Sports Company located at Mercers Lake in Surrey and Footgolf.	All pupils had the opportunity to experience a range of new sports that offered the chance to learn new skills as well as testing their resilience in unfamiliar circumstances. This contributed to the overall personal development of all pupils which compliments the daily goals within school.	High Ashurst offered a range of physical challenges that tested the pupils in unfamiliar circumstances. Pupils were observed pushing themselves to their limits, in particular the high ropes where the children were encouraged and motivated to climb higher and achieve the goals set by the instructors. Pupils were embedded into the safety aspects of the activities, where they insured their peers were safe at all times. Teamwork was key for all children to achieve. A number of pupils were identified as having the natural ability to lead and find the best way to motivate their peers to succeed. These experiences truly benefitted their personal, social, physical and emotional health growth. The experience of watersports offered challenges in and on the water that none of the pupils had faced before. The resilience to overcome the initial fears of the pupils to try these new sports in deep water was a hugely positive experience and can be reflected on in the future when the children might doubt themselves.
To develop a sensory circuit curriculum and associated equipment to address pupil readiness to learn on arrival in school each day. *To address the fine motor skills issues that a number of the pupils require.*	The sensory circuit is now embedded in the early morning routine for all pupils. These sessions are of benefit in many different aspects for all individual children, for example addressing fine motor skills issues, working with and encouraging others, and teamwork.	The sensory circuit activities each morning has certainly benefitted the cohort of pupils and helped prepare them for the learning and school day ahead. Their readiness to learn after these sessions is enhanced. The individual benefits, addressing pupils ongoing physical and personal development is also clear.

For students to have an array of activities available to them during social times. This is to help develop and improve social skills, teamwork, communication and competitiveness within a structured, facilitated environment.	The pupils are more excited about breaktimes and engage readily in the physical activities on offer. There appears to be a greater incentive to achieve the academic learning tasks in order to access the equipment in the playground. This has also impacted the general fitness and physical health of the pupils. Pupils have taken ownership of the equipment and take greater care in their use and aftercare.	It is apparent that the pupils are engaging in more physical activity every day. They are enjoying a greater opportunity for play with their peers. These are often in circumstances where friendship issues with these SEN children often struggle. Staff are able to address these issues and then promote how to make and maintain friendships in the future. The health benefits of physical play are clear. The children are improving in the new skills they are learning and enhancing their fitness levels in tandem.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	*Pupils attend Reigate Valley College on a 12 week intervention. Swimming is not offered to the pupils during this intervention due to the constraints on the curriculum already in place.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	*N/A*

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

Signed off by:

Head Teacher:	*Steven Hayes*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*David Mills – Deputy Head*
Governor:	*Kerry Oakley – Chair of Governors*
Date:	12/07/24