



# 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
To build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years. This was done by creating and using an all-weather, all season, multi-sport surface (MUGA).	<p>More sporting provision has been provided across lunchtimes. Before the provision of the MUGA this was impossible and therefore all our extra sporting clubs were 'after school'.</p> <p>Even greater engagement in sports and PE particularly at lunchtime, after school and in the months from October to March, when the field is often waterlogged.</p> <p>Provides more opportunities for every child to engage in a minimum of 30 minutes physical activity every day.</p>	This all weather, all season, multi-sport surface has created more opportunities for children to be involved in sport at all times of year. We will continue to utilize this playing surface in all seasons.
To improve staff confidence when teaching PE and to support the planning of outstanding PE lessons.	The introduction of GetSet4PE continues to have a positive impact on staff confidence when teaching PE	To continue the subscription to GetSet4PE.

## 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>To provide high-quality physical education for all children, by utilizing the opportunities offered by the SSP (School Sports Partnership)</i>	<i>Teaching staff - as they need to attend events.  Pupils – as they will take part.</i>	<i>Key indicator 5: Increased participation in competitive sport.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>Plenty of intra and inter events offered to the children.  CPD offered to members of staff.  SSP Awards.</i>	<i>£5000</i>
<i>To enhance and expand the provision of sporting and physical activity clubs at Molescroft Primary School.</i>	<i>Teaching staff to run clubs.  Pupils – as they will take part.</i>	<i>Key indicator 2: Engagement of all pupils in regular physical activity.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.  Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	<i>Children have many clubs on offer to them including tennis, football, basketball, dance, handball, cricket, multi-skills, badminton and gymnastics.  They practise and prepare for the end of year theatre club where they perform dances. This year was ‘Cats’.  Over 100 students attended the Tigers Trust clubs on a</i>	<i>LK for gymnastics, clubs and after school events  £13 000  2x TA 1 hour (36 weeks)  £1 260</i>

<p><i>To develop staffs' knowledge of teaching PE with CPD.</i></p>	<p><i>Coaches – to coach the children and help staff.</i></p> <p><i>Staff – to observe and help out as a form of CPD.</i></p> <p><i>Pupils - as they will take part.</i></p>	<p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and Sport.</i></p> <p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and Sport.</i></p>	<p><i>Wednesday lunchtime and after school. Due to the amount of children attending, extra staff were deployed to help.</i></p> <p><i>To continue to provide a wide range of sporting clubs for the children and to continue working with Tigers Trust and expanding the provision at Molescroft.</i></p> <p><i>Staff work alongside PE specialists Tigers Trust to deliver sessions, this acts as targeted CPD for those staff who need or want it. This has been particularly useful for TAs in preparation for tournaments and teaching in PPA.</i></p> <p><i>To continue with this model.</i></p>	<p><i>Tigers Trust £5000</i></p> <p><i>Tigers Trust £2000</i></p>
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<p><i>Children to be highly motivated to develop their skills, knowledge and fitness.</i></p>	<p><i>Lunchtime staff – to oversee activities</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>New playtime equipment purchased to promote active playtimes and lunchtimes.</i></p> <p><i>It gave the children opportunity to participate in fun, active playtimes with a wide range of exercises and skills.</i></p> <p><i>To continue to use of the equipment during playtimes and lunchtimes.</i></p>	<p><i>£500</i></p>
<p><i>Children to experience more variety of sports within school.</i></p>	<p><i>Pupils – as they will take part</i></p> <p><i>Sports leaders – to help support children playing.</i></p>	<p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Two Petanqué pitches were made so that the children could experience a sport from France. This was available to play at breaktimes to encourage the children to be active. It also linked to our Geography study on France.</i></p> <p><i>To continue to promote sports that the children may not have heard of and encourage this during breaktimes.</i></p>	<p><i>£500</i></p>

<p><i>To support the staff in the planning of outstanding PE lessons.</i></p>	<p><i>Staff – to teach the lessons.</i></p> <p><i>Pupils – as they will take part.</i></p>	<p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and Sport.</i></p>	<p><i>Purchased resources from GetSet4PE website for staff to use to inform their planning of PE lessons.</i></p> <p><i>Positive feedback from all year groups. Teachers and TAs have felt more confident planning PE lessons and activities using the resource. PE lessons throughout school show progression</i></p>	<p><i>£550</i></p>
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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
To continue to provide a variety of clubs for children at Molescroft Primary School.	Pupils continue to experience a wide variety of sports at Molescroft such as tennis, badminton, netball, handball, cricket, Zumba, multi-skills, gymnastics, football and tag rugby.	To continue to provide a wide range of clubs to pupils at Molescroft.
To develop staff knowledge and offer CPD, as well as expanding the variety of clubs with Tigers Trust.	We continue to grow a strong relationship with Tigers Trust who offer a variety of clubs on a Wednesday lunchtime where over 100 pupils attend. So many pupils that we have had to employ support staff to help out. They also offer CPD opportunities for members of staff to improve staff confidence when teaching PE.	To continue to work closely with Tigers Trust and expanding the sports provision on offer at Molescroft.
To improve staff confidence when teaching PE and to support the planning of outstanding PE lessons.	The introduction of GetSet4PE continues to have a positive impact on staff confidence when teaching PE. It includes well-structured lessons, a variety of activities which are built upon and excellent resources to ensure that PE lessons continue to be outstanding.	To continue the subscription to GetSet4PE.

## 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?	84%	<i>The cohort of children was affected by Covid-19 and the restrictions that were in place during this time. All swimming lessons stopped for a period of time and by the time they were in Year 3, school swimming lessons had partially re-opened to schools. They only had a 6-week block of lessons (normally 10 weeks) and we found that children could swim, but lacked the stamina for 25m. They were able to build it back up once everything had re-opened properly over the last few years.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	82%	<i>Again, this cohort of children was affected by Covid-19 and lost out on the ability to attend swimming lessons. We found that this meant the children had less stamina of distance swimming and struggled to use a range of strokes effectively in Year 3. Once everything reopened, the children were able to build this back up and become more competent swimmers.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><i>All children could perform the safe self-rescue in different water-based situations.</i></p>
<p>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?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>Our swimming lessons are taught at the local leisure centre by trained swimming teachers who have the knowledge and confidence to teach swimming and water safety to our pupils.</p>

Signed off by:

Head Teacher:	<i>Michael Loncaster</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Tripp and Phoebe Dixon</i>
Governor:	<i>Kris Hilton (PE link governor)</i>
Date:	September 2024