



# 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
<p>Celebrating individual sporting achievements in whole school celebration assemblies.</p> <p>School Bronze Ambassadors hosting their own sports club and helping to organise sports events.</p> <p>Sports coaching enabled our pupils to gain an understanding and participate in a wider variety of sports (KS2) as well as develop fundamental skills (KS1).</p> <p>Implementing the 'GetSet4PE' scheme.</p> <p>Long term provisional CPD sessions for staff members</p> <p>Participation in Bridport and Beaminster sports pyramid</p>	<p>Allows our pupils to be recognised and feel proud about their sporting successes in and outside of school.</p> <p>Sports events/ activities that were run by the Bronze Ambassadors had a higher number of participants with a wider of variety of children wanting to take part.</p> <p>A larger percentile of children participated in a wider range of sports. A larger number of children identified they enjoyed PE lessons and wanted to take part.</p> <p>Implementing the 'GetSet4PE' scheme has given teaching staff more confidence towards teaching whole class pe.</p> <p>Teaching staff offered opportunities to sign up for CPD sessions in a variety of sports developing overall confidence towards teaching effective lessons.</p> <p>Children were given plenty of opportunities to participate in a wide variety of sports at a local competitive level.</p>	<p>Individual and sporting successes have continued into the current academic year and this will be a continued priority for 23/24.</p> <p>More children within the school now recognise the Bronze Ambassadors and set themselves goals to become one in the future.</p> <p>Sports coordinator to explore other sports coaching options as last year's provider is no longer trading.</p> <p>Staff survey identified most staff members were more confident teaching PE with the scheme.</p> <p>Staff survey identified teaching staff were confident in teaching "main stream" sports but lacked confidence in teaching sports less common (e.g. lacrosse, handball, etc.)</p> <p>Bridport primary school had plenty of sporting success last academic year with several of the school's sports teams now progressing onto county tournaments.</p>

## 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
<p>CPD opportunities to be offered to teaching staff</p> <p>Continued purchase of the 'GetSet4PE' planning scheme</p> <p>New Bronze Ambassadors to attend West Dorset training day</p>	<p>All teaching staff to be offered the opportunity.</p> <p>Teaching staff identified this tool to helping them have a better understanding of PE and giving them confidence in teaching sport.</p> <p>BA/play leaders will take on the club. BA to undertake the responsibility, supported by staff and sports lead, to devise and run the challenges and playtime equipment rota.</p>	<p>Key indicator 1 – increase confidence, knowledge and skill in all teaching staff in teaching pe and sport.</p> <p>Key indicator 1 – increase confidence, knowledge and skill in all teaching staff in teaching pe and sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p> <p>Teaching staff are more confident to deliver effective and supportive PE sessions to school pupils.</p> <p>Regular meetings and rotas with BA to assist in KS1 playtimes and KS2 introduce and initiate the playground game. BA confidence in presenting, leading playtime games and delivering warm-ups in lessons.</p>	<p>CPD opportunities to be offered through the Dorset Sports Games trust.</p> <p>provide CPD training to staff.</p> <p>Continue 'GetSet4PE' subscription.</p> <p>Contribute towards transport.</p> <p>Staff time to organise and oversee club.</p>

<p>Raise profile of pupils as leaders of sport and activity across the school.</p> <p>Continued focus on promoting lunchtime sports sessions/ activities for pupils.</p> <p>Updating and upgrading lunchtime and break sports/ activity equipment</p>	<p>Raising the profile of the bronze ambassadors with the idea this will encourage other pupils to also join them.</p> <p>Lunchtime supervisors / teaching staff and bronze ambassadors (who will later lead the activities).</p> <p>Pupils – as they will take part.</p> <p>Sport's Days</p> <p>Pupils using sports/ activity equipment. Lunchtime supervisors and teaching staff running clubs and activities.</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 all pupils.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity.</p>	<p>Assembly taken to introducing Bronze sports ambassadors and their importance within the school.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>A wider range of sports/ activity equipment on the playground has proven to be positive for increased participation. Activities at lunchtimes have positively impacted children's behavior and social interactions with others.</p> <p>Through focused sports clubs and activities, we</p>	<p>Staff time used to organise assembly.</p> <p>Cover for sports leader and transport costs/</p> <p>Teaching staff to supervisor activities.</p> <p>Improving and updating sports equipment. Grounds maintenance</p> <p>Old sports equipment from PE shed and cupboard to be reused at lunchtimes.</p>
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<p>Offer a wider range of sports clubs and activities aimed at girls' participation in football, netball, etc.</p> <p>Whole school engagement in 'The daily mile'</p> <p>Continued whole school use of GoNoodle as an active learning tool to use in class. Encourage teaching staff to continue to use BBC super movers as an interactive learning tool with multicurricular links.</p>	<p>Pupils – specifically girls within key stage 2.</p> <p>Pupils across all age groups throughout the school.</p> <p>Pupils actively engage with dancing and sport related activities.</p> <p>Pupils engage in a</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 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 2 - The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4 – pupils are gain broader experiences through a wider range of sports and activities being offered.</p> <p>Key indicator 5 – increased numbers of children engage in competitive sport.</p> <p>Key indicator 3 – raising the profile of sport within the school. Those</p>	<p>will be able to encourage more girls to participate in sports and activities with the hope this is continued into secondary education or in the wider community.</p> <p>Sports coordinator to use surveys to hear pupils voice about 'The daily mile'. Identify how it can be improved and find out if pupils understand why the daily mile is important.</p> <p>Sports coordinator to look at adapting 'The daily mile' during spring and summer term to incorporate school field.</p> <p>Sports coordinator to use surveys to hear pupils voice about Gonoodle. Identify how it can be improved and find out if pupils understand why the daily mile is important.</p> <p>Sports coordinator to speak to pupils and listen to their opinions and</p>	<p>Forest School sessions for every child.</p> <p>Free – staff time to be used to supervise and run clubs and activities.</p> <p>Staff time used to plan out course and oversee pupils engage in activity.</p> <p>annual fee to subscribe to GoNoodle</p> <p>Staff time to survey pupils.</p>
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<p>events and participation activities including Xcountry, skipping, jumping, hula hooping, etc.</p> <p>Continued focus on celebrating sporting successes in whole celebration assemblies.</p> <p>Year 5 children have the opportunity to learn bike safety.</p> <p>Continued participation in the Bridport and Beaminster school sports pyramid events.</p>	<p>wider variety of sports events and activates as well as experiencing the competitive element within sport.</p> <p>Pupils – specific recognition by the whole school towards the individuals/ team's success.</p> <p>Pupils gain more confidence and understanding for cycling and are encouraged to cycle to school.</p> <p>Pupils are given opportunities to compete against other schools within the Bridport and Beaminster area in a wide variety of sports (including: football, handball, hockey,</p>	<p>who receive recognition will encourage others to follow their achievements.</p> <p>Key indicator 4 – pupils are gain broader experiences through a wider range of sports and activities being offered.</p> <p>Key indicator 4 – pupils are gain broader experiences through a wider range of sports and activities being offered. Key indicator 5 – increased numbers of children engage in competitive sport.</p> <p>Key indicator 4 – pupils are gain broader experiences through a wider range of sports and activities being offered.</p>	<p>ideas of different interhouse sports/ activities they would like to engage in. Sports coordinator to set regular dates (one per term) for interhouse competitions to be completed.</p> <p>More pupils will be encouraged to join sports clubs and activities to share these experience.</p> <p>Children more confident riding their bikes in a variety of situations with many having the opportunity to learn bike/road safety.</p> <p>Providing pupils with the opportunity to participate competitively against other local schools in the area. Continued communication between school sports coordinator and SSCO about what events/ sports interest the pupils.</p>	<p>staff time to setup and run events</p> <p>Pupil and staff time used to promote success.</p> <p>Free service offered to school through Dorset Council. Staff time to setup and arrange bikeability course.</p> <p>Paying for transport to events.</p>
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<p>After-school sports clubs and activities to be offered to all children.</p> <p>Sports coordinator to enter boys, girls and mixed teams into wider county competitions</p> <p>Sport coordinator to set up additional sports fixtures with schools outside of the Bridport pyramid</p>	<p>cricket, Xcountry, etc.)</p> <p>Pupils provided with an opportunity to join new sports clubs and learn new skills and games.</p> <p>Pupils are given a platform and opportunity to show of their ability wider competitive environment.</p> <p>Pupils given more opportunities to represent the school and demonstrate their sports talent.</p>	<p>Key indicator 4 – pupils are gain broader experiences through a wider range of sports and activities being offered.</p> <p>Key indicator 4 – pupils are gain broader experiences through a wider range of sports and activities being offered.</p> <p>Key indicator 5 – increased numbers of children engage in competitive sport.</p> <p>Key indicator 5 – increased numbers of children engage in competitive sport.</p>	<p>Sports lead to liaise with office staff to ensure a wide range of active after school clubs are available to KS1 and KS2 children throughout the year.</p> <p>Allowing pupils to compete in competitions that the school has not competed in before.</p> <p>Therefore, encouraging more pupils to participate in sports clubs and activities as well as providing them with an opportunity to represent the school.</p>	<p>Staff time to organise and run after school clubs.</p> <p>Contribute towards school transport to sports events. Staff time to organise and support pupils.</p> <p>Staff time to organise and support pupils.</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
<p>Continued development of girls' sports teams and engaging in local sporting events. Encouraging more girls to take part in competitive sport.</p> <p>Boys and Girls sports teams representing Bridport Primary School and West Dorset at this county football finals in Bournemouth.</p> <p>All school sports teams successfully competing at Bridport pyramid school sports events.</p>	<p>High percentage of girls in Key Stage 2 took part in a wider range of sports and enjoyed being able to compete against other girls' sports teams.</p> <p>Boys and Girls throughout the school being able to see future opportunities to take part in sport and represent their local area in wider competitions.</p> <p>Acknowledgement of achievements within celebration assemblies, school website and the local newspaper has meant more children are wanting to join and engage within a wider variety of sports clubs and activities.</p>	<p>The success of this year's girls' football team has led to more girls wanting to take part in a wider variety of sports.</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?	75%	Due to the swimming provider closing down, we were unable to send current year 6 children for top up sessions before the start of the current academic year. Further top up have been booked for later in the current 23/24 academic year.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	Due to the swimming provider closing down, we were unable to send current year 6 children for top up sessions before the start of the current academic year. Further top up have been booked for later in the current 23/24 academic year.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	50%	Due to the low percentile of additional sports premium funding has been allocated to provide year 6 pupils with 'top-up' swimming sessions to ensure all pupils are able to perform safe self-rescue during 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	Further top up sessions have been arranged for later in the 23/24 academic year to support current Year 6 children reach the minimum swimming proficiency distance.
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:	<i>Michaela Kite</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Toby James</i>
Governor:	<i>Mike Young</i>
Date:	Sept 23