



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.

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
Employ Scott Collins to support teacher's development in teaching PE across the year.	All teachers. All pupils	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	At Quinton Church Primary School, our dedicated coaching programme has provided one hour of personalised coaching to each teacher per week throughout the academic year. This initiative aimed to enhance teaching practices, improve student outcomes, and foster professional growth among our staff.	£8,571.75

<p><i>Employ a coach to provide a wide range of play activities at lunchtimes 4 days a week.</i></p>	<p><i>All pupils and lunch supervisors</i></p>	<p><i>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.</i></p>	<p><i>1. Improved Physical Health and Fitness</i> <i>Active Play: Children participated in structured play activities that promoted physical exercise, leading to improved fitness levels and overall health.</i> <i>Skill Development: The coach introduced various sports and games, helping students develop motor skills, coordination, and agility.</i></p> <p><i>2. Enhanced Social Skills</i> <i>Teamwork and Cooperation: Through group activities and team games, students learned the importance of teamwork, cooperation, and fair play.</i> <i>Conflict Resolution: The coach facilitated activities that required students to work together and resolve conflicts amicably, fostering a positive social environment.</i></p> <p><i>3. Increased Enjoyment and Engagement</i> <i>Variety of Activities: A wide range of play options ensured that all children, regardless of their interests, found something engaging and enjoyable to do during lunchtimes.</i> <i>Positive Lunchtime Experience: The structured play activities transformed lunchtimes into a period of excitement and enjoyment, reducing incidents of boredom and misbehavior.</i></p>	<p>£4,285.88</p>
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<p><i>Run several whole-school sports events to engage the whole community, including sport day, and distributed sports awards across the school.</i></p>	<p><i>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>The whole-school sports events at Quinton Church Primary School have had a significant positive impact on our students and the wider school community. By promoting physical activity, enhancing school spirit, recognising achievements, and fostering personal development, these events have contributed to a healthier, happier, and more engaged school environment. The success of these initiatives underscores the importance of continued investment in sports and physical activities for our students.</i></p>	<p>£205.10</p>
<p><i>Provide after school clubs in a range of sports, with access for different year groups, including hockey, rounders and multi-sports.</i></p>	<p><i>Pupils from all year groups have access to the clubs.</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>The after-school sports clubs at Quinton Church Primary School have had a significant positive impact on our students. By promoting physical health, enhancing skill development, fostering social interaction, and boosting personal growth and confidence, these clubs have become an integral part of our school community. The success of these clubs underscores the importance of providing diverse and engaging extracurricular activities for our students.</i></p>	<p>£3,238.40</p>

<p><i>Use sports coach to facilitate a weekly competitive sports event with other schools on Tuesdays. Offer to a range of children and sports.</i></p>	<p><i>Some pupils who were invited based on their skills and strengths.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>The weekly competitive sports events facilitated by our sports coach have had a profound impact on our students at Quinton Church Primary School. By promoting physical fitness, developing sports skills, fostering sportsmanship, and engaging with the wider community, these events have become a highlight of our school week. The success of this initiative underscores the value of regular competitive sports in enhancing the overall educational experience for our students.</i></p>	<p>£3,561.47</p>
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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?	70 %	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	81 %	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87 %</p>	<p><i>Use this text box to give further context behind the percentage.</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>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>No</p>	<p>This could be a future need.</p>

Signed off by:

Head Teacher:	<i>Carl Watkins</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lauren Hansard</i>
Date:	July 2024