



# 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>The funding was spent on a range of resources, a PE coach to offer a wider range of sport/PE for our pupils, as well as give CPD opportunities for staff. Each class had one lesson taught by a PE specialist and the other lesson they taught the lessons themselves.</p> <p>We offered free entry to paid clubs for children on our pupil premium list.</p> <p>We entered lots of competitive sport events/leagues throughout the year to give lots of children the chance to compete competitively.</p>	<p>Children have access to a wide range of sports and they can play competitively.</p> <p>We have replenished stock to maximise the chance for children to be able to play in two different PE/sports topic a week.</p>	

## 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.

<b>Academic Year: 2023-2024</b>	<b>Total fund allocated:</b>	<b>Funding £18,940</b>	<b>Date updated: July 2024</b>	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity- Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Funding</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		Evidence of impact: what do pupils now know and what can the now do? What has changed?	Keep our Sports Coach on for as long as possible, especially as majority of staff have moved year groups.
All pupils will get regular daily opportunities to engage in physical activity	Children have active play time and lunchtime schedule. Pupil leaders (PALS) at lunchtime help run the active sessions with a range of equipment, Including cricket bats, goals, stop watches)  Year 4 and Year 5 to take part in the daily mile. Other year groups encouraged to also	£1270.83	Children get their 30 mins of exercise a day (at least) between the daily mile and the active opportunities at break and lunch time and two hours of PE a week.  The children understand how to compete competitively in Sports Day and can contribute their part to the competition for	Keep Sports Day as it is for next year as it works well for the majority of children. Tailor lessons to focus on these sports earlier on so they are more familiar with them.  Continue to develop PALS.  Encourage Year 5

	<p>participate.</p> <p>Children have access to field/MUGA and playground</p> <p>Brain breaks and Go Noodle during lesson time.</p> <p>Sports and PE lead to work with Mr Paddington to plan and run Sports Day- the playground games and the track running events.</p> <p>Children have the chance to practise the activities they will be doing across Sports Day.</p>		<p>themselves and their house. Children will want to go on and compete competitively in secondary school.</p>	<p>(current Year 4s) to continue with the daily mile now that they have been doing that in Year 4 as well.</p>
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Academic Year: 2023-2024	Total fund allocated:	Funding	Date updated:	July 2024
<b>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Funding</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
To raise profile of a range of sports across the school	<p>Boot scrapers</p> <p>Sports Day resources- stickers, top up of equipment to run sports day- our annual all day school event. Sports Day is an inclusive event for all children.</p> <p>Children are given updates about sports and given new initiatives where relevant.</p> <p>Reminders about ways to be active.</p> <p>Children are given</p>	£260	<p>Children across the KS now have a greater knowledge and understanding of different skills and knowledge.</p> <p>Parents are aware of the sport opportunities we provide</p> <p>St Lawrence sport promoted in external bulletins which raises the profile of sport at the school</p>	<p>PE Lead to continue to check stock levels and planning to ensure the PE cupboard is fully resourced to enable engagement in a wide range of PE and sport topics across the key stage.</p> <p>With the new PE lead, decide whether new lessons/topics should be taught.</p> <p>Could there be new areas that could be brought in?</p>

	<p>information about the Old Cranleighan hockey club with the hope that they will join the club- chance to meet their 30 mins exercise goal daily.</p> <p>Parent shows, for example, gymnastics, athletics, cricket, football and netball matches.</p> <p>Newsletter/FF/Twitter updates so all children and parents are aware of the sporting opportunities at St Lawrence.</p>			
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Academic Year: 2023-2024	Total fund allocated:		Date updated:	July 2024
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Funding allocated</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice</p> <p>To continue to develop the good knowledge, skills and understanding of all our staff in delivering high quality PE lessons</p>	<p>Make sure your actions to achieve are linked to your intentions</p> <p>PE specialist modeling high quality teaching three days per week to all staff.</p> <p>PE Lead to continue to conduct PE lesson drop ins to assess knowledge, skills and understanding of all staff.</p> <p>Get Set For PE updates to all staff when necessary to ensure consistency of use. Videos to demonstrate techniques to staff.</p> <p>PE Lead to feedback strengths and areas for development to all teaching staff .</p> <p>PE Lead training.</p>	<p>Approx £13,600</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>PE lead has a good knowledge and understanding of the teaching and learning that is taking place within sport and PE lessons. Teachers across the school have a better understanding of different games and sports to be able to teach them more effectively.</p>	<p><b>Sustainability and suggested next steps</b></p> <p>Teachers are more skilled with teaching these topics and children benefit from their skilled teaching.</p> <p>Children are also challenged within these lessons.</p> <p>PE lead to work with teachers teaching in new year groups and encourages CPD opportunities.</p>

<b>Academic Year: 2023-2024</b>	<b>Total fund allocated:</b>		<b>Date updated:</b>	<b>July 2024</b>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Funding</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		Evidence of impact: what do pupils now know and what can the now do? What has changed?	
To provide a broader range of sports and activities to all pupils, including those with SEN, PP and vulnerable pupils.	Upkeep of the long-jump pit and line markings of the field Mr Paddington specialist PE teacher to teach one lesson per week with class teachers present and involved for CPD.  Our school grounds are to be fully utilised as much as possible across each term- MUGA, the cube, playground, field, basketball area.	£1700	Children have plenty of active opportunities during the school day to achieve the goal of 30 minutes of daily exercise.  Children have access to different skills and knowledge that Mr Paddington can bring, for example badminton, crazy ball floorball and basketball.	Children have these skills to play at lunchtime and in the future.  Children have these skills to play at lunchtime and in the future.  Children enjoy these sports and get better at them with the view to take them on when they get to secondary school

	<p>Extra-curricular clubs run by Mr Paddington Monday-Wednesday. These are paid clubs. Badminton, dodgeball, American football and Crazy Ball. PP children offered free places in all paid teacher clubs.</p> <p>Children will be taught a wide range of skills through different PE topics across the key stage.</p> <p>All children, including PP and SEND, are given the chance to attend varied clubs, for example dodgeball, boys' football, girls' football, foot tennis and tennis.</p>		<p>Children are more experienced with a range of sports and skills.</p> <p>Children have access to different sports and knowledge.</p> <p>Children who are potentially less active have the chance to take part in a structured club at school.</p>	<p>or beyond.</p> <p>Monitor knowledge and skills across the phase and make tweaks where necessary.</p>
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<b>Academic Year: 2023-2024</b>	<b>Total fund allocated:</b>		<b>Date updated:</b>	<b>July 2024</b>
<b>Key indicator 5: Increased participation in competitive sport</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Funding</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Subscription for the EDPSSA and Surrey Schools Cricket Association- hardball cricket and other competitive events. -District Sports -Cross country -Leagues for Years 5 and 6 -Hardball cricket -Indoor athletics -Link with East Molesey Cricket Club (EMCC)	The subscription allows us to host matches and competitive events within our cluster schools. PE lessons and training in clubs from teachers and parents allows children to compete in football, cross country, netball, athletics and cricket competitively.	£200 - EDPSSA £25 - Cricket Association	Children are able to represent the school in one of more of these areas. They are trained with the skills and knowledge to be able to compete within the cluster area or district.  St Lawrence has a good reputation for sport in the cluster. Lots of children are able to represent St Lawrence for competitive sport.	Keep paying the subscription as long as Aine Gee from Claygate School is running the cluster group.  Set up links with parents for cricket- especially hardball.  Offer more competitive opportunities for Years 3 and 4.  Look into joining Active Surrey membership another layer of opportunities.
<b>TOTAL SPEND: £17,055.83</b>				

## 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?	87% 9/70 (no)	<i>The majority of our pupils can swim. 10 parents did not not answer whether or not their child could swim,.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87%	<i>Children have swimming lessons in Years 4 and 5.. From the 87% of children, we are happy that they can swim using a range of strokes.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>unknown as Year 6 do not have swimming lessons.</p>	<p><i>As we do not have swimming lessons in Year 6, I am not prepared to commit a percentage to how many pupils can perform self-rescue.</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 is not applicable in St Lawrence as we do not have a swimming pool on our grounds.</p>

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Hayley Rey</i>
Governor:	<i>(Name and Role)</i>
Date:	