



# 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
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<p>Key indicator 1: The engagement of all 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</p>	<p>Play leaders have begun to assist with the enjoyment of play, thus further improving fitness levels.</p> <p>Employment of LSA sports specialist to develop succession planning, ensuring high quality provision across the school, helping to establish a sustainable, high-quality physical activity program and ensuring consistency across the school.</p> <p>Implementation of further sporting opportunities for children to take part in sports clubs if they wish. Participation increased through enjoyment of sports. All the children were able to confidently talk about the activities that they had participated in.</p>	<p>The initiatives to involve play leaders, employ a sports specialist, and broaden sports club offerings have collectively fostered a positive shift in pupils attitudes toward physical activity. By embedding these activities into daily routines, the school will not only help pupils meet physical activity guidelines but also instilling habits that contribute to their overall well-being.</p> <p>The employment of a dedicated sports specialist ensures that high-quality physical education is sustainable and beneficial for future cohorts. The variety of sports clubs has broadened students' exposure to different sports, and the increased participation and enjoyment</p> <p>The ability of pupils to articulate their experiences shows their confidence and positive attitude toward physical fitness. This progression in both structured and unstructured physical activity is growing and sets a solid foundation for lifelong fitness.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Real PE did not provide the impact due to the lack of coherence, and the order of teaching did not support pupils in building knowledge and developing fluency. The pupils did not always have the fundamental skills to succeed.</p> <p>The addition of a specialist PE teacher has positively influenced students' awareness of various sports activities and events. This is further reinforced by the house competition noticeboard, which helps keep sports visible and engaging within the school community, as does the weekly staff updates.</p> <p>Displaying photos on the PE board has been a valuable addition, providing students with visual reminders of ongoing activities, achievements, and participation, which keeps them motivated and involved.</p>	<p>While Real PE did not deliver the anticipated outcomes, the overall profile of PE, School Sport, and Physical Activity (PESSPA) has been elevated, largely thanks to the specialist PE teacher and his new team's strategic updates to the curriculum. The visibility of sporting events and character-focused lessons has created a positive culture around physical education that extends beyond physical skills to include personal growth.</p> <p>The recent initiatives have significantly enhanced the presence and importance of PESSPA within the school. The specialist PE teacher has been instrumental in fostering enthusiasm and awareness for sports, and the focus on character virtues aligns well with our goals for whole-school improvement. Although Real PE did not meet expectations, the adjustments to the curriculum</p>

	<p>The implementation of the new PE curriculum is beginning to embed character education within PE. Students now demonstrate and discuss character virtues—such as resilience, teamwork, and respect—during lessons. This has strengthened the link between physical education and personal development, making PE a more integral part of whole school improvement.</p>	<p>and the visual engagement strategies have been successful in creating a strong, cohesive approach to physical and personal development.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> <li>• <b>Staff Confidence in PE:</b> Although Real PE was initially intended to help staff feel more equipped to teach PE and develop students' core skills, it was ultimately found to be ineffective. However, the new PE lead has filled this gap, bringing expertise that has boosted staff confidence and engagement.</li> <li>• <b>Increased Staff Involvement:</b> With the guidance of the new PE lead, more staff are now volunteering to run additional sports and afterschool clubs, which has diversified the range of activities on offer and increased student access to physical activities outside regular PE lessons.</li> <li>• <b>Enrichment Clubs:</b> Responding to student interests, enrichment clubs like table tennis have been introduced, enhancing students' motivation and enjoyment by aligning with their preferences. This also supports their social skills, coordination, and enthusiasm for trying new activities</li> <li>• <b>Playtime Engagement:</b> Staff are becoming more actively involved during playtime, supporting and engaging with students through OPAL principles. This approach, along with the Playleaders initiative during lunchtime, has enriched the school's play culture, fostering an environment that values active play and supports students' physical and social development.</li> </ul>	<p>The employment of a dedicated PE lead has been instrumental in enhancing staff confidence, motivation, and the quality of PE and extracurricular offerings across the school. Although Real PE did not yield the expected results, the shift to a more staff-led approach with the new PE lead has proven effective. The introduction of OPAL principles has also brought structure to playtime, allowing for more purposeful and inclusive play. Enrichment clubs and active playtimes are addressing both physical and social development needs. This demonstrates our commitment to a well-rounded PE program that meets the needs of both staff and pupils, creating a sustainable model for long-term improvement in school physical activity.</p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p><b>Diverse Activity Offerings:</b> Expanding the variety of sports and activities has attracted a wider group of students, providing opportunities for children to explore different physical skills and interests. Dance and dodgeball have proven popular, increasing participation rates and appealing to students who may not traditionally engage with standard team sports.</p> <p><b>New Table Tennis Club:</b> Though fencing was not reintroduced this year, the addition of table tennis has been a welcome substitute, offering a new challenge and skill set for students. Table tennis has been especially beneficial for developing hand-eye coordination, focus, and fine motor skills, and it has added a unique option for students interested in individual sports.</p> <p><b>Partnerships with Other Schools:</b> By partnering with neighbouring schools, our students have had increased access to various sports and clubs beyond those typically available. This has not only broadened their athletic or dancing experiences but also fostered community relationships and provided students with the chance to interact with peers from other schools, enriching their social skills and team spirit.</p>	<p>The expanded variety of sports and activities has greatly contributed to making physical activity more inclusive and appealing to students with different interests. Table tennis has added a valuable option for students and filled the gap left by fencing, which was popular but could not be continued this year. Collaborating with other schools has also positively impacted on our school community and student engagement.</p> <p>The overall approach this year has been effective in providing a broad, inclusive sports program that encourages all pupils to discover activities they enjoy, supporting both their physical and social development. Table tennis to be extended to the community.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>By participating in the B&amp;D interschool sports events, students have been exposed to a range of competitive sports, enhancing their skills, resilience, and sportsmanship. These events allow students to test their skills in real competition settings, motivating them to improve and fostering a sense of pride in representing the school.</p> <p>Teaching sports in alignment with local competition schedules has not only improved skill development but also made students more confident and prepared for these events. This has resulted in a smoother</p>	<p>The strategy of linking PE lessons to local competition schedules has been effective in boosting student confidence and readiness for competitive sports. Active encouragement and inclusivity have helped more students take part, and they feel supported in their development regardless of skill level. Participation in B&amp;D interschool events and the School Games has been a positive experience, enhancing both the athletic skills and the personal growth of students.</p> <p>Our increased participation in competitive sports</p>



	<p>transition from practice to competition and contributed to higher levels of student engagement and success in these sports.</p> <p>Beam has focused on adapting and supporting participation in the School Games to accommodate the diverse needs and interests of all students. This inclusive approach ensures that more students can experience the benefits of competitive sports, including teamwork, goal setting, and personal achievement. Teachers and staff have actively encouraged participation, resulting in a noticeable increase in involvement across different age groups and abilities.</p>	<p>this year has been a success, providing meaningful opportunities for students to represent the school and grow through competition. Aligning teaching with competition requirements has been an effective approach, helping students feel prepared and engaged. The inclusive focus in the School Games ensures that all students, regardless of ability, can experience the benefits of competitive sports. These initiatives have strengthened school spirit and the students' commitment to physical activity, teamwork, and personal growth.</p>
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## Key priorities and Planning

This planning template will allow schools to accurately plan their spending. £20,840

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>PE specialist LSA employed to increase the opportunities for children to be active during play/lunchtime. Play Leaders to assist with other children being active.</p> <p>increase opportunities and maintain provision of after school activities, offering a wide range to encourage healthy lifestyles for children and maximise opportunities and experiences through</p> <ul style="list-style-type: none"> <li>• wet play activity/</li> </ul>	<p>Children – increased levels of participation.</p> <p>Children – ASD PE Equipment to be purchased to develop the fine motor skills of a range of complex needs children. These children will often struggle with complex movement and this equipment will encourage more complex movement and enable them to access areas of the curriculum they may previously have found difficult.</p> <p>Community - Due to the River Beam, to continue with swimming opportunities – twice in their academic</p> <p>Changes to</p>	<p>Key indicator 1 -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 5: Increased participation in competitive sport.</p>	<p>To achieve the Chief Medical Officer's guidelines for regular physical activity, Beam will implement a structured plan that promotes physical activity and creates lasting, sustainable habits for all pupils. We will embed structured daily activity into the school routine, using a mix of active play (OPAL) and structured PE lessons.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities - Morning and lunchtime activities, such as supervised sports, movement games, and access to play equipment, will help pupils stay active – under the leadership of Play Leaders.</p> <p>To ensure sustainability, we</p>	<p>£1000 for additional coaches to support lunchtime sessions</p> <p>Sports Leader Training - £350</p> <p>Cost of Bibs for playleaders - £237</p> <p>Coaches for PE year 3 swimming - £1800</p> <p>Coaches for competitions, opportunities - £5973</p>



<ul style="list-style-type: none"> <li>• Tournaments- intra and inter school.</li> <li>• Football club</li> <li>• Netball club</li> <li>• Cricket club</li> </ul> <p>&amp; to be involved in a range of extra curricula sport activities and intra and inter-school competitions/festivals.</p>	<p>To ensure that our children are given the opportunity (Years 4 and 6) to experience a range of sporting activities that are difficult to provide in inner city boroughs such as:</p> <ul style="list-style-type: none"> <li>• Canoeing &amp; Sailing</li> <li>• Orienteering.</li> <li>• Rock climbing</li> <li>• Caving</li> <li>• Archery.</li> </ul> <p>PGL? Stubbers? (yr 4) Trewern (yr 6)</p> <p>Children – The broad aim will be to get children ‘more active, more often’.</p>		<p>will engage teachers and staff through training in delivering short, engaging movement breaks or games and incorporate physical activity into the school’s curriculum and values.</p> <p>By fostering a culture that values regular physical activity, we aim to create lifelong healthy habits and improve pupils’ well-being, attention, and physical fitness.</p> <p><i>Pupil voice – changes to the structure of Sports Day</i> - Regular assessments and feedback from pupils will allow us to continuously refine our approach to maximize engagement and effectiveness.</p>	<p><i>Stubbers - £3600</i></p> <p><i>Fencing &amp; Street Dance - £1475</i></p> <p><i>Fencing &amp; Street Dance - £1660</i></p>
<p>PE Lead to attend termly Borough PE Leads meeting and inset offered through this network.</p>	<p>Staff and children.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p><i>The knowledge will be shared with PE staff to improve practice.</i></p> <p>By integrating PESSPA into the school’s broader educational</p>	

<p><i>We have been committed to the spend on Real PE but will be moving away from this package due to the employment of a PE Lead and coach to teach PE.</i></p>	<p><i>Staff Children</i></p>		<p>goals, we can promote teamwork, resilience, and concentration, which will positively impact academic performance and social skills. Initiatives such as celebrating sporting achievements in assemblies, incorporating physical movement into daily routines, and creating sports leadership roles for pupils will foster pride and a sense of responsibility.</p> <p>Staff training and collaboration will also play a crucial role, empowering teachers to weave physical activity into different subjects, making learning more dynamic and engaging. Sustainability will be achieved by embedding PESSPA into the school culture—through partnerships with local sports clubs, consistent professional development for staff, and ongoing feedback from students and parents. By building a lasting foundation that recognizes the value of physical activity in education, we aim to make PESSPA a core part of our school's identity and a long-term asset for pupils' well-being and achievement.</p> <p><i>The real PE package</i></p>	<p>Real PE 31/3/23 - 30/3/24 (part1) = £4745.00</p>
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			<i>was being used to assist general classroom staff to teach PE.</i>	
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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
<ul style="list-style-type: none"> <li>Expansion of after-school sports and activity clubs to offer a wide range of options, supporting healthy lifestyles and encouraging students to explore new physical activities.</li> <li>Ongoing support and resourcing to maintain the quality and availability of after-school clubs, ensuring consistent opportunities for students across year groups.</li> </ul>	<ul style="list-style-type: none"> <li><b>Increased Participation in Physical Activities:</b> The broader selection of after-school activities has significantly boosted student participation in physical activity beyond school hours. With more choices available, students can find activities that align with their interests, which has encouraged a sustained commitment to active lifestyles.</li> <li><b>Promoting Healthy Lifestyles:</b> Offering diverse activities, such as dance, basketball and table tennis, has not only engaged more students but also the importance of a balanced and healthy lifestyle. Many students are now more active outside of PE lessons, and they are showing increased interest in fitness and wellness topics.</li> <li><b>Enhanced Social Skills and Teamwork:</b> OPAL and our after-school activities provide valuable social experiences, where students develop teamwork, communication, and leadership skills. This is especially evident in team-based sports clubs, where students learn the importance of cooperation and supporting their peers.</li> </ul>	<p>As a target exposure to new experiences through after-school provision, students have been able to try new activities that may not fit into the standard PE curriculum. This exposure broadens their horizons, allowing them to discover new interests and skills in a supportive environment.</p> <p>The expansion and maintenance of after-school activities have been instrumental in supporting our students' physical and social development. By offering a wide array of activities, the school has successfully encouraged a larger number of students to engage in physical activities, helping them form positive lifestyle habits early on. The commitment to maintaining quality and variety in these clubs has fostered a culture of health and wellness that is reflected in students' enthusiasm and growing confidence.</p>
PE Lead's attendance at termly Borough PE Leads meetings or other lead meetings to stay updated on best practices, share resources, and discuss current PE initiatives across the borough or region.	Networking with other PE Leads has facilitated the exchange of ideas, allowing the PE Lead to bring fresh and effective practices back to Beam Primary School. This includes new approaches to curriculum planning, inclusive PE strategies, and methods to boost student engagement.	The commitment to professional development ensures that our PE Lead is well-informed and capable of delivering a modern, inclusive, and effective PE curriculum. The benefits of this engagement are evident in both the enhanced quality of our PE lessons and the enthusiasm of our



	<p>The PE lead has a more structured and progressive PE curriculum that addresses the diverse needs of students from early years to upper primary.</p>	<p>staff and students. It is clear that these connections are essential for continuous improvement and alignment with best practices in PE.</p> <p><i>Moving forwards, all PE staff and volunteers will offer a variety of after school activities. The PE Lead will increase the participation in all Borough competitions covering SEN, Festivals and competitive tournaments</i></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?	50%	<i>We are in area of high socio-economic deprivation. This means that very few of the children will have access to swimming lessons outside of school. Many children start swimming lessons as beginners but make progress due to us offering more lessons than most schools.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	45%	<i>See above.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	50%	<i>See above</i>
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?	No	We currently offer swimming at year 3 and year 6 for 6 weeks Which is more than most schools. This comes at a considerable cost due to hiring coach transport.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Whilst the PE Lead has a swimming teachers' qualification, the local pool requires their staff to deliver lessons to children.

Signed off by:

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