



# 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><b>To pay a proportion of sports coach wages and additional coaches and ensure enhancement of training opportunities/ qualifications</b>  <i>To ensure children access skilled and proficient sports coaching. Staff to be supported with their own professional development. Staff to have quality exemplar of PE teaching from a Level 6 qualified subject leader.</i></p>	<ul style="list-style-type: none"> <li>• Sports leader to provide a range of extra-curricular activities</li> <li>• Staff have access to high quality exemplar in school in order to plan and deliver high quality PE + sport with their own class.</li> <li>• Sustainability of sport at Tudor (with likelihood of less funding in future).</li> <li>• Enhancement of performance of sports coach.</li> <li>• Lead delivery and assessment of high quality PE curriculum</li> </ul>	<p>£9565</p>
<p><b>To pay for subscription to DSSN. (This will ensure that children are able to participate in inter school sporting opportunities)</b>  <i>School is supported with high quality training/ consultation opportunities. If able, DSSN can help school access inter school sporting opportunities.</i></p>	<ul style="list-style-type: none"> <li>• Children (individual and groups) able to participate in inter-school sporting events and festivals</li> <li>• DSSN support the school with Sports Coach and Sports Apprentice</li> <li>• Staff training opportunities to be offered or led by DSSN staff.</li> </ul>	<p>£1545</p>

<p><b>Specialist Dance provision for KS1 and KS2 (block booking of 10 sessions for each class)</b>          Kreative dance (alongside Sports Coach) are able to lead this area of the PE Curriculum. Children will be provided with highly engaging sessions, whilst Tudor staff members have a high quality exemplar for future dance lessons.</p>	<ul style="list-style-type: none"> <li>• Children from Year 1-6 have achieved the appropriate age-related targets for this area of the curriculum</li> <li>• Children enjoy taking part in dance sessions</li> <li>• Staff have a high quality exemplar of specialist dance teaching, in order to take this into future practices</li> </ul>	<p>£3600</p>
<p><b>Investment in new equipment – especially EYFS following the installation of a new playground surface in this area</b>  <i>To increase the amount of activity by ensuring children have a wide range of opportunities at breaktime, and there is an equality for all in what is offered.</i></p>	<ul style="list-style-type: none"> <li>• Children have a range of activities that interest all groups at breaktimes. This will be evident at all times of the year- eg all seasons.</li> <li>• Children enjoy being active at breaktimes and standards of behavior remain high.</li> </ul>	<p>£2810</p>
<p><b>Transport to inter-school sports competitions</b>  <i>Children able to attend sporting festivals and fixtures. More children enjoy opportunity to represent the school and be inspired through sporting activity</i></p>	<ul style="list-style-type: none"> <li>• All children enabled to take part in a school festival/ fixture.</li> <li>• Children are inspired to improve performance.</li> <li>• Tudor is recognised as a high quality school that is fully involved in Dacorum.</li> <li>• Tudor increases the number of sports on offer to engage a wider range of children</li> </ul>	<p>£2000 (transport costs did exceed this, but remaining costs funded by school)</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>To pay a proportion of sports coach wages and additional coaches and ensure enhancement of training opportunities/ qualifications</p>	<p><i>All children and staff</i></p>	<p><i>Key Indicator 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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>Key Indicator 3 - Profile of PE and sport is raised across the school as a tool for whole-school improvement</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 5 - Increased participation in competitive sport.</i></p>	<ul style="list-style-type: none"> <li>• Sports leader to provide a range of extracurricular activities.</li> <li>• Staff have access to high quality exemplar in school in order to plan and deliver high quality PE + sport with their own class.</li> <li>• Sustainability of sport at Tudor (with likelihood of less funding in future).</li> <li>• Enhancement of performance of sports coach.</li> <li>• Lead delivery and assessment of high quality PE curriculum</li> <li>• Sports Coach has supported class teachers in their own PE planning and delivery</li> </ul>	<p><i>£8613.80</i></p>

<p>To pay for subscription to DSSN. (This will ensure that children are able to participate in inter school sporting opportunities)</p>	<p><i>All children</i></p> <p><i>Class teachers</i></p>	<p><i>Key Indicator 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key Indicator 3 - Profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 5 - Increased participation in competitive sport.</i></p>	<p>Children (individual and groups) able to participate in inter-school sporting events and festivals</p> <ul style="list-style-type: none"> <li>• DSSN support the school with Sports Coach and Sports Apprentice.</li> <li>• Staff training opportunities to be offered or led by DSSN staff.</li> <li>• Tudor represented at their first Dacorum Dance festival</li> </ul>	<p><b>£1545</b></p>
<p>Implement Balanceability into the PE curriculum for EYFS and KS1</p>	<p><i>Reception and KS1 children</i></p> <p><i>KS1 Class teachers</i></p>	<p><i>Key Indicator 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</i></p>	<ul style="list-style-type: none"> <li>• Sports Coach to adapt current PE curriculum to introduce Balanceability for KS1</li> <li>• 15 Balanceability bikes to be purchased</li> <li>• 15 Balanceability helmets purchased</li> <li>• Sports Coach has undertaken formal Balanceability Learn to Cycle Training</li> <li>• Sports Coach has delivered at least 1 term of Balanceability sessions to EYFS</li> <li>• EYFS and KS1 staff are aware of Balanceability outcomes</li> <li>• KS1 staff have attended Balanceability training</li> <li>• KS1 staff have delivered at least a term of Balanceability sessions</li> </ul>	<p><b>£2623.20</b></p>



<p>Investment in new PE and breaktime equipment across the school</p>	<p><i>EYFS, KS1 and KS2</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>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</i></p>	<ul style="list-style-type: none"> <li>• Children have a range of activities that interest all groups at breaktimes. This will be evident at all times of the year- e.g. all seasons.</li> <li>• Children enjoy being active at breaktimes and standards of behaviour remain high.</li> </ul>	<p><b>£2500</b></p>
<p>Transport to interschool sports competitions</p>	<p><i>EYFS, KS1 and KS2</i></p>	<p>Key Indicator 3 - Profile of PE and sport is raised across the school as a tool for whole-school improvement</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 5 - Increased participation in competitive sport.</i></p>	<ul style="list-style-type: none"> <li>• All children enabled to take part in a school festival/ fixture.</li> <li>• Children are inspired to improve performance.</li> <li>• Tudor is recognised as a high quality school that is fully involved in Dacorum competitions</li> <li>• Tudor increases the number of sports on offer to engage a wider range of children</li> </ul>	<p><b>£3000</b></p>

<p>Continue to attend Skiing lessons (at Hemel Hempstead Snow Centre) as part of the school provision</p>	<p>Year 6</p>	<p><i>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</i></p>	<ul style="list-style-type: none"> <li>• Every member of Year 6 is offered skiing lessons at the Hemel Hempstead Snow Centre</li> <li>• Year 6 attend weekly skiing lessons in the summer term alongside the PE curriculum</li> <li>• Year 6 staff members are fully aware of the lesson outcomes so this can be used to evidence pupil assessments</li> <li>• Costs to parents of skiing lessons is heavily reduced due to part school funding</li> </ul>	<p><b>£1318</b></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.

Activity/Action	Impact	Comments
<p>To pay a proportion of sports coach wages and additional coaches and ensure enhancement of training opportunities/ qualifications</p> <p>To ensure children access skilled and proficient sports coaching. Staff to be supported with their own professional development. Staff to have quality exemplar of PE teaching from a Level 6 qualified subject leader.</p>	<p><i>Class teachers have been supported in their own PE delivery (demonstrations, teaching support, topic support, individual skill demonstrations, lesson examples) – notable improvement in quality of lessons</i></p> <p><i>Sports Coach has created an engaging curriculum, with lesson/unit plans created in order to inspire class teacher delivery</i></p> <p><i>School Twitter has been used to improve whole-school performance, updated regularly by Sports Coach</i></p> <p><i>Sports Coach has attended PE Lead meetings</i></p> <p><i>Sports Coach has ensure all other actions (to the right) have been implemented throughout the year</i></p> <p><i>Sports Coach has ensured CPD to other class teachers for their PE delivery – both Year 1 teachers attended a Balanceability Training workshop, and Year 5 teacher attended LTA Tennis Training</i></p>	
<p>To pay for subscription to DSSN. (This will ensure that children are able to participate in inter school sporting opportunities)</p> <p>School is supported with high quality training/ consultation opportunities. If able, DSSN can help school access inter school sporting opportunities.</p>	<p><i>15 inter-school competitions attended</i></p> <p><i>2 class teachers (Year 1) attended Balanceability training sessions in order to be implemented in KS1 delivery</i></p>	
<p>Implement Balanceability into the PE curriculum for EYFS and KS1</p> <p>To extend the PE curriculum further by introducing the Balanceability scheme, allowing children to learn how to balance on a bike in preparation for future pedal bike riding.</p>	<p><i>EVERY child in Reception and Year 1 has grown in confidence when using a balance bike. All children are able to walk and glide using a balancebike.</i></p> <p><i>Greater cycling ability has been demonstrated during PE lessons AND Freewheel Friday sessions.</i></p> <p><i>Greater number of children participating in active travel to and from school, due to increased interest in cycling</i></p>	
<p>Investment in new PE and breaktime equipment across the school</p> <p>To increase the amount of activity by ensuring children have a wide range of opportunities at breaktime, and there is an equality for all in what is offered.</p>	<p><i>Notably evident increase in children taking part in physical activity and sport at lunchtimes</i></p> <p><i>Pupil voice has allowed children to request further sports/games at breaktimes</i></p>	

**Transport to interschool sports competitions**

Children able to attend sporting festivals and fixtures. More children enjoy opportunity to represent the school and be inspired through sporting activity

**Continue to attend Skiing lessons (at Hemel Hempstead Snow Centre) as part of the school provision**

Cost of skiing to be heavily subsidised for each child, in order to offer provision to every pupil in Year 6

**85% of children from Reception to Year 6 has represented the school in inter-school sports competitions**

**Every child in Reception, Year 1, Year 2, Year 3 and Year 4 has represented the school in inter-school competitions (all off-site where transport has been essential)**

**Year 6 children have attended 4 weekly skiing lessons**

100% of children in 6Z have attended these lessons

83% of children in 6Y have attended these lessons (25/30)

## 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?	61%	<i>Children partially affected by COVID closures at the very start of the academic year (when pupils were swam in Year 4), but started to swim regularly on a weekly basis from the spring term.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	<i>Children partially affected by COVID closures at the very start of the academic year (when pupils were swam in Year 4), but started to swim regularly on a weekly basis from the spring term</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>65%</p>	<p><i>Children partially affected by COVID closures at the very start of the academic year (when pupils were swam in Year 4), but started to swim regularly on a weekly basis from the spring term</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><i>We look to introduce these top-up lessons in the next academic year.</i></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>	



Signed off by:

Head Teacher:	<i>Rob Weightman</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jordan Higgins – Sports Lead</i>