



# 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.

### Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.  
**There are 5 key indicators that schools should expect to see improvement across:**

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 a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at [www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](http://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)  
Download afPE's exemplification guidance at [www.afpe.org.uk/physical-education/advice-on-sport-premium/](http://www.afpe.org.uk/physical-education/advice-on-sport-premium/)

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We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments	22-23 Spend Total Spend: £19,451
1. PE Specialist JASC to continue to work with HIS into next academic year 2022-23. Planning and CPD teaching in KS1 by our sports specialists and Early Years to follow the curriculum progression as planned and outlined in conjunction with JASC.	1. Planning demonstrates that all pupils have access to a rich PE curriculum, which promotes physical development and a healthy lifestyle. Teachers have CPD opportunities weekly to increase quality and confidence of PE teaching across KS1.	1. Quality of teaching of PE across KS1 is of high quality, it is purposeful and effective. Children consequently enjoy lessons, PE and experience an active curriculum where all children participate.	JA SPORTS: £15,170  PE Staff: £1,874
2. Range of clubs on offer: JASC to continue with breakfast and after school club. Change of focus to cover more areas e.g. gym/dance / athletics / striking & fielding. The focus changes throughout the school year.	2. An increasing number of children have accessed the range of clubs on offer which adhere to their variety of interests. Children are experiencing different types of activities which they would otherwise not have the opportunity to take part in outside of school.	2. The range of clubs has been more inclusive and accessible to an increased number of children encouraging a rise in engagement and participation.	-
3. Links with local tennis club for after-school club.	3. The local tennis club now run an after school club on a Thursday for children in KS1. The numbers of participants has increased throughout the year.	3. An increasing number of families have signed up for tennis at the school and therefore created links with the local community and extended this by sending more children	-



		to tennis lessons including siblings to the local tennis club.	
4. Continued training for MDMS and support staff to develop active play times.	4. Support staff have been joining classes in CPD sessions with JASC coaching teaching the children an increasing number of playground games and consequently developing play literacy at lunch and playtimes. Staff have been encouraged to play these games with the children whilst on duty at playtimes. More pupils spending more time being physically active, including playtimes and after school. Impact has been: Increased staff confidence, knowledge and enjoyment, increased participation, improved health and fitness, improved behaviour at playtimes.	4. Whilst staff have had training in these areas, this intent should be ongoing into 23/24. Children have responded very well to adult let playground games at playtime when they have happened. These games should be timetabled into playtimes and lead by allocated members of staff going into the next academic year.	
5. Increase the number of Year 2 Sports Leaders to begin training in Autumn Term next academic year to begin support play times and lunch times in Spring or Summer term.	5. This year we had 15 sports leaders who were involved in helping at sporting events including the mini marathon, sports day and assemblies. The children thrived and gained confidence in this role.	5. The new Year Twos should also be trained to take on this role and going into the next academic year support the Year Ones to have increasingly positive and active playtimes. Next year these children	

	Sports leaders have been trained this year to begin to support lunch time play in lower year groups.	should have increasing responsibility.	
6. Children have enjoyed different schemes of work but would like more hockey and basketball games.	6. This year the Year Two children have played basketball and hockey during their invasion games unit as part of the Year Two curriculum.	6. For the academic year 23/24 these units will focus more on specific sports such as basketball, hockey, as well as netball and rugby. This gives a clear progression from the Year One curriculum whilst developing these skills.	
7.Children in Year 2 want more active lessons and breaks throughout the day – JSJ (Jump Start Johnny)	7. JSJ has been used throughout the year for active breaks and brain breaks.	7. Continue to include this in our school day going forward into the next academic year.	£229
8. More playground equipment to be ordered following pupil voice	8. This was ongoing throughout the year, with a focus on looking after the equipment and positive play with friends.	8. Increase the focus on this for the following year, look at storage and increasing children's responsibility of looking after the equipment.	£447
9. Continue with sports focuses such as Mini Marathon and competitions	9. This was a huge success for the children and the school raising in the region of £4000 for the school.	9. Next academic year continue with mini marathon and introduce more whole school events. Focus on raising money for playground equipment to be installed.	
10. Forest schools to continue with new Year 2 children	10. Forest School was a huge success which all children	10. Continue Forest school where possible going forward	£1,874

	could access on a half termly basis. Outdoor learning impacted the pupils and staff.	into the next academic year.	
11. Look into having another Healthy Body, Healthy Mind week	11. During this academic year this was not a possibility but it will be scheduled into the calendar for the following year.	11. Hold a healthy body and healthy mind week 23/24.	-
12. Establish links with locality schools about setting up multi-sports competition with our children. Investigate the possibility of hosting an event at Hassocks Infants School with other local schools.	12. Albourne Primary School came to HIS for an interschool multi-sports event. This as an invaluable experience which impacted pupils learning to compete with other children that they don't know whilst increasing their understanding of competition. It also benefitted staff and enhanced the connection between the two schools.	12. Host or attend another interschool event with Albourne and perhaps one other school this year.	-
13. CD to investigate the possibility of holding Year 2 sports day at Downlands Community School.	13. Our Year Two sports day was held at Windmills Junior School in the summer term. This was a fantastic event which in turn leant itself as a transition opportunity for the Year Twos who will be going to Windmills next academic year. The afternoon was a progression of activities from	13. To be repeated the following academic year 23/24 at Windmills Junior School.	-

	the infant school sports day and increased the children's understanding of competition and sportsmanship.		
14. Keep competitive element to sports day – re-use trophies. Continue with inter-form competitions for KS1 and introduce one in Spring 2 for Early Years.	14. This competitive element impacted pupils across the whole school. Class trophies were awarded to the winning teams and pupils learned about participation, working as a team, sportsmanship as well as winning and losing.	14. This element of competition- should be continued into the academic year of 23/24 across Early Years and KS1.	



This planning template will allow schools to accurately plan their spending.

<b>Action – what are you planning to do</b>	<b>Who does this action impact?</b>	<b>Key indicator to meet</b> (please see above for the list of key indicators)	<b>Impacts and how sustainability will be achieved?</b>	<b>Cost linked to the action 23-24</b>
<i>To maintain the current CPD programme with JASC 2 x days per week.</i>	<i>Teaching staff and pupils.</i>	<i>Key indicator 1, 2, 3, 4</i>	<i>Students will receive quality PE lessons once a week from sports specialists and staff receive CPD in teaching of PE.</i>	
<i>To develop the CPD module further by increasing the amount of class teacher led PE sessions with JASC supporting, observing and feeding back.</i>	<i>Teaching staff and pupils.</i>	<i>Key indicator 2, 3, 4</i>	<i>To improve the confidence and effectiveness of class teachers delivery of PE lessons.</i>	
<i>To continue to develop the extra-curricular programme with new clubs before and after school with a variety of local providers.</i>	<i>Families and Pupils.</i>	<i>Key indicator 1, 2, 4, 5</i>	<i>Provide families and pupils with a greater access to a wider range of sports and activities before and after school.</i>	
<i>Revise and include new activities on an updated curriculum plan.</i>	<i>Pupils.</i>	<i>Key indicator 2, 3, 4</i>	<i>All pupils will experience a wider range of sports and activities that they might not otherwise have access to outside of school.</i>	

<i>Continue with the sports leader programme and increase their responsibilities around the school.</i>	<i>More able pupils.</i>	<i>Key indicator 1, 2</i>	<i>More able pupils will be given the opportunity to develop their sports leadership skills and use these to help a whole school approach to PE and an active school day.</i>	
<i>Continue with small focused group work on a Friday for different groups with a variety of needs.</i>	<i>Pupils of differing needs.</i>	<i>Key indicator 1, 2</i>	<i>Pupils will receive a tailored programme depending on their ability / need.</i>	
<i>Celebrate units of learning through performances in assemblies and to other year groups.</i>	<i>Teaching staff and pupils.</i>	<i>Key indicator 1, 2, 3</i>	<i>Pupils will develop confidence and performance skills whilst other pupils and staff appreciate their progress.</i>	
<i>Keep competitive element to sports day – re-use trophies.</i>	<i>Teaching staff and pupils.</i>	<i>Key indicator 1, 2, 3, 4, 5</i>	<i>Students will learn to compete, be governed by rules and understand the value in being able to lose and win with a good sporting attitude.</i>	
<i>Continue with inter-form competitions for KS1 and introduce one in Spring 2 for Early Years.</i>	<i>Teaching staff and pupils.</i>	<i>Key indicator 1, 2, 3, 4, 5</i>	<i>Learning to compete with other children that they don't know whilst increasing their understanding of competition.</i>	
<i>Keep competitive element to sports day – re-use trophies.</i>	<i>Teaching staff and pupils.</i>	<i>Key indicator 1, 2, 3, 4, 5</i>	<i>as above</i>	

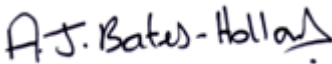


<i>Hold more inter school competitions for Year one and two.</i>	<i>Teaching staff, pupils and other local schools.</i>	<i>Key indicator 1, 2, 3, 4, 5</i>	<i>as above</i>	
<i>Whole school sporting events such as mini marathon, dance-athon, sponsored walk raise money for static and fixed playground structures to be used during playtimes and outdoor learning opportunities</i>	<i>FOHIS / Whole School.</i>	<i>Key indicator 1, 2, 3</i>	<i>Pupils will experience being part of a whole school team whilst taking part in different sporting activities. They will have a sense of ownership and pride in being able to promote the fundraising and achieving the installation of new play and learning opportunities on the playground.</i>	
<i>Further focus on 'Amazing Play Everyday'. Purchase more equipment for playtime and improve storage.</i>	<i>Whole school.</i>	<i>Key indicator 1, 2, 3,</i>	<i>Pupils will benefit from learning how to play and look after equipment whilst showing respect.</i>	
<i>Train support staff and lunchtime staff in active positive playtime play. Introduce timetables for teaching staff to lead games.</i>	<i>Support staff, teaching staff, pupils.</i>	<i>Key indicator 1, 2, 3</i>	<i>Focus on playtime with a whole school approach will increase positive play on the playground, children's play literacy and lessen injuries and negative behaviour. A structured timetable will allow staff to be fully involved with the approach.</i>	
<i>Healthy Body, Healthy Mind week in conjunction with PSHE lead.</i>	<i>Whole School.</i>	<i>Key indicator 1, 2, 3, 4</i>	<i>Students will receive quality PE lessons once a week from sports specialists and staff receive CPD in teaching of PE.</i>	

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



Signed off by:

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Subject Leader or the individual responsible for the Primary PE and sport premium:	 Mrs Claire Daniel
Governor:	 Mr Michael Stansfield
Date:	28.11.2023