

# 2023/2024 PE AND SPORT PREMIUM DEVELOPMENT PLAN

## *EVIDENCING THE IMPACT & SUSTAINABILITY*

Schools have a central role to play in supporting all children and young people to live healthy active lives. This is particularly true of primary school where the foundations of positive and enjoyable participation in regular physical activity should be established.

Crucial to achieving this is ensuring that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities. PE and sport premium grant funding should be used by schools towards these aims.

**SCHOOL**

**Simon de Senlis**

**HEAD TEACHER**

**Joanne Fennelly**

**PE COORDINATOR**

**Alison Bland**

## PE & Sport Premium: Government intent

Schools should use their PE & Sport Premium funding to make additional and sustainable improvements to the PE, sport and physical activity they provide, such as;

- funding high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities.
- providing or improving equal access to sport for boys and girls.

## PE & Sport Premium: School intent

At Simon de Senlis we strive for all pupils to participate in physical learning on a regular basis in an environment where physical learning is valued and provides a pathway to a healthy lifestyle. The school will endeavour to inspire, excel, be active and provide a lifelong passion for physical activity and sport.

## Key outcome indicators: Updated 2022/2023

Schools can use the funding to secure improvements in the following indicators;

### Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills in teaching PE and sport

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school.

### Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity and sport

- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.
- providing targeted activities or support to involve and encourage the least active children.

### Key outcome indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes).
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.

### Key outcome indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils

- introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities.
- providing more and broadening the variety of extra-curricular activities after school in the 3:00pm to 6:00pm window, delivered by the school or other local sports organisations.

### Key outcome indicator 5: Increased participation in competitive sport

- increasing and actively encouraging pupils' participation in the School Games

- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.
- provide children and young people with adequate preparation to ensure they gain positive experiences to sustain their involvement.

## Evidencing the impact: Review of PE & Sport Premium expenditure 2023/2024

Key priorities to date	Key achievements & Impact	How will these achievements be sustained or further developed in 2024/2025?
1. Increase confidence and skills of staff in teaching PE and Sport	Key <b>ACHIEVEMENTS</b>	
	Impact on <b>PARTICIPATION</b>	
	Impact on <b>ATTAINMENT</b>	
2. Engagement of all pupils in regular physical activity	Key <b>ACHIEVEMENTS</b>	
	Impact on <b>PARTICIPATION</b>	
	Impact on <b>ATTAINMENT</b>	
3. Profile of PE and sport is raised across the school as a tool for whole-school improvement	Key <b>ACHIEVEMENTS</b>	
	Impact on <b>PARTICIPATION</b>	
	Impact on <b>ATTAINMENT</b>	
4. Broader experience of a range of sports and activities offered to all pupils	Key <b>ACHIEVEMENTS</b>	
	Impact on <b>PARTICIPATION</b>	
	Impact on <b>ATTAINMENT</b>	
5. Increased participation in competitive sport	Key <b>ACHIEVEMENTS</b>	
	Impact on <b>PARTICIPATION</b>	
	Impact on <b>ATTAINMENT</b>	

## Swimming: meeting the national curriculum requirements for swimming & water safety

Swimming and water safety are national curriculum requirements and essential life skills. The national curriculum requirement is that by the end of key stage 2, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
- perform a safe self-rescue in different water-based situations.

You can use the PE and Sport Premium to fund the professional development and training that is available to schools to train staff to support high-quality swimming and water safety lessons for their pupils.

### You can use your funding for:

- professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.
- additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

### Schools are required to annually publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements

Outcome	% of pupils achieving outcome				
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Swim competently, confidently and proficiently over a distance of at least 25 metres	61	N/A	62	66	
Use a range of strokes effectively; front crawl, backstroke and breaststroke	67	N/A	64	62	
Perform safe self-rescue in different water-based situations	45	N/A	34	33	
The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. <b>Have you used any funding for this purpose?</b>	No	No	No	No	

## PE & Sport Premium: Development Plan

<b>2022/2023 Funding</b> Must be allocated and spent in full by 31 <sup>st</sup> July 2024		<b>£16,000 + £10 per pupil (Year 1 – Year 6)</b>	<b>SUB TOTAL</b>	<b>£19,960</b>
<b>Key outcome indicator 1:</b> Increasing all staffs' confidence, knowledge and skills in teaching PE and sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£6760</b> <b>34%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	
<b>Key outcome indicator 2:</b> Increasing engagement of all pupils in regular physical activity and sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£6204</b> <b>31%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	
<b>Key outcome indicator 3:</b> Raising the profile of PE and sport across the school, to support whole school improvement	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£100</b> <b>1%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	
<b>Key outcome indicator 4:</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£152</b> <b>1%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	
<b>Key outcome indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure:</b> <b>% of total allocation:</b>	<b>£6474</b> <b>33%</b>	<b>Actual expenditure:</b> <b>% of total allocation:</b>	

### Key outcome indicator 1: Increasing all staffs' confidence, knowledge and skills in teaching PE and sport

<b>INTENT</b>		<b>IMPLEMENTATION</b>		<b>IMPACT</b>	
<b>Objective/intended impact</b> <i>What do you want to achieve?</i>	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2022/2023?</i>
Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy	<p>Track pupils progress in PE</p> <p>Monitor and evaluate pupil's enjoyment and interest in PE lessons via pupil voice</p> <p>Classroom observation of gross and fine motor skills</p> <p>Ensure all pupils have 2 hours of timetabled PE per week</p>	No additional cost PE lead			

	<p>Ensure all lessons are well structured and show progression</p> <p>Monitor school's Jasmine platform account, with teachers regularly logging in to use the real PE platform to support their PE planning and lessons.</p>				
<p>To ensure PE provision provided 2 hours a week per year group and find ways to reach the UK Chief medical officer 'Physical Activity Guidelines 2019' recommendations of children to accumulate at least 60 minutes physical activity per day – 30 minutes in school</p>	<p>Ensure PE allocation per year group is timetabled</p> <p>Encourage active play with adults trained in play development</p> <p>Provide specialist input into PE sessions</p> <p>PE timetables show allocation of 2 hours per week and rota of hall/outside space evenly distributed.</p>	<p>Staffing £5860</p>			
<p>To sustain high-quality PE provision throughout the school ensuring staff deliver PE to the same level and staff can track progress through assessment</p>	<p>Use Jasmine to provide a structured and developmental approach to delivering PE across the whole school.</p> <p>Monitor assessment</p> <p>Learning walks show children in PE using the Real PE vocabulary and demonstrating progress through the skills and challenges</p>	<p>£900 Jasmine platform</p>			

	Hybrid curriculum and blended curriculum used to input specialist teaching into the timetable				
To remain updated with latest research and professional developments in national PE, school sport and physical activity	<p>Undertake a training needs analysis of all staff</p> <p>Identify appropriate training workshops and teaching resources to support staff to further improve their quality of PE teaching</p> <p>Real PE training has a positive impact on staff confidence in delivering real PE to their class. The Jasmine platform has CPD with My learning - the on demand real PE training</p>				

### Key outcome indicator 2: Increasing engagement of all pupils in regular physical activity and sport

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i>
Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce programme	<p>Use and appropriate scheme of work to upskill a cohort of young leaders who will be suitably trained to deliver lunchtime activities, support with extra-curricular clubs a intra school competitions</p> <ul style="list-style-type: none"> <li>Identify suitable staff to deliver the training to the leaders</li> </ul> <p>Identify a network of staff who can oversee the Young Leaders delivery and provide a system whereby they feel supported and can share concerns</p>	<p>lunchtime Play supervisors Staffing £6,144</p> <p>£60 Badges and bands resources</p>		<p>How many Playleaders have been trained?</p> <p>How has the employment of Lunch Adult play support staff impacted the children?</p> <p>Evidence; Young Leader Log Books</p> <p>How many LTS training session have been completed?</p> <p>Evidence;</p>	<p>Regular meetings with Playleaders allow for continuous training and greater positive activity on the playground</p> <p>Playleaders support LTS and reward School Games values</p>

				Session Observations Reports Attendance registers	
Review physical activity time and intensity levels across the curriculum timetable	<p>Active breaks and lunchtimes ensure all children can achieve the 30 mins each day, with exciting new resources/playground markings/zones to interest the children.</p> <p>Playleader zones - Lunchtime activity club any child in any year group can access structured and organised activities.</p> <p>Promote active break time by using resources in trugg</p> <p>Wake up shake up physical activity breakfast club promotes healthy lifestyles</p> <p>Class teacher to consider and embed new ways of delivering aspects of the curriculum in a more physically active way</p>				
Provide wide selection of extra- curricular clubs	<p>All children are offered an extensive extra curriculum clubs' calendar throughout the year</p> <p>Registers of clubs attendance</p>				

**Key outcome indicator 3:** Raising the profile of PE and sport across the school, to support whole school improvement

<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
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<b>Objective/intended impact</b> <i>What do you want to achieve?</i>	<b>Actions to achieve Outcome</b> <i>What do you need to do to achieve your intentions?</i>	<b>Planned funding</b>	<b>Actual funding</b>	<b>Outcome</b> <i>What have you achieved?  How many people have benefited?  What is the impact on pupils/whole school?</i>	<b>Sustainability / Next Steps</b> <i>How will this outcome be sustained or further developed in 2022/2023?</i>
Sustain Gold Sports Mark	Ensure all elements of the Schools Games Mark are being met	No additional cost		Review updated framework on the School Games Dashboard	Sustain Gold Sports Mark /platinum
Bring together a cohort of pupils who will form the School Sport Organising Crew (SSOC) and who will influence provision and have a voice for pupils	Identify a cohort of pupils who can be the voice for the school on all matters PE and School Sport and can promote PE and School Sport in a positive manner - Nominate pupils who can be representative of a group of people Nominate pupils who can be trusted to fulfil School Games Values as playleaders Have weekly Playleader meetings ensure Playleaders support LTS to lead activity zones Sports leaders to lead training of Playleaders			SSOC meeting Minutes Celebration of changes within school School Newsletters/Social media reports	Include House/Sports Captains in house competitions- organisers Ensure Year 4/5 pupils are co-opted onto it to provide structure and longevity of its work due to the annual turnover of pupils
Increased access to extra-circular clubs and a higher percentage of PP children to attend	Raise the profile of clubs and expand the variety of sports on offer Invite PP children to attend taster sessions of wake up shake up Add additional staff to organise a club Look into additional outside providers to increase amount of clubs	£100		Which clubs have the most attendees? What were the percentages of Girls/Boys /PP children? How many children accessed clubs?	Football and gymnastics clubs have most attendees Girl's participation is increasing

	Additional equipment for inclusive sports to be expanded into clubs				
Develop meaningful active links in wider curriculum subjects	Using Forest Schools ethos develop and deliver a comprehensive programme of outdoor learning for an identified cohort of children.				
Share and celebrate achievements in PE, school sport and physical activity	Use of the SGV sticker system whereby children can be rewarded on a 1-2-1 basis or publicly. Use a noticeboard and/or school digital system to publicly share success from within and outside of school. Use social media to highlight school sport success and progress within PE.				

**Key outcome indicator 4:** Offer a broader and more equal experience of a range of sports and physical activities to all pupils

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i>
To have targeted provision for girls/pupils who are least active and/or those who have social/emotional need or disadvantaged to participate in regular physical activity	Track data for attendance at Wake up Shake up breakfast club  Analyse the HAF programme and the take up of vouchers	No Funding required		What is the number of girls who accessed club? Evidence - Registers How many girls have attended extra curriculum football? How many of these are PP /Disadvantaged	Tracking of the extra-curricular clubs.  10 pupils competed in the Girls football and a zone on the

				<p>What number of girls participated in the SSP Girls Football competition?</p> <p>What impact has the programme had on the children's health and wellbeing?</p>	<p>playground has been allocated for girls only with higher participation.</p>
<p>Develop meaningful links to local sports clubs to develop a pathway for pupils to pursue their interest beyond the school day</p>	<ul style="list-style-type: none"> <li>- Explore what local sports club are located near to school</li> <li>- Consider links to clubs where the sport/activity is already popular within school</li> <li>- Understand parental involvement in local clubs</li> </ul> <p>Only work with clubs who have their Club Mark Accreditation or are working towards it</p>			<p>What club links have been developed?</p> <p>Which children have benefited? PP children?</p>	<p>Develop further existing links to Saints and Chance to shine FA football</p> <p>Develop more taster sessions</p> <p>Consider utilising coaches to upskill staff</p>
<p>Provide opportunities SEND pupils to access appropriately levelled competitions</p>	<p>Identify SEND pupils and consider their abilities to access mainstream, inclusive or Project Ability competitions.</p> <p>Provide BAGA Gymnastic awards for SEND children in SU</p>	<p>£100 Competition Resources</p> <p>£52</p>	<p>£100</p>	<p>Incorporate inclusive sports into curriculum delivery</p> <p>Recruit SEND pupils who can take on leadership responsibilities.</p> <p>How many children with SEN accessed competitions? Intra- Inter-</p> <p>What impact did their participation have?</p>	<p>Links to SEND swim training to be developed</p> <p>Continue to offer SGV festival as well as intra school competitions</p>
<p>Extend opportunities for children to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment</p>	<p>Access Multisport Festivals. Select children who are unlikely to represent the school in other sports opportunities. Select children who need the opportunity to have a positive experience of school sport and/or need to be rewarded for their</p>				

	efforts in PE and/or extra-curricular club				

### Key outcome indicator 5: Increased participation in competitive sport

INTENT	IMPLEMENTATION			IMPACT	
Objective/intended impact <i>What do you want to achieve?</i>	Actions to achieve Outcome <i>What do you need to do to achieve your intentions?</i>	Planned funding	Actual funding	Outcome <i>What have you achieved? How many people have benefited? What is the impact on pupils/whole school?</i>	Sustainability / Next Steps <i>How will this outcome be sustained or further developed in 2022/2023?</i>
Host a School Games Day that culminates in a year-round programme of PE and school sport	<ul style="list-style-type: none"> <li>Plan and deliver a School Games Day that is inclusive of all children</li> <li>-Design a format to ensure all children are enthused to participate</li> <li>-Consider including personal challenges to encourage healthy competition</li> <li>-Upskill and deploy a cohort of young leaders</li> <li>-Share and celebrate achievements and overall performances</li> </ul>	No additional costs PE lead		<p>How many pupils participated in SGD?</p> <p>Which activities will show a year-round programme of PE and school sport? KS1? KS2?</p> <p>How do you ensure the event is inclusive?</p> <p><b>Evidence:</b> photo</p>	Host a School Games Day that culminates in a year-round programme of PE and school sport
Provide opportunities for pupils to access Inter School Competitions	Access School Sport Partnership or Cluster organised Inter School Competitions	£1650 Supply cover for staff to attend events and resources		What competitions did we attend?	Provide opportunities for pupils to access Inter School Competitions

	<ul style="list-style-type: none"> <li>- Ensure competitions are compliant with School Games formats</li> <li>- Ensure pupils are adequately prepared for the competitions</li> </ul> <p>Ensure teams meet the competition eligibility criteria</p>				
Provide opportunities for all children to access Intra-School Competitions	<p>Organise and deliver a series of Intra-School competitions</p> <p>Ensure activities are School Games compliant – consider accessing NSport resources</p> <ul style="list-style-type: none"> <li>-Deploy young leaders and/or staff to facilitate the opportunities</li> <li>-Consider how these competitions could be linked to the house system</li> </ul>	£550 School Games affiliation		How many children participated in at least one Intra-School competition?	Provide opportunities for all children to access Intra-School Competitions
Provide opportunities for all children to access personal challenge	<p>Organise and deliver a series of Intra-School competitions</p> <ul style="list-style-type: none"> <li>-Ensure activities are School Games compliant – consider accessing NSport resources</li> <li>-Deploy young leaders and/or staff to facilitate the opportunities</li> <li>-Consider how these competitions could be linked to whole schoolhouse systems</li> </ul>	No additional cost		How many pupils participated in the intra school competitions?	Provide opportunities for all children to access personal challenge
Provide access to transport to enable pupils and staff to access opportunities		Cost of transport- £2730 Running cost- £1000		Monitor the Minibus Log to consider the impact on the opportunities to attend a variety of sporting events.	Provide access to transport to enable pupils and staff to access opportunities

Profile PE and School Sport being raised across the school as a tool for whole school improvement	Maintain and upgrade equipment	£544 to improve sports resources			
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## Accountability

It is a statutory requirement of schools to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

<b>Document completed by:</b>	A.Bland	<b>Date:</b>	14/11/23
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<b>Document updated</b>								
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## How to use & not use the funding

**Schools must spend the PE and sport premium funding in full within the academic year it has been allocated for.** Funding should not be allocated to only benefit a certain year group.

Schools cannot roll over any unused funding into the following academic year. They must spend the funding before 31<sup>st</sup> July 2024 so it can be accounted for in:

- the school's published online report
- the new digital PE and sport premium reporting tool (once in place)

Any use of the PE and sport premium must be in accordance with the terms outlined in the [conditions of grant](#) document. This means schools must use the PE and sport premium to:

- build capacity and capability within the school to ensure that improvements made now are sustainable and will benefit pupils joining the school in future years.
- develop or add to the PE, sport and physical activity that your school provides.

### Continued professional development

Schools should see the continued professional development (CPD) of teachers as a key priority to make sure that the future quality of the teaching of PE, sport and physical activity is sustainable. This includes providing staff with:

- professional development
- mentoring
- appropriate training
- access to external resources

We recommend that schools use established quality assured local, regional and national subject-specific and suitably qualified CPD providers.

Schools should monitor and assess the effectiveness of the CPD being provided to make sure that it is up to standard.

### Other effective ways to use the premium

Schools can also:

- embed physical activity into the school day by encouraging active travel to and from school and having active break times.
- provide targeted activities or support to involve and encourage the least active children.
- help to provide equal access for all pupils to the range of sports and physical activities that the school offers.

Schools can also use the PE and sport premium to raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons.

### Use of external coaches

Schools may wish to engage the expertise of external coaches to offer their pupils a wider variety of sports. Governing bodies, trustees or proprietors should seek assurance that providers have appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

We do not expect:

- these coaches to replace the need for the primary teaching staff.
- schools to use the grant to fund annually repeated coach-led initiatives.

### **Sustainable improvements**

Achieving sustainable outcomes is key to any spending of the PE and sport premium. Before making any decision on what the funding should be used for, schools (in particular, governors and trustees) should consider how the spending will benefit future pupils and what the lasting legacy of this spending will be. Schools should focus their efforts on upskilling the whole staff workforce so that they feel confident and able to lead a PE lesson independently.

### **What your funding should not be used for**

You should not use your funding to:

- capital expenditure (except for goods within the de minimis value for purchases set by the school).
- employing coaches or specialist teachers to cover planning preparation and assessment arrangements (this should be funded from the school's core staffing budgets)
- teaching the minimum requirements of the national curriculum or, for academies, the existing PE curriculum – apart from top-up swimming lessons after pupils have completed core lessons. Teaching the curriculum should be funded through the school's core funding
- buying services that will be delivered or used in following academic years (this includes paying for invoices and subscriptions in advance)
- buying staff PE kit

### **Examples of what comes under capital expenditure include:**

- multi-use games areas and Daily Mile tracks
- Forest School environments and Trim Trails
- buying vehicles
- fixed playground equipment, such as climbing frames
- trophy cabinets or similar

### **Examples of what schools should pay for from their staffing budget include:**

- subsidising core staffing, such as PE subject leaders or external coaches who are engaged in repeated annual initiatives
- funding the cost of a teaching assistant or apprentice to deliver PE lessons instead of primary teaching staff

Schools receive separate funding for the national PE curriculum. An example that falls under this is swimming and water safety lessons and any associated costs, other than additional top-up lessons for pupils who have not been able to meet the national curriculum requirements.

## Capital expenditure

Schools can only use PE and sport premium funding for revenue expenditure. If you're not sure whether a particular cost can be classified as revenue expenditure, ask for local professional advice. We cannot provide individual advice on this.

Capital expenditure for the purposes of this grant funding is defined as: 'The purchase of an asset (tangible or intangible), or expenditure which adds to/enhances and not merely maintains the value of an existing asset.'

For expenditure to be treated as capital, the asset must:

- be used for more than one year
- be above the school's (local authority's or trust's) de minimis threshold for recognition of assets to its balance sheet - this can include:
  - i. individual assets worth over the de minimis threshold
  - ii. grouped assets, that is assets of a similar nature that the school buys at the same time, which cost more than the de minimis threshold
  - iii. bulked assets, for example a bulk purchase of equipment where the value of the individual item is below the set value, which cost more overall than the de minimis threshold
- increase the useful life, performance or value of the asset

If the spending would trigger asset recognition for the school or local authority, under your own local accounting policy, the spending would not be eligible to be funded through this grant.

Schools can use grant funds to maintain existing assets because the funding can be used towards maintenance costs. For example, repainting lines on the playground is allowable as the playground should already be recognised as an asset, and the cost of repainting lines on it is a revenue maintenance cost.

## Accountability

Schools are accountable for how they use the PE and sport premium funding allocated to them. The school's senior leadership team should make sure that the funding is spent for the purpose it has been provided - that is to make additional and sustainable improvements to the PE, sport and physical activity offered.

As part of their role, governors and academy trustees should monitor how the funding is being spent and determine how it fits into school improvement plans and assess the impact it is having on pupils.

Schools, local authorities and academy proprietors must follow the terms set out in the [conditions of grant](#) document. If a school, local authority or academy proprietor fails to comply with these terms, the Secretary of State may require the school to repay all or any part of the premium paid.

As part of the [conditions of grant](#), schools must publish a report detailing how they have spent their PE and sport premium funding allocation on their school website by 31<sup>st</sup> July 2024.

Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred and describing:
  - i. the measurable impact that the school has seen on pupils' PE attainment, physical activity and sport participation due to the spending
  - ii. how the spend will be sustainable in the future

Schools must also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements. We collect this as part of a school's PE and sport premium reporting requirements even though the funding can only be used to provide additional support for pupils failing to meet the curriculum standards.

Schools should provide attainment data for year 6 pupils from their most recent swimming lessons. This may be data from previous years, depending on the swimming programme at the school. Schools must keep attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

To help schools plan, monitor and report on the impact of their spending, partners in the PE and school sport sector have developed a planning tool and a recording template. These are on the [Association for PE](#) and [Youth Sport Trust](#) websites. We recommend that schools use these to plan and record how they use the PE and sport premium throughout the year, to be ready to publish the report at the end of the school year.

## Online reporting

Schools **must** publish a report detailing how they have spent their PE and sport premium funding allocation on their school website by 31 July 2024.

Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred
  - i. including the measurable impact that the school has seen on pupils' PE attainment, physical activity, and sport participation due to the spending; and
  - ii. showcasing how the spend will be sustainable in the future.

Schools **must** also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements.

The department will review the reports of a selection of schools to assess whether their PE and sport premium spending is compliant with the terms set out within this document.

## Review of online reports

DfE will continue to monitor published reports. They will look at a selection of reports to confirm that the use of the PE and sport premium described in the report meets the requirements outlined within this guidance and the [conditions of grant](#) document.

If the DfE identify concerns or discrepancies, we'll contact the school to address and investigate these fully. If any concerns are confirmed, we'll take appropriate and proportionate action against the school, which may include action to recover funding.

## Payment dates for 2023 to 2024

### Maintained schools

Maintained schools, including PRUs and general hospitals, do not receive funding directly from DfE. We give the funding to your local authority and they pass it on to you.

We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. They receive:

- 7/12 of your funding allocation on 31<sup>st</sup> October 2023
- 5/12 of your funding allocation on 30<sup>th</sup> April 2024

### Academies

We send academies (including free schools) and CTCs their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding allocation on 8<sup>th</sup> November 2023
- 5/12 of your funding allocation on 8<sup>th</sup> May 2024

### Non-maintained special schools

We send non-maintained special schools their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding with the first payment you have scheduled with us after 18<sup>th</sup> December 2023
- 5/12 of your funding with the first payment you have scheduled with us after 18<sup>th</sup> April 2024

## Further guidance

- [Gov.uk](#) - PE and sport premium for primary schools
- [Youth Sport Trust](#) - primary PE and sport premium
- [Association for PE](#) - advice on the PE premium
- [Sport England](#) - advice on using the PE and sport premium effectively
- [Swim England](#) - advice and resources on primary school swimming and water safety
- [DfE teacher blog](#) - best practice examples of how schools are using their premium effectively
- [National Governance Association guidance](#) - use of the PE and sport premium and how governing boards can influence and support the planning and delivery of PE, as well as physical activity and sport, and monitor the impact
- [Active Partnership](#) - further advice on how best to use the PE and sport premium