



Submission Status: **For demonstration purposes only**

**Before you start, make sure you have:**

- ✓ an account with the DfE sign-in service. If you have not used DfE sign-in before you will need to create a DfE sign in account.
- ✓ read the PE and sport premium conditions of grant and guidance.
- ✓ details of how much PE and sport premium funding your school received, and how it has been spent
- ✓ discussed your PE and sport premium assurance form return with your headteacher and chair of governors or trustees, ensuring they are content to sign-off.

**Section 1 of 9 - your school**

Question	Answer options
<p>Is your school a maintained school, an academy, or a non-maintained special school</p> <p>Select one option</p>	<p><input type="radio"/> Maintained school (including pupil referral units (PRU) and hospital schools)</p> <p><input type="radio"/> Academy</p> <p><input type="radio"/> Non-maintained special school</p>

**Section 2 of 9 - your school's PE and sport premium funding**

In this section we will ask you questions related to funding received; please be aware only positive numeric values are permissible. If no spend needs to be communicated, please use numerical '0' and not 'zero'.

Question	Answer
How much PE and sport premium funding did your school receive for the current academic year?	Free text box - £
Does the school have any unspent funding from its allocation for the current academic year?	Yes / No
If yes, how much?	Free text box - £
Of the PE and sport premium funding your school received last year did the school carry forward any funding for use in the current academic year?	Yes / No
If yes, how much?	Free text box - £

**Section 3 of 9 - using the PE and sport premium grant**

In this section, we will ask you to provide a full breakdown of how your school has spent the PE and sport premium funding it received, across a series of categories. As per the PE and sport premium conditions of grant, schools are required to provide a full breakdown of how they have spent the PE and sport premium grant.

Question	Answer
<p>How much funding has been spent on equipment and resources?</p> <p>Please note that this is considered capital expenditure, and any spending should fall within your school's de</p>	Free text box - £

minimis value	
On which of the following categories has your school spent its PE and sport premium?	<ul style="list-style-type: none"> <li>○ Continuing professional development (CPD)</li> <li>○ Extra-curricular opportunities</li> <li>○ Sports competitions</li> <li>○ Active travel</li> <li>○ Top-up swimming lessons</li> <li>○ Equipment and resources</li> <li>○ Coaching staff</li> <li>○ Membership fees</li> <li>○ Online training and educational platforms</li> <li>○ School sports days</li> <li>○ Other</li> </ul>
How much funding has been spent on coaching staff? Please note that coaches should not replace the need for primary teaching staff and schools should not use the grant to fund annually repeated coach-led initiatives	Free text box - £

#### **Section 4 of 9 - opportunities in sport**

We are aware that every school has a diverse pupil population, where some pupils require more support and assistance than others. Although the PE and sport premium should be used to support all pupils in your school, we are interested to understand whether you have targeted any of your spending on certain pupils. These findings will allow us to understand whether further support is needed, whilst also ensuring our PE and sport premium guidance is as helpful as possible. In the next section we will ask you questions about providing or improving opportunities in sport and physical activities in your school.

<b>Question</b>	<b>Answer</b>
Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with special educational needs and disabilities (SEND) or long-term medical conditions?	Yes / No
How has your school targeted spending on providing or improving opportunities in sport and physical activities for pupils with special educational needs and disabilities (SEND) or long-term medical conditions?	<ul style="list-style-type: none"> <li>○ Training or continuing professional development (CPD) to support inclusive PE sport and physical activity provision</li> <li>○ Supporting participation in extra-curricular opportunities or competitions</li> <li>○ Top-up swimming lessons for pupils requiring additional assistance</li> <li>○ Specialist coaches to assist children with special educational needs and disabilities (SEND)</li> <li>○ Specialist coaches to assist children with long-term medical conditions</li> <li>○ Specialist equipment and resources for children with special educational needs and disabilities (SEND) (please note this is considered capital expenditure and any funding should be below the agreed 'de minimis' value)</li> <li>○ Specialist equipment and resources for children with long-term medical conditions (please note this is considered capital expenditure and any funding should be below the agreed 'de minimis' value)</li> </ul>

Other:	Free text box
Has your school targeted any spending on increasing or improving girls' access to PE lessons?	Yes / No
Has your school targeted any spending on increasing or improving girls' access to extra-curricular sport and physical activities?	Yes / No
Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?	Yes / No
How has your school targeted spending to provide or improve opportunities in sport and physical activities for disadvantaged pupils?	<ul style="list-style-type: none"> <li>○ Before school sport and physical activity groups - free of charge for all pupils</li> <li>○ After school sport and physical activity clubs - free of charge for all pupils</li> <li>○ Subsidised sport and physical activity clubs for disadvantaged pupils</li> <li>○ Stronger parental engagement - school assemblies to promote sport and physical activity where parents can attend</li> <li>○ Stronger parental engagement - leaflets and at home support to help parents to better support their children on achieving 60 active minutes a day</li> <li>○ Staff training and continued professional development (CPD) specific to tackling inequalities in relation to sport and physical activity</li> <li>○ Community club engagement or pathways</li> <li>○ Peer to peer led activity</li> <li>○ Youth leadership and volunteering opportunities</li> <li>○ Insight and data capture to better understand and support these pupils</li> <li>○ Other (please describe below)</li> </ul>
Other:	Free text box

### Section 5 of 9 - impacts and improvements

As part of the PE and sport premium conditions of grant, schools are expected to outline the impact that PE and sport premium funding has had on pupils' PE attainment, physical activity and sport participation. To allow the department to fully understand the impact, schools should aim to outline any relevant data where possible. In the next section we will ask you to describe the impact of your school's use of the PE and sport premium grant.

Question	Answer
Which of the 5 key areas for improvement has your use of the PE and sport premium grant spending contributed to?	<ul style="list-style-type: none"> <li>○ Increasing all staff's confidence knowledge and skills in teaching PE and sport</li> <li>○ Increasing engagement of all pupils in regular physical activity and sport</li> <li>○ Raising the profile of PE and sport across the school to support whole school improvement</li> <li>○ Offer a broader and more equal experience of a range of sports and physical activities to all pupils</li> </ul>

	<ul style="list-style-type: none"> <li>○ Increase participation in competitive sport</li> <li>○ None of the above</li> </ul>
Has your school's PE and sport premium spending achieved any of the following?	<p><b>Select all that apply</b></p> <ul style="list-style-type: none"> <li>○ An improvement in PE attainment</li> <li>○ An improvement in pupil physical activity levels</li> <li>○ An improvement in school sport participation</li> <li>○ An improvement in participation in extra-curricular activities</li> <li>○ An increase in staff training and continuing professional development (CPD)</li> <li>○ An increase in staff participation in extra-curricular activities and school sports competitions</li> <li>○ An improvement in swimming attainment</li> <li>○ An improvement in water safety awareness</li> <li>○ Other</li> </ul>
How has your school's spending improved PE attainment?	Please include any relevant data - Free text box
How has your school's spending increased school sport participation?	Please include any relevant data - Free text box
How has your school's spending increased pupil participation in extra-curricular activities?	Please include any relevant data - Free text box

### Section 6 of 9 – sustainability

Achieving sustainable outcomes is key to any spending of the PE and sport premium grant. The conditions of grant and guidance describe how the grant must be used. This includes:

- build capacity and capability within the school and ensure that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years

Question	Answer
How is your school going to ensure that the improvements made through its spending of the PE and sport premium are sustainable?	Please include any relevant data - Free text box

### Section 7 of 9 – swimming

As part of the National Curriculum schools must provide swimming and water safety lessons either in key stage 1 or key stage 2. National curriculum requirements are 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 safe self-rescue in different water-based situations

Within this form, we ask that schools provide data on the percentage of pupils within its year 6 cohort in the current academic year who met the national curriculum swimming and water safety requirements. 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 and water safety programme at the school. Schools must keep attainment data from swimming and water safety lessons in years 3 to 5 to be able to report this accurately in year 6.

Question	Answer
What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently, over a distance of 25 metres?	% If the answer is none, please enter zero (0) into the box
What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl,	% If the answer is none, please enter

backstroke, and breaststroke)?	zero (0) into the box
What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations.	% If the answer is none, please enter zero (0) into the box

### Section 8 of 9 – declarations

Question	Answer
1. I confirm that:	the information contained in this PE and sport premium assurance return is accurate and has been signed-off by the headteacher and the Chair of Board of Governors or Trustees
2. I confirm that:	the reported spending detailed within this return will be published on our school's website
3. I confirm that:	I am authorised to submit this PE and sport premium assurance return on behalf of my school

### Section 9 of 9 – feedback

Question	Answer
How long did it take you to gather the relevant information to complete this form?	<input type="radio"/> 0 to 1 hour <input type="radio"/> 1 to 2 hours <input type="radio"/> 2 to 3 hours <input type="radio"/> More than 3 hours <input type="radio"/> Don't know
How long did this form take you to complete?	<input type="radio"/> 0 to 30 minutes <input type="radio"/> 30 minutes to 1 hour <input type="radio"/> 1 to 2 hours <input type="radio"/> More than 2 hours <input type="radio"/> Don't know
In comparison to the current requirement to produce a written report, how much time did it take to complete this form? Please consider the time it took you to gather the relevant information to complete the form	<input type="radio"/> It took significantly less time <input type="radio"/> It took less time <input type="radio"/> It took about the same amount of time <input type="radio"/> It took more time <input type="radio"/> It took significantly more time <input type="radio"/> Don't know
In comparison to the current requirement to produce a written report, how straightforward did you find completing this form?	<input type="radio"/> It was significantly more straightforward <input type="radio"/> It was more straightforward <input type="radio"/> It was no more or less straightforward <input type="radio"/> It was less straightforward <input type="radio"/> It was significantly less straightforward <input type="radio"/> Don't know
Can you provide any further information on your experience completing this form; is there anything we could do to improve it?	Free text box

**Please download a copy of this completed form for your records.**

**Submitted reports must be converted to HTML version prior to upload to school websites to meet reporting requirements.**