



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 2025.**

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 (2023/2024)

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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| Offering a very wide range of extracurricular activities (free of charge). Traditional sports have been covered as well as more diverse activities such as archery, kick boxing, pickleball. PE questionnaires completed by a cross section on students to provide feedback to the department. | Increased engagement by a wider number of pupils. High uptake from PP students and students that have not attended extracurricular clubs in previous years. Good representation from SEND and high uptake from girls. | The clubs offered are varied and diverse and this ensures we get a very broad representation of students. Hopefully inspiring them to be physically active for years to come. |
| Ensuring that the PE curriculum is engaging and challenging, with sufficient equipment to fulfill lesson objectives and allow pupils to fully utilise lesson time. | PE lessons are well structured, organised and well-equipped. New sports have been added to the curriculum, for example Pickle Ball and Para Sports with great success. | PE lessons are engaging, with high expectations and students' progress well. Once again, a wide-ranging curriculum caters for differing preferences. |
| Increase in the number of competitive fixtures. | Success across many sports at Area, County and Regional events. | The success in these competitions brings sporting kudos to the school as well as a great sense of achievement for the pupils. |

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 |
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| <p>Continue to offer a diverse range of after school and lunch time extracurricular activities.</p> <p>Football</p> <p>Netball</p> <p>Rugby</p> <p>Basketball</p> <p>Badminton</p> <p>Table tennis</p> <p>Pickle Ball</p> <p>Dance</p> <p>Handball</p> <p>Tennis</p> <p>Rounders</p> <p>Athletics</p> <p>Softball</p> <p>Cricket</p> <p>Zone Ball</p> <p>Chaos Tag</p> <p>Street Soccer</p> | <p>Teaching staff and external coaches that will be leading on the activities.</p> <p>Pupils who attend the clubs.</p> <p>Opportunities for students to engage in structured physical activity every lunchtime as well as afterschool.</p> | <p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities, including PP pupils and SEND pupils. Inspiring pupils to be physically active and engage in new sporting activities. Make links with local clubs so pupils can develop these skills further.</p> | <p>£10849</p> |

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| <p>CPD for teachers. Purchasing of equipment needing to run new activities in curriculum time and for extracurricular activities.</p> | <p>PE staff and other staff who deliver the extra-curricular activities.</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> | <p>Teachers have secure subject knowledge and are confident in delivering well structured, planned and effective PE lessons. This ensures all students make good progress and have the opportunity to participate in a diverse range of activities, both within lessons and extra-curricular opportunities.</p> | <p>£5501</p> |
| <p>Involvement in more competitive fixtures and more inclusive friendly fixtures.</p> | <p>Teachers and support staff involved in the organising, running of the competitions. As well as the transportation to and from events. Staff that will be covering lessons in school.</p> | <p>Key indicator 5: Increased participation in competitive sport.</p> | <p>More pupils encouraged to take part in competitive events, with the chance to progress onto further competitions. More competitions entered over a broader range of sports and at a higher level. Also, more friendly fixtures with local Middle schools, to give a greater number of students the</p> | |

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| <p>Sporting events offered at times throughout the year.</p> <p>Sporting links with first schools maintained (orienteering and sports days).</p> | <p>All pupils and all staff, as well as some external agencies.</p> <p>Staff, sports leaders and first school pupils.</p> | <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> | <p>opportunity to represent the school.</p> <p>All inclusive sports days with a focus on mass participation. Wide range of sports and competitive element between tutor groups as well as vertically in coloured house system.</p> <p>New year 5 pupils will be familiar with the PE department. They will be more confident with their surroundings and the expectations of the department when they start in September.</p> | <p>£600</p> |
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Key achievements 2024-2025

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 |
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| Continued to offer a very wide range of extracurricular activities (free of charge). Traditional sports are offered as well as more diverse activities such as archery, skate boarding, Pickleball, Zone Ball. Continue to questionnaire a cross section of students to inform our future planning and assess the impact of what is on offer. | Increased engagement by a wider number of pupils. High uptake from PP students and students that have not attended extracurricular clubs in previous years. A good representation of SEND students and a high uptake from girls attending extra-curricular activities. | The clubs offered are varied and diverse and this ensures we get a very broad representation of students. Hopefully inspiring them to be physically active for years to come. Students have the chance to communicate what clubs they would like provided and we have good links with local community clubs. |
| Continue to ensure that the PE curriculum is engaging and challenging, with sufficient equipment to fulfill lesson objectives and allow students to fully utilise lesson time. Teachers are confident across all areas of the curriculum, support and training is provided if required. | PE lessons are well structured, organised and well-equipped. New sports have been added to the curriculum, for example Pickle Ball and Para Sports, with great success. There is consistency across all lessons as micro routines are followed. | PE lessons are engaging, with high expectations and students' progress well, including PP students and SEND students. Once again, a wide-ranging curriculum caters for differing preferences. |
| Increase in the number of competitive fixtures. Allowing PE staff to be off timetable to attend more fixtures and the cover the cost of travel expenses and entry fees. Also, aim to increase the number of friendly fixtures so a broader range of students get the opportunity to compete against other schools in a nurturing environment. | Success across many sports at Area, County and Regional and National events. Also, mass participation by many students at various friendly sporting fixtures. | The success in these competitions brings sporting kudos to the school as well as a great sense of achievement for the students. A more diverse range of students get to represent the school. |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 87.8% | All year 6 students assessed and 79.5% achieved 25m. The remaining 20.5% were offered five-week blocks of lessons and, at the end of these, the percentage swimming 25m was 87.8% |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 55% | |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 87.8% | Students could safely enter the water, 'float to live', tread water and safely exit the pool without using the pool ladder. |
| 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? | Yes/No | £2650 To cover the cost of a swimming instructor and transport to facilitate swimming lessons. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No | Level 2 swim coach to work alongside teachers to provide knowledge and improve swim teaching skills. |

Signed off by:

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| Head Teacher: | Gareth Biddle |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Emma Restorick- PE teacher |
| Governor: | |
| Date: | 15/07/2025 |