



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 (2023-2024)

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

Activity/Action	Impact	Comments
Access to a greater range of competitive sporting activities;/fixtures: <ul style="list-style-type: none">• Y3/4 Kurling Competition• KS2 Girls Football Tournament• Y5/6 Mountain Biking Competition• Y5/6 Kwik Cricket Competition	Children have experienced playing against teams from other schools and have worked hard to develop the skills needed in the particular sport. A child in Y6 won the mountain biking competition.	
Wellbeing Champions, whilst not included in the plan as they were supported by Sportily on a fully funded basis – the children promoted physical and mental wellbeing across the school and took part in outdoor/adventurous activities at Viney Hill.	Clear commitment to improving wellbeing, with the children taking the lead on the things that matter to them and things that help them.	To be carried on next academic year.
The range of after school clubs has been motivational to all year groups and all children from Y1-6 were able to access a club each week of the school year.	High levels of attendance at the clubs – supported by a TA which ensured all children who wanted to, could attend.	To be carried on next academic year.

Key priorities and Planning 2024-2025

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
Regular and sustained access to Forest School sessions in order to develop fine and gross motor skills, cardiovascular strength, stamina and balance	Children in Reception, KS1, Forest School Lead, KS1 Class Teacher and TA's	Key Indicator 2: Engagement of all pupils in regular physical activity. Forest School sessions last for at least 1 hour each week.	Improved fine and gross motor skills. Children exhibit greater stamina when carrying out physical activities.	£2917
Further develop staff confidence with the delivery of specific areas of the PE curriculum by providing opportunities to observe and teach alongside an experienced sports provider. Audit of all staff to ascertain confidence in different areas of the curriculum.	Class Teacher, TA's	Key Indicator 1: Increased confidence, knowledge and skills of staff in teaching PE and sport. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Areas for development identified from audit have been addressed and staff report that they feel more confident in regards to curriculum knowledge and lesson delivery in these areas.	£7800
Provide a broader range of sports related after school clubs, with a focus on sports that the children might not normally experience.	Children, TA's	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 4: Broader range of sports and activities offered to all pupils.	Children experience a broad range of sports, such as archery, kurling and lacrosse. Possible signposting to outside providers for those children who are specifically interested.	£1635 (TA support to be provided to enable children with an EHCP and other additional needs to attend clubs)
Carry out an audit of resources matched against the PE curriculum in order to ensure that we have sufficient resources to effectively deliver the curriculum.	PE Lead	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 4: Broader range of sports and activities offered to all pupils.	All children are able to access a well-resourced PE curriculum.	£600

Continue to embed the role of KS2 Sports Leaders to lead physical activity with KS1 children during lunchtimes.	PE Lead, Sports Leaders children in KS1	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 4: Broader range of sports and activities offered to all pupils.	Sports Leaders are well trained and resources to lead physical activity with the younger children. Increased participation in games and sports observed in the children.	£500
Further develop opportunities for the children in KS2 and KS1 to be active during break time. Pupil voice to be gathered as to what resources would encourage them to be more active at break times.	PE Lead, Sports Leaders, all children	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 4: Broader range of sports and activities offered to all pupils.	Improvements made to provision for physical activities during lunchtimes – additional resources, playground markings. Sports Leaders take the lead on development therefore increasing their leadership skills.	£2000
				Total Income: £23.076 Total Spend: £23,110

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

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?	85%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	85%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Our swimming lessons are provided by fully qualified swimming teachers provided by the pool that we attend.

Signed off by:

Head Teacher:	<i>Hayley McGoldrick</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lucie Hale – PE Lead (Maternity Leave)</i> <i>Hayley McGoldrick</i>
Governor:	<i>Jim Swanson</i>
Date:	December 2024