



# 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
Introduce a new scheme of work for P.E. to be used throughout school.	3 key areas of gymnastics, dance and invasion games are covered throughout school. Consistent delivery of the scheme by teachers and sports coach.	All resources are easily accessible and the scheme has been welcomed by staff.
Employ a sports coach to deliver P.E. sessions throughout school (supporting staff's professional development ), run lunchtime activities and after-school clubs.	Expertise used across all year groups. Consistent coach ensures good knowledge of the pupils and their abilities. Very adaptable, providing support at lunchtimes and running 2 after-school clubs each week.	Also links in with SENCO and contributes to support plans regarding movement and ability of pupils.
Provide top up swimming sessions for pupils in Y5 & 6.	34 out of 39 (87%) went on to pass.	This was very successful in ensuring our older pupils met the expected standard in swimming
Greater involvement with competitions organised by ATSA.	Received Bronze ATSA award.	

## 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
<ul style="list-style-type: none"> <li>• Develop a range of after-school clubs for pupils throughout school</li> <li>• Tailor some after-school clubs to the individual needs of our SEND pupils/vulnerable pupils</li> <li>• Develop links with out of school clubs in the local community</li> <li>• Ensure all classes carry out daily mile/ other physical activity for 10 minutes regularly</li> </ul>	<ul style="list-style-type: none"> <li>• All pupil groups across both key stages</li> <li>• Senco &amp; P.E. Subject Lead to organise for pupils</li> <li>• SEND pupils across both key stages</li> <li>• P.E. Lead to make connections</li> <li>• P.E. Lead and staff in both key stages – work with Sports leaders</li> </ul>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</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>More pupils encouraged to take part in PE and Sport Activities</p> <p>Sports are modified to make them accessible and engaging</p> <p>PE has a high profile throughout school and pupils understand the importance of daily exercise</p> <p>More pupils meeting their daily physical activity goal</p>	

<ul style="list-style-type: none"> <li>• Embed a new scheme of work for P.E. to be used throughout school</li> <li>• Employ a sports coach to deliver P.E. sessions throughout school (supporting staff's professional development), run lunchtime activities and after-school clubs</li> <li>• Provide additional TA support for top-up swimming sessions for pupils in Y5 &amp; 6</li> <li>• Greater involvement with competitions organised by</li> </ul>	<ul style="list-style-type: none"> <li>• P.E. Lead to source and introduce to all staff</li> <li>• Coach from Rees Sports employed for 2 afternoons per week</li> </ul> <p>The 7 pupils in Y5 &amp; 6 who had not previously met the expected standard in swimming</p> <ul style="list-style-type: none"> <li>• All pupils</li> <li>• P.E. Subject lead</li> </ul>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>As above</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Ensure we are meeting the recommended 2 hours a week in PE. Covering gymnastics, dance and evasion games.</p> <p>All children have sessions delivered by a P.E. coach. Professional development for all staff.</p> <p>Improved % of pupil's attainment at the expected standard in P.E.</p> <p>More pupils represent the school in a variety of competitions</p>	<p>£500 scheme cost for 2024/25</p> <p>£9,750</p> <p>£300</p> <p>£300 (ATSA Booklet)</p>
--	--	--	---	--

<p>ATSA</p> <ul style="list-style-type: none"> <li>• Provide more equipment (for outside and inside) and replace where necessary</li> </ul>	<p>AB to meet with sports leaders and the school council to discuss their ideas for breaktimes and liaise with staff regarding equipment required for teaching the P. E. curriculum</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p>	<p>Increased physical activity over breaks and lunch. Ensure correct equipment is available to deliver the P.E. curriculum.</p>	<p>£6,950</p> <p>Total funding for 2024/25 = £17,800</p>
---	---	---	---	--

## 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												
<ul style="list-style-type: none"> <li>Provide a broader range of after-school clubs</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of pupils taking part in after-school clubs</li> </ul>	<table border="1"> <thead> <tr> <th>2023/24</th> <th>Places in Total</th> <th>Places for PPG</th> <th>2024/25</th> <th>Places in Total</th> <th>Places for PPG</th> </tr> </thead> <tbody> <tr> <td></td> <td>386</td> <td>87 (23%)</td> <td></td> <td>315</td> <td>89 (28%)</td> </tr> </tbody> </table>	2023/24	Places in Total	Places for PPG	2024/25	Places in Total	Places for PPG		386	87 (23%)		315	89 (28%)
		2023/24	Places in Total	Places for PPG	2024/25	Places in Total	Places for PPG							
	386	87 (23%)		315	89 (28%)									
<ul style="list-style-type: none"> <li>Modifications made in P.E.</li> <li>Embedding new P.E. scheme</li> <li>Aim to increase the % of pupils achieving ARE in P.E.</li> <li>Representing school in a greater range of competitions</li> <li>Research and purchase the OPAL programme</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that all pupils can participate meaningfully and feel successful</li> <li>Complete PE subscription purchased</li> <li>Consistent delivery across all year groups, covering key areas</li> <li>Achieved Bronze ATSA award  </li> <li>Mentor support ensured that whole -school training was</li> </ul>	<p>Whilst the number of pupils attending clubs in the year 2024/25 fell, the number of pupil premium pupils accessing the clubs increased slightly. A broader range of clubs were provided, and included athletics, basketball, football (girls and boys)</p> <p>Modifications weren't required by pupils over the year. Minor adaptations were implemented as required by pupils. Planning incorporates adaptations. Professional judgment used by staff.</p> <p>This has resulted in consistency of teaching throughout school.</p> <p>94% of pupils were at the expected standard or above in P.E.</p> <table border="1"> <thead> <tr> <th>2023/24</th> <th>Places in Total</th> <th>Places for PPG</th> <th>2024/25</th> <th>Places in Total</th> <th>Places for PPG</th> </tr> </thead> <tbody> <tr> <td></td> <td>121</td> <td>36 (44%)</td> <td></td> <td>163</td> <td>45 (28%)</td> </tr> </tbody> </table> <p>The funding has been used for a 2 year training/implementation package</p>	2023/24	Places in Total	Places for PPG	2024/25	Places in Total	Places for PPG		121	36 (44%)		163	45 (28%)
2023/24	Places in Total	Places for PPG	2024/25	Places in Total	Places for PPG									
	121	36 (44%)		163	45 (28%)									

	delivered, audits and observations were carried out ahead of implementation 2025/26	
--	---	--

## 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?	83%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>83%</p>	
<p>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?</p>	<p>No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>N/A Children access swimming lessons at the Pelican centre.</p>

Signed off by:

Head Teacher:	Mrs J. Southern
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr. A. Burrows
Governor:	Mrs. L. Dunn (Parent Governor)
Date:	18.12.25