



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

*September 2024*

**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.

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
More pupils engage in physical activities at lunch time. More pupils engage in physical activities after school Children to be exposed to a wider range of activities/equipment Children to develop leadership qualities.	Children have led their own games during lunchtimes with other pupils participating. Lots of children want to engage, with more children being active during the lunch period	Wider range of games to be introduced as children tend to pick the games they know and don't offer a large variety. Lots of children want to engage, but target group small.
Demonstrate positive attitudes to PE, physical activity and healthy lifestyle choices. Experience personal achievement and success – playing your best not being the best. Develop pupils' resilience, collaboration, determination and respectfulness	Some really positive attitudes towards sports and playing well together. Children's ability to play well together is improving.	Continue to develop positive approaches and lifestyle choices, especially sporting attitudes.
For all staff teaching PE to have a clear plan and progression of skills and knowledge across the school.	Skills and knowledge documents shown within LTP. Assessments are in their infancy.	Skills and knowledge documents in place for games elements develop further for more creative aspects of PE

<p>Children to experience being coached by a specialist/professional.          Children to participate in an after school club/team.          Use of role models to promote sport throughout the school.</p>	<p>Children have played within teams and experienced being coached by a specialist after school. Celebration of children involved in sporting competitions.</p>	<p>Further development of a wider range of sports and take part in out of school competitive competitions</p>
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## 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
1) Sports and active games to be introduced by a sports coach for lunchtime participation	More children being active at lunchtime with target groups selected to encourage children to become more active and engage in team sports during lunch times	Key indicator 2- All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. The Childhood Obesity Plan says that at least 30 minutes of daily activity should take place in schools.	A wider range of children engaging in physical activity during lunchtime, once children have learnt the games they will be able to engage in these when not working directly with the sports coach.	£3,800 additional sports coach to support lunchtime facilitation

<p>2) Offer a wider range of after-school sports activities to children to uptake after school sports club promote individual and team games. A wider range of sports.</p>	<p>Sports club engagement reviewed from the previous year. Key groups have been highlighted as a reduced attendance. Activities and sports chosen to engage with target group children. Subsidised clubs offered to all.</p>	<p>Key indicator 3- primary schools is where the foundations of positive and enjoyable participation in regular physical activity are embedded, after school clubs to further promote a raised PE profile. Key indicator 4- offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>New sports coaching company to liaise with school to decide upon sporting activities that will engage and motivate children to participate in after school club sport. Review and evaluate provision every half term. Target groups participating in sports clubs</p>	<p>£3,800 for after school clubs Sports leaders time to evaluate and future plan after school clubs £1320 per year</p>
<p>3) Changes to non structured times at breaktimes and lunchtime to provide a wider range of activities to promote regular engagement in physical activity</p>	<p>During breaktimes and lunch times children to be more active and engaged in small team games and other physical activity. A range of different playground materials on offer to promote active play and activity.</p>	<p>Key indicator 4- offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>Children to be active at lunchtime with small team games being part of lunchtime provision.</p>	<p>£3,000 to provide a wider range of materials. New and recycled materials to be used.</p>
<p>4) Young PE leaders to be trained to lead sporting activities during lunch times</p>	<p>Children become positive sports leaders, raising own sports skill and confidence and sharing sports with peers to promote a wider love of sports.</p>	<p>Key indicator 4 – Broader experience of sports and activities across school, with children receiving an official award.</p>	<p>Sports coaches to train young leaders. Young leaders to run lunchtime activities once they have received training.</p>	<p>£1,000 to train young leaders</p>

5) Further develop teacher knowledge, skills, delivery and assessment of PE	Staff to use CPD material from SA sports to develop their PE knowledge. SA sports to deliver staff CPD and to provide assessments for PE subjects	Key indicator 1- Staff confidence and knowledge and skills of all staff delivering sports will increase	Staff CPD sessions to use materials to improve teachers' skills and knowledge which will provide sustained PE development.	£3,000 all staff once a term CPD session
6) Children to take part in lunch and after school competitive coaching sessions	Children to play competitive games to prepare for sports competitions within the school setting to enable them to participate in local sporting events.	Key indicator 5 -Increased participation in competitive sports	Children to take part in local sports competitions that could lead to national selections	£1,270

*Useful publications:*

*EEF- Physical Activity*

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>

*There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention*

*Key indicators*

<https://cdn.ymaws.com/afpe.site-ym.com/resource/resmgr/images/5-Key-Indicators23.pdf>

*PE and Sports Premium*

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools#about-the-pe-and-sport-premium>

## 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
<p>More pupils engage in physical activities at lunch time.            More pupils engage in physical activities after school            Children to be exposed to a wider range of activities/equipment            Children to develop leadership qualities.</p>	<p>Children have led their own games during lunchtimes with other pupils participating. Lots of children want to engage, with more children being active during the lunch period</p>	<p>Wider range of games to be introduced as children tend to pick the games they know and don't offer a large variety. Lots of children want to engage, but target group small.</p>
<p>Demonstrate positive attitudes to PE, physical activity and healthy lifestyle choices.            Experience personal achievement and success – playing your best not being the best.            Develop pupils' resilience, collaboration, determination and respectfulness</p>	<p>Some really positive attitudes towards sports and playing well together. Children's ability to play well together is improving.</p>	<p>Continue to develop positive approaches and lifestyle choices, especially sporting attitudes.</p>
<p>For all staff teaching PE to have a clear plan and progression of skills and knowledge across the school.</p>	<p>Skills and knowledge documents shown within LTP. Assessments are developing and used to support lesson evaluation and delivery.</p>	<p>Skills and knowledge documents in place for games elements develop further for more creative aspects of PE.            Assessments are supporting teaching within PE sessions</p>
<p>Children to experience being coached by a specialist/professional.            Children to participate in an after school club/team.            Use of role models to promote sport throughout the school.</p>	<p>Children have played within teams and experienced being coached by a specialist after school. Celebration of children involved in sporting competitions.            Year 5 pupils have been trained to lead sporting activities.</p>	<p>Further development of a wider range of sports and take part in out of school competitive competitions</p>

Develop competitive sport opportunities within school time	Competitive sports have been developed within lunchtime sessions and have led to increased opportunities to compete with other schools in competitions.	Pupils have been engaged with sporting competitions with other schools. Selective team events have been developed.
Inter class sporting events	Supported breaktime events where pupils have competed against other peers in a range of sports	Good engagement
Dedicated girls football session	Girls given the opportunity to play in a small team game with their peers at lunchtime. Supported by a dedicated member of staff	Girls more willing to play, wide range of girls attending.

## 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?	66%	<i>Pupils received swimming lessons whilst in lower school</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	<i>Pupils received lessons during lower school</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>20%</p>	<p><i>A small number of children in their year group impacts the percentage</i></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>No</p>	

Signed off by:

Head Teacher:	<i>Nicola Smith</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ellie Nelson</i> <i>PE subject lead</i>
Governor:	<i>Tirth Bains</i> <i>Chair of Governors</i>
Date:	June 2025