



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
Develop the role of a PE Apprentice within school to increase the level of activity throughout the day, support progress and participation during PE lessons and increase number of after school sports clubs.	- Our PE Apprentice has been a positive role model for the children and has developed some great relationships with the children, particularly the children with high SEND needs. - We have also benefitted as school during our extra-curricular days such as school trips to the farm and the beach – beach games were led effectively including just the enjoyment of digging and burying in the sand. - He has had the opportunity to work closely with Get Ahead, Judo instructor and Balance bike trainer to offer good CPD for his role. - As a school, we feel he needs to work with older children in KS2 next to develop his role and lead more games opportunities. We have worked with our partner junior	Funding for the PE apprentice has enabled more children to access PE lessons and after school sports clubs. We have been able to support class teachers to roll out the use of balance bikes in school and the PE apprentice has supported with the development in school. The PE apprentice has also supported with all sporting events in school and has supported class teachers, teaching assistants and sports coaches to enable as many children as possible to access the activities.

• Increase the children's balance and coordination skills through participation in balance bike activities through focused CPD days for staff, experience days for children and purchasing a school set of balance bikes. • Participation in the Get Ahead programme to increase variety of sports and activities on offer for the children and to act as CPD for school staff.	school to support this transition next year. • The development of balance bikes in school has increased out opportunity to meet the requirements of the KS1 National Curriculum to develop balance, agility and coordination. • The structure of delivering balance bike sessions will be built into the long-term plan for PE moving forward. • The children have shown great excitement towards bike sessions and pupil feedback is good. • The children and staff enjoyed the new activities. We are looking to developing our own set of blaze pods and sounds speaker system with next year's funding to develop this agility skill activity within our PE sessions. • Next steps for us will be to add an element of inter-school competitions through the Get Ahead programme as this is an area of sport development, which we are missing. By working with Get Ahead more, they have decided to put on more KS1 events within our area for us to attend next year.	Bespoke training has been great for all teachers and TAs to take part in. All can now deliver a balance bike session in school and know how to stretch and challenge the children with this core physical skill. The equipment has enabled us to provide a regular structure activity using the bikes. This is a crucial life skill for our children who do not always have access to bikes at home. The Get Ahead events in school are a great way to offer more physical education activities for the children whilst incorporating a level of on the job CPD for staff. The Get Ahead team bring new and exciting equipment for the children to use and for training purposes for the staff. Each year, we ensure a variety of games and events to enable the children to have a broad and balanced selection of activities. We had an overspend last year of £1560 which will be added into spending for 24/25
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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
Support the development and access to sport activities and PE lessons for our high needs SEND children	- Teaching assistants who support these children - Teachers – planning adaptive lessons to include children - SEND Pupils – as they will take part.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	All children to have access to high quality PE lessons and additional sporting activities Removal of barriers for children with SEND – especially physical disability. Additional opportunities for children with SEND to access physical development through sensory and outdoor play provision – especially in EYFS Additional physical resources to support SEND pupils into physical education More pupil having access to after school sports clubs. Teachers to have regular support during PE lessons to encourage more activity from the children.	£7,000 – adult support for SEND children across all PE lessons, additional equipment to enable children with physical disabilities to access lessons and sporting activities. Additional adult support to enable SEND children to attend after school sports clubs.

For all Y2 children to access swimming lessons	Pupils – as they will take part.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Water confidence for Y2 children to expose them to swimming lessons earlier on. Some of our children have never been swimming before so this exposure helps them develop confidence. This will support the junior school when they transition and take part in curriculum swimming lessons.	£900 – swimming lessons at LA pool and badges and certificates for achievement
For the whole school to take part in a physical development school trip.	Pupils – as they will take part.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Supporting costs of a school visit for an outdoor experience – den building, bug hunt, games, playground, bus costs, hunts around the woods. All children – including nursery to be included for access to outdoor learning experience	£900 – entry fees and bus costs
Increase playtime equipment for active play	Pupils – enjoying playtime equipment Staff – finding ways to use the equipment with the children	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children to have access to further equipment to increase physical activity at playtime.	£820 – various equipment for increase outdoor movement e.g. skipping ropes, quoits, balance boards, tag rugby, space hoppers, vortex throw etc.

Participation in the Get Ahead programme to increase variety of sports and activities on offer for the children and to act as CPD for school staff.	Teaching and support staff All pupils – as they will take part	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: increasing participation in competitive sport	Children to have access to a greater variety of sporting activities which school, on its own, could not offer – silent disco, Ninja run, Circus skills Training for all staff as they support the Get Ahead team. In particular, training for PE Apprentice who will support all day on each event. Opportunities for Y1 and Y2 to take part in inter school competitions and festival days. Get Ahead to lead Sports Day – supporting school staff.	£3060 for the sports package then an additional £800 for Sports day and additional CPD for staff
Maintenance and repairs to the exiting climbing wall	All pupils – as they will take part	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Children to be able to get daily use again from the climbing wall of the playground as it has been out of bounds for some time due to disrepair.	£1500 – for replacement climbing holds and general repairs

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
Support the development and access to sport activities and PE lessons for our high needs SEND children	- All children have been able to access high quality PE lessons - Children with physical disabilities have been included in all PE and in outdoor play in the EYFS outdoor provision - Inclusion for children with ASD needs as sensory resources and sensory circuits have been undertaken across the school. - Outdoor additional provision and support has been given to children with additional needs to help strengthen and give access to PE for all.	The additional adult support and resources has enabled us to be fully inclusive in our practice of teaching PE and all children have had the opportunity to be fully involved or have extra sporting activities.
For all Y2 children to access swimming lessons	All Y2 children have enjoyed a set of x6 week swimming lessons – developing water safety and confidence	This will give our disadvantaged children a head start when completing national curriculum swimming in Y4 at the junior school. This is important as many of our children do not get the opportunity to swim on a regular basis.
For the whole school to take part in a physical development school trip.	- Whole school activity trips support getting our children outdoors and active. No child is left behind and all have access to outdoor learning which they may not otherwise have. - Subsidising the cost of entrance fees and coaches means this is affordable for all our	This type of trip is not only good for their bodies but also for their mind and well-being. We hope that it may also encourage families to do something similar together to encourage a healthier lifestyle.

• Participation in the Get Ahead programme to increase variety of sports and activities on offer for the children and to act as CPD for school staff.	parents and helps with poverty proofing also. • All children spent an active day in the outdoors amongst nature, games and open spaces • The children have thoroughly enjoyed the in school sporting activities this year as it has, once again, enabled them to access sporting activities that they don't usually do. • Staff received access to ongoing CPD by watching the sports leaders with the additional activities. • The KS1 festival events were a brilliant occasions. For the first time, our children were taking part in sporting events out of school alongside other schools in a non-competitive way but also to represent the school in an inter school competition. Both have been very successful for our children.	• Our children have mixed with other schools for the non-competitive and competitive fixtures. This has helped developed their confidence as well as upskilling them with the sporting skills necessary to complete the tasks. • The sports leaders are very skilled in moving things forward and staff have benefitted from their expert knowledge.
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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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>Use this text box to give further context behind the percentage.</i>
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Jo Smeaton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jo Smeaton</i>
Governor:	<i>Jo Wressell</i>
Date:	7-7-25