



The Primary PE and sport premium

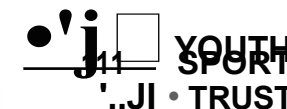
Planning, reporting and
evaluating website tool



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 (2024/2025)

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

Activity/Action	Impact	Comments
PE timetabled once a week in EYFS and twice a week in KS1. EYFS have a particular focus on fine and gross motor each day throughout the week. 50% of lessons have been taught by sporting professionals. Lunchtimes and playtimes to be more active by providing engaging equipment. Ensure that PE resources are available, appropriate, and fit for purpose. Provide activity boxes for children at lunch times and break times, ensuring that staff are aware that they are needed to engage in this. Continue to use the new P.E planning framework purchased by the school to ensure everything in the curriculum is covered. Use the new assessment template that the PE Lead	Children were more physically active and willing to engage in activities and games that made them physically and mentally healthier. Children are more active during playtimes and lunchtimes, engaging with focus activities. Staff feel equipped for their lessons and can assess children accurately.	Children have had many opportunities throughout the year to aim high within PE both inside and outside the classroom. Children have had the opportunity to compete against one another, within their year groups and against other schools. Staff and children have been monitored through learning walks, assessments, surveys, and pupil voice. Resources, planning and assessment tools have been carefully monitored and considered to reduce workload and ensure lessons can be delivered to a high standard. Children have had the opportunity to engage in new and exciting activities that they may not usually have access to.

has created. This should reduce the workload for staff as it is simpler than the last assessment framework. CPD was provide for teaching staff by sports coaching professionals. A whole school sports day was carried out to promote friendly competition. Children engaged with a 'Fit to Fly' Day promoting healthy living and eating. Surveys were sent out to staff and parents about PE, their child's/children's views to see what is working well and what needs to be improved. Resources have been monitored and replenished throughout the year. Sports after-school clubs have continued this year (Football and Gymnastics) Whole school participation with 'Great athletes' and a sponsored event which raised over 2k for sports equipment.	Staff can see the progression of PE throughout the year. Staff felt more confident delivering sessions. Children engaged in friendly competition, worked in teams and parental attendance was high. Children showed aspiration and determination through the competition and children worked well in teams to compete against other schools. All children across the school learnt extra-curricular activities such as archery and then focused on planning, preparing, and evaluating a healthy treat as part of their DT. Children became more aware of what it means to be healthy. Responses were positive and improvements were addressed quickly. Staff have been able to engage with lessons and planning as resources are ready to go and organised. Children have been able to engage with sports outside of PE lessons. EYFS children were able to learn a new skill/ practise a skill and the day inspired them to engage further physically.	
--	---	--

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
Continue with the very popular lunchtime sport sessions/activities for pupils.	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity. Pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1,536.51
CPD for teachers.	Primary generalist teachers.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.	£175 £190
Increase in the number of competitions engaged in. e.g. sports day, year group competitions ect.	Teachers, Sports teaching Provider-leading the activity. Pupils- as they will take part.	Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 5: Increased	Children more able to work in teams and to engage in friendly competition.	

Whole school 'Fit to Fly' Day to be planned to have a day focused on the importance of healthy living.	All school staff and pupils.	participation in competitive sport. Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole-school improvement.	Children will have a better understanding of healthy living and will understand that it does not just mean exercise.	
Sports after-school clubs to continue to be offered.	Sports professionals/providers and pupils taking part.	Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole-school improvement.	Children will have the opportunity to engage in sporting activities outside of the PE lessons.	£1,085
Resources to be monitored and replenished when needed.	PE lead will be responsible for this but it will impact all teaching PE and pupils engaging with lessons.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity.	Children will be able to successfully engage with sessions. Teachers/teaching staff will be able to successfully deliver sessions.	£673.49
Assessments/ learning walks and subject monitoring will be done	Teaching staff and pupils engaging with PE sessions.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teachers will feel confident assessing/teaching children.	£14,050

each term.			Children will be monitored correctly and next steps identified.	
------------	--	--	---	--

--	--	--	--	--

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
PE timetabled once a week in EYFS and twice a week in KS1. EYFS have a particular focus on fine and gross motor each day throughout the week. 50% of lessons have been taught by sporting professionals. Lunchtimes and playtimes to be more active by providing engaging equipment. Ensure that PE resources are available, appropriate, and fit for purpose. Provide activity boxes for children at lunch times and break times, ensuring that staff are aware that they are needed to engage in this. Use the new P.E planning framework purchased by the school to ensure everything in the curriculum is covered. Staff to use the new assessment template that the PE Lead has created. This should reduce the workload for staff as it is simpler than the last assessment framework. CPD was provide for teaching staff by sports coaching professionals. A whole school sports day was carried out to promote friendly competition.	Children were more physically active and willing to engage in activities and games that made them physically and mentally healthier. Children are more active during playtimes and lunchtimes, engaging with focus activities. Staff feel equipped for their lessons and can assess children accurately. Staff can see the progression of PE throughout the year. Staff felt more confident delivering sessions. Children engaged in friendly competition, worked in teams and parental attendance was high. Children showed aspiration and determination through	

Year 1 children took part in a multi-skills competition organised by our sporting providers. Children engaged with a 'Fit to Fly' Day promoting healthy living and eating. Surveys were sent out to staff and parents about PE, their child's/children's views to see what is working well and what needs to be improved. Resources have been monitored and replenished throughout the year. Sports after-school clubs have continued this year (Football and Gymnastics) .	the competition and children worked well in teams to compete against other schools. All children across the school learnt extra-curricular activities such as archery and then focused on planning, preparing, and evaluating a healthy treat as part of their DT. Children became more aware of what it means to be healthy. Responses were positive and improvements were addressed quickly. Staff have been able to engage with lessons and planning as resources are ready to go and organised. Children have been able to engage with sports outside of PE lessons.	
---	---	--

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?	N/A	<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]?	N/A	<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?	N/A	<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?	N/A	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	

Signed off by:

Head Teacher:	<i>Mrs. Rachael Horn</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Laura Larwood PE lead</i>
Governor:	<i>(Name and Role)</i>
Date:	21.07.2025