

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education judgement, Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, teaching (pedagogy) and assessment

**Impact** - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2023.





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	17,210.29
How much (if any) do you intend to carry over from this total fund into 2024/25	
Total amount allocated for 2024/25	17,210.29
Total amount of funding for 2024/25 to be reported on by 31st July 2025	17,210.29

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> 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.</p> <p>Please see note above</p>	75%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated:	Date Updated:	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				74%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupils engage in at least 1.5 hours of engaging, structured and progressive PE lessons per week  Staff to support to have a better understanding of PE sessions.	PE teaching to be facilitated by and Sports Coaching Group as part of CPD training for all staff.  All children have a weekly coached PE session, giving them access to professional coaching in a range of sports to encourage engagement and participation in sports. • Coached sessions contribute to children's hour of weekly activity as set out in government targets, not only through the sessions themselves but also because they inspire and encourage the children to take part in clubs and other sporting activities after school. • Sports coaches provide CPD for staff to allow them to follow up and extend their sessions, when needed	£11,700	Class teachers are becoming more secure with the PE curriculum and supporting children during playtimes and lunchtimes.  Children are now better supported at playtimes and lunchtimes, specifically for team games as staff are applying skills and knowledge.  Children are now having the opportunity to apply their PE skills in different contexts.	Teachers and support staff to use what they have learnt in the PE sessions to encourage children to participate in PE skill activities on the playground.  A clear planning progression document to be shared with staff so they can see how key PE skills are developed over time.

High levels of physical activity evident in break and lunch times.	Updated play equipment previous Summer term.  Year 6 will be trained as playground leaders and lead active play for two lunchtimes per week for every class.  Equipment will be provided and clear playtime zones set up to support and encourage the pupils to stay active during playtimes.	Equipment: £1110.29  Leadership training done by SGO	All children enjoy taking part in sessions led by Year 6s and are active for at least 30 minutes.  Year 6 pupils will feel a strong sense of leadership in delivering the play for all other children. Their sense of responsibility will include planning, evaluation and providing feedback to the children and their teachers.	A clear robust rota to be set up for playground leaders so they know which days they are meant to be leading playtime activities
<b>Key indicator 2:</b> 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				Percentage of total allocation: 2%
Intent	Implementation		Impact	
<i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
PE equipment to be checked and audited in the Autumn term to support quality first teaching.	New resources ordered and stored effectively depending on outcome of audit	£250 for release time for staff, not to be taken from sports money  Money taken from CPD budget	Lessons delivered effectively with appropriate equipment to meet skills on progression document.	
The Daily Mile is a favourite aspect of the school day and children recognise its benefits to their physical and mental health and learning capacity.	Children have the opportunity to exercise each day and talk about healthy body, healthy mind.	£0	Pupils have gained a sense of their personal running achievements and are building their stamina and strength through running.  The Daily Mile takes place every day, for 15 minutes, which on top of a 1 hour PE session equates to 2 hours	Teachers to keep track of how children are improving in the Daily Mile.  Encourage strong runners from the Daily Mile to take part in the Town Sports long-distance run

			and 15 minutes of formally scheduled physical activity as part of the school day.	
All pupils to be aware of and celebrate sporting achievements in and out of school	Leadership games Children to learn the rules and the skills needed to take part in school events.	£250 year cost of leadership games. Cost to come from SGO contribution	Pupils to appreciate and be inspired by the range of sports in and out of school and to celebrate their peers' achievements.	
Children receive enriched curriculum with targeted activities during play times.	Leadership activities led by staff and children trained up by the PE primary partnership lead.		Children to remain active throughout each play time and utilise the equipment effectively when doing so. Better storage and monitoring of equipment to ensure nothing is lost or damaged.	
Training delivered to subject coordinator, by Cheshire East, to understand the importance of physical activity within the Healthy Schools programmw	Healthy Schools partnership to deliver half termly network meetings with Healthy Schools launch planned for Autumn 25		Staff are aware of the needs and timings needed for children related to physical activity.  Staff plan more activities throughout the day to keep children physically active.	Add information about physical wellbeing to school displays so that parents and children understand requirements.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
<i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>

<p>Pupils engage in at least 1.5 hours of engaging, structured and progressive PE lessons per week</p> <p>Staff to support to have a better understanding of PE sessions.</p>	<p>PE teaching to be facilitated by and Sports Coaching Group as part of CPD training for all staff.</p> <p>All children have a weekly coached PE session, giving them access to professional coaching in a range of sports to encourage engagement and participation in sports.</p> <ul style="list-style-type: none"> <li>Coached sessions contribute to children's hour of weekly activity as set out in government targets, not only through the sessions themselves but also because they inspire and encourage the children to take part in clubs and other sporting activities after school.</li> <li>Sports coaches provide CPD for staff to allow them to follow up and extend their sessions, when needed</li> </ul>	<p>Costing as before</p>	<p>Class teachers are becoming more secure with the PE curriculum and supporting children during playtimes and lunchtimes.</p> <p>Children are now better supported at playtimes and lunchtimes, specifically for team games as staff are applying skills and knowledge.</p> <p>Children are now having the opportunity to apply their PE skills in different contexts.</p>	<p>Teachers and support staff to use what they have learnt in the PE sessions to encourage children to participate in PE skill activities on the playground.</p> <p>A clear planning progression document to be shared with staff so they can see how key PE skills are developed over time.</p> <p>Next year, utilize a different sports coach company. The Sports Coaching group has been used for many years. Multiflex will offer a different approach with exciting after-school clubs.</p>
<p>Children to take part in extra-curricular sporting events</p>	<ul style="list-style-type: none"> <li>Children have taken part in Congleton Town Sports</li> <li>Selected children took part in a dance festival</li> <li>Selected children took part in a multi-skills competition</li> </ul>	<p>£350</p>	<p>Children are able to take part in a range of sporting activities beyond the school day, set up and planned by local schools.</p> <p>Children feel motivated and inspired to take part in sporting achievements</p>	<p>Give children taking part in sporting events specific training so that they feel like they can take part to the best of their ability and fully understand the rules.</p> <p>Next year, utilize the sports coaches at lunchtimes to give specific training to prepare children fully</p>

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				23%
Intent	Implementation		Impact	
<i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
High levels of engagement in competitive activities	Continue partnership with Congleton Schools	Part of SGO contribution	Increased confidence and interest in a variety of sports, therefore more likely to continue to take up the sport outside of school. Competing children develop a love for particular sport and able to apply their skills within matches.	Have more extra curricular activities that are sports-based in school.
Children to participate in dance workshops, to learn about different cultures whilst being physically active.	External dance company used to provide bespoke dance workshops for each class. Each class to focus and learn a dance based in different continents.	£600	All children took part in the dance workshop and were physically active for a full 45- minute, learning a sequence/routine that was new to them.  Children felt a sense of accomplishment and enjoyment from the dance workshop	Yearly, children to take part in dance workshops to increase physical activity, as well as knowledge of other cultures



Top-up swimming lessons-after completion of core national curriculum delivery.	All Y5-Y6 pupils given opportunity in Summer term to improve swimming beyond the national curriculum.  Pupils not attaining NC age related levels give top-up lessons	£3000	75% of children in Y6 now at ARE in swimming. 50% are able to use a range of strokes efficiently. 90% of children attended a water safety/rescue session during their lessons.	Y5/6 to continue swimming next academic year
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
<i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<a href="https://pepassport.co.uk/">https://pepassport.co.uk/</a> Planning and assessment to support the school to understand next steps for the children,	Assessment for the children so they understand how they are doing in school. Part of the CPD training will fund this to support staff and children,	£200	Assessment has provided teachers with an insight into how children are doing in PE and what their next steps should be.	Information to be shared with families

Signed off by	
Head Teacher:	Jenny Gosling
Date:	22.7.25
Subject Leader:	David Glynn
Date:	10.7.25
Governor:	Mark Hill
Date:	22.7.25