

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Academic Year 2025-2026

2024-25 reporting:

Submission complete  
Your reference number  
XAC25056

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



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](#) 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 offer
- 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 [gov.uk](http://gov.uk) 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.

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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 under-spend.



## Details with regard to funding

Please complete the table below.



Total amount carried over from 2022/23	£0
Total amount allocated for 2024/25	£19, 250
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. 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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023.	<b>46/54 = 85%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>46/54 = 85%</b>
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>41/54 = 75%</b>
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?	<b>No</b>

## 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: 2024/25		Total fund allocated: 19,250		Date Updated: 14/09/2025	
Key indicator 1: The engagement of all pupils in regular physical activity					
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:			
Increased fitness levels and engagement in physical activity.		CPD re: consolidation of Daily Mile Class teachers to organise, support and enthuse for the Daily Mile Additional resources for Daily Mile, e.g. activity cards, bibs, cones Lunchtime sports clubs to enthuse and engage children throughout the school, facilitated by PE specialist, teachers on rota and trained Year 5/6 pupils		£1000 All children take part in Daily Mile. Improved fitness levels across the school	
				Continuation of Daily Mile and lunchtime clubs in 2025/26 - <i>Fitness testing to take place throughout the school for baseline in autumn term and end of spring 2. Use to analyse for 2026-27. Involve chdn in tracking their fitness levels.</i> - <i>Yr5 Sports Leaders to be trained by PE coach to marshal and encourage Daily Mile participation.</i> - <i>Resources to be used to ensure gravitas of the activity.</i> - <i>DM consultation take place from 08:30 daily. Whole school to participate.</i> - <i>Pupil survey to find out how lunchtime sports clubs have been perceived and suggestions for next steps.</i>	

Greater structure, choice and motivation in playground games and Daily Mile	Daily Mile Playground markings: Fitness trail Hopscotch Bike track Sprint track	£1546	Playground markings used as part of Daily Mile and at play	Markings are permanent <i>-Basketball posts were purchased, chdn to be taught how to play; discuss with GMS for KS3 Sports leaders to train and support (time limited).</i> <i>-Clear organisation of the playground to allow for a variety of games.</i> <i>-staff already supervise zones, review and train lunchtime staff.</i>
Children to choose to play physical games at playtime	Netball posts (small) Netball posts (large) Football goals Playground bikes Rotas for play	£1200	Very regular use of equipment. Majority of children engaged in physical play at breaktime.	<i>- Rotas to be introduced so that pupils have equal access to the equipment and the opportunity to work different muscle groups.</i> <i>-EYFS to be included to utilise equipment as part of a review of the Physical Development GLD scores.</i>
Increases pupil participation in Activities  Pay for PP students participation in paid activities	Evolve to advertise and monitor student participation by group	£1200	Greater participation numbers especially from vulnerable groups	Links to all staff performance management to increase offering <i>-Teachers will continue to lead clubs as part of directed time. A review of what is on offer will take place to ensure a balance of sporting and creative activities.</i> <i>-Analyse data of sports clubs by groups e.g gender to encourage higher participation.</i> <i>-vulnerable chdn (listed)will be encouraged to participate in clubs (DDSL). This will be tracked for impact.</i>
Motivate children to perform better during Sports Day	Trophies and sports day stickers for gold, silver and bronze winners	£300		<i>-Review sports day activities and equality of participation, level of skill and challenge.</i> <i>-Activities available for least active chdn for encouragement and participation.</i> <i>-Review curriculum to ascertain the level of preparation and coaching provided.</i> <i>-Review competitive aspect of sports day; to involve teams linked to notable athletes.</i>



what they need to learn and to consolidate through practice:			changed?:	
<p>Improved offer to pupils at lunchtime, lesson time and after school, with a wide range of sports available and taught by PE specialists and teacher.</p> <p>Most children in both Key Stage 1 and Key Stage 2 to be taught PE by highly experienced, qualified and enthusiastic specialists so that they develop confidence and sports specific skills rapidly.</p> <p>Improved confidence of school staff in understanding the curriculum and delivering quality PE by teaching PS/Sports every lesson alongside a specialist coach</p>	<p>4 days/week PE specialist (and teachers) to run lunchtime clubs and after school clubs.</p> <p>PE coaches to run PE lessons alongside teachers.</p> <p>Additional specialists to run cricket coaching and other sports.</p> <p>Sports specific CPD (2x sessions)</p> <p>Dance, gardening and other activities offered linked to Appraisal school improvement objective.</p>	£7634	<p>Key achievements:</p> <ul style="list-style-type: none"> <li>*Most year groups taught by PE specialists from Leyton Orient, Waltham Forest or other PE specialists, supported by classroom staff</li> <li>*Lessons modelled by PE Lead and PE specialist on a regular basis</li> <li>*Use of PE specialist at lunchtimes to run targeted sport activities</li> <li>*Children with SEN included and differentiated for both within mainstream lessons and separately</li> <li>*Increased confidence and skills across the school</li> </ul>	<p>Continued use of Leyton Orient contract <b>renewed for 2025-26</b></p> <p>Continued use of other PE specialists</p> <p>Continued CPD (mandatory and optional) for staff</p> <p>Introduction of staff fitness/sports sessions <b>CPD lead to garner staff perceptions and plan accordingly.</b></p> <p><b>PE lessons to be team taught by teacher and coach to truly develop and implement teaching skills.</b></p> <p><b>PE CPD opportunity for new middle leader to support team teaching in EYFS and KS1 where possible.</b></p>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation	Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
			<p>Sustainability and suggested next steps:</p>

consolidate through practice:				
<p>Pupils to have access to a wide range of inter school competitions and events through Waltham Forest School Sports Network</p> <p>Pupils to be aware of outside clubs and events</p> <p>Wide range of after school and lunchtime clubs for children in Key Stage 1 and 2</p>	<p>PE Lead to run after school club</p> <p>Outside clubs and events publicised through Class Dojo, posters and leaflets</p> <p>Membership of Waltham Forest School Network</p>	<p>£2120</p>	<p>Every child attended at least one inter school event</p> <p>Range of after school clubs offered to children in Years 1-6</p> <p>Children had access to a broad range of sports and activities throughout 2023/24</p>	<p>Membership to continue in 2025/26, with all children taking part in at least one event <b><i>including chdn with SEND, specialist sports such as Boccia.</i></b></p> <p><b><i>-chn will be taught how to use equipment carefully</i></b></p> <p><b><i>-age appropriate play equipment will be made available for all.</i></b></p> <p><b><i>Year 6 residential to include a greater amount of new sports to trial and inspire chdn.</i></b></p> <p>Children able to sign up to a broad range of after school and lunchtime clubs in 2025-26</p> <p>Greater use of secondary pupils and resources in 2025-26.</p> <p><b><i>-Aspire to extend our curriculum offer through organisations such as Enrich Education <a href="#">Enrich Education</a>   <a href="#">Cross-Curricular Orienteering &amp; Quidditch</a> <a href="#">Enrich Education - Active Learning   School Orienteering   Quidditch</a> who provide a number of activities such as quidditch and orienteering that can be taught within our school grounds.</i></b></p>

Key indicator 5: Increased participation in competitive sport			
Intent	Implementation		Impact
Your school focus should be clear what you want the pupils to know and be able to do and about what 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?:
Pupils to have access to a wide range of inter school competitions and events through Waltham Forest School Sports Network School Sports Day for all year groups	<p>Full membership of Waltham Forest Sports Network and participation in each event</p> <p>Use of school minibus to access events</p> <p>Use of supply and other cover to allow teachers to accompany children to events</p> <p>Enter inclusive competitions/events</p> <p>Provide staff with information regarding how to undertake competitions</p> <p>Share with parents/carers what sporting clubs are available in Waltham forest termly within the GM newsletter</p>	£4980, to include membership, cover, staff costs, resources and use of maintaining minibus	<p>All children participated in Sports Day</p> <p>Every child attended at least one inter-school event</p> <p>Children were made aware of local clubs and events, with many participating</p>
			<p>Sustainability and suggested next steps:</p> <p>Full participation in inter-school events in 2025-26 <i>-ensure PE department is well resourced to deliver lessons and support practice for borough-wide events.</i> <i>-staff to be given opportunity and plenty of notice to attend after school events.</i></p> <p>Sports Day to continue in 2025-26</p>

**Why is physical activity important?**

**GM is in an area where there are many green spaces within the locality. By providing a high level of activities that can be adapted, chdn can learn and apply activities to teach their families, in turn supporting their fitness.**

**GM is in WF where deprivation is above \_\_\_\_\_. Overcrowded housing can disproportionately affect chdn from deprived areas, therefore we as a school have an essential role in addressing health through our PE curriculum. Use of the Sports Funding aims to support our offer beyond our PE lessons.**

**Evidence has linked locality deprivation, therefore contributing to significant health inequalities among chdn, including being overweight or obesity.**

**We would like to provide further inclusive enrichment experiences by utilising our links with Leyton Orient and other activities available within the community such as dance? Cross country?**

## Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport



Download the full DfE guidance at [www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](http://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)  
Download afPE's exemplification guidance at [www.afpe.org.uk/physical-education/advice-on-sport-premium/](http://www.afpe.org.uk/physical-education/advice-on-sport-premium/)