



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
Providing opportunities for physical activity throughout the day- Trim trail project finished	Children able to play on different types of equipment using different strengths	The children love playing on the new trim trail especially the gymnastic bars. It gives them the opportunity to use their upper body strength and balancing skills. They also enjoy setting themselves challenges on the equipment and playing games in and around it.
Providing opportunities for physical activity throughout the day- lunchtime club	Children given opportunity to take part in a variety of sporting activities and games delivered by a specialist coach	The children have thoroughly enjoyed having sports coaches in at lunchtimes to run different sporting activities. Engagement with the club has been fantastic and the children have transferred skills taught at lunchtime in PE lessons and other playtimes.

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
<i>Ensure all Early Years children have the right equipment and opportunities to achieve their early learning goals for physical development</i>	<i>EYFS teaching staff and lunchtime supervisors</i>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity -at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<i>A higher percentage of children will meet their ELGs in physical development</i>	
<i>To continue to work on providing physical activities throughout the day/outside of PE sessions</i>	<i>Teaching staff, lunchtime supervisors, sports coaches</i>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity -at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports</i></p>	<i>Children will take part in more physical activity in break time, lunch time and after school.</i>	

<p><i>Continue to provide staff with CPD opportunities in PE to increase confidence and enhance the range of sports they are teaching</i></p>	<p><i>Teaching staff, teaching assistants, specialist coaches</i></p>	<p><i>and activities offered to all pupils.</i></p> <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Primary teachers are more confident to deliver effective PE lessons that give the children the opportunity to progress and embed skills. Assessment documents show progress from previous years.</i></p>	
<p><i>Provide children with opportunities to take part in sporting events with other schools</i></p>	<p><i>PE Coordinator (in liaison with Hillary trust schools and SGO), teaching staff</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Children experience competing against children from other schools and get opportunity to showcase their skills and understand the importance of teamwork.</i></p>	

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

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?	NA	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	NA	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	NA	
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?	NA	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	NA	

Signed off by:

Head Teacher:	<i>Sally Wall</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Candice Harmon- PE Lead</i>
Governor:	<i>Dan Saunders</i>
Date:	30.9.24