



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 2024.**

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
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport	<p>Staff CPD has been given to all year groups in school with GF and BB. Following staff feedback this has been incredibly valuable.</p> <p>GF and BB also uses the Get Set 4 PE planning to enhance their sessions and ensure it is pitched linked to the National Curriculum objectives</p> <p>Following pupil voice, pupils enjoy taking part in PE sessions with GF/BB. Learning walks also highlight that children are working to develop their skills</p> <p>Continued subscription to Get Set 4PE Scheme of Work for the whole school. FS-KS2.</p> <p>This scheme will allow consistency, high quality lesson planning and ensure progression of skills through all year groups</p> <p>Staff voice indicated that staff find this scheme appropriate for their children. The lesson structure is broken down and is manageable for staff. They like they 'lay out' of the sessions and how there are</p>	<p>Continued CPD for all staff (including Teaching Assistants) for next year</p> <p>Continue to subscribe to Get Set for PE scheme next academic year</p>

<p>Key indicator 2: 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</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>	<p>opportunities to support and challenge all pupils within their class</p> <p>Development of school playground/outside areas in order to provide an outdoor environment which promotes positive, physical play.</p> <p>Pupil voice indicates that they have enjoyed the different PE sessions this year. The development of the PE coverage from FS-Year6 has supported children’s interests and engagement which is progressive and age appropriate, building on their prior knowledge and skills</p> <p>Staff and pupil voice was used to gage perspective and interests on different equipment and activities</p> <p>Learning walks/Drop-ins to ensure new equipment is being used effectively within PE sessions</p> <p>Children in Year 5 took part in Bikeability sessions during the Spring term. Pupil voice indicated children enjoyed it, became resilient and felt more confident when riding the bikes.</p> <p>18/20 pupils graduated with Level 2 – being successful road riders</p> <p>We were successful in bidding for additional free swimming sessions for the entire Spring term. This allowed for 4 high profile SEND pupils to attend swimming sessions for 12 weeks, All 4 pupils had 1:1 support from their key staff.</p> <p>Staff and parent voice demonstrated that children grew in confidence when swimming over the 12 weeks</p> <p>Year 6 pupils attended an additional Water Safety session at Holme Pierrepont. All emergency services in attendance to raise the profile of water safety, highlighting dangers and teaching children how to keep safe in and around water</p> <p>Enrichment Swimming at KS1 to ensure that children are engaging in physical activity from their first years in</p>	<p>Play boxes and PE equipment store to be audited in the Autumn 24. New equipment to be ordered for the next academic year.</p> <p>New equipment to also be purchased to support the OPAL scheme for lunch time and play times – supporting children’s engagement in sport during the school day</p> <p>Continued to build on staff knowledge through regular CPD.</p> <p>Bikeability sessions to be booked in for next year, following the last academic years success</p> <p>Continued research for further enrichment activities to support SEND pupils</p> <p>Positive responses from children and adults. Children able to talk about how to ensure they are safe in and around water.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>primary school. To develop skills in independence, balance and coordination which will be used in other areas of PE and sport in the future. Informal feedback so far from staff and pupils has been positive. Year 1 – no of chn to swim at least 5m = 10 33% Year 2 – no of chn able to swim at least 5 m =20 66%</p> <p>Children from Year1-Year 6 have had access to a wide range of after-school clubs. The sessions are age appropriate. Pupil and Parent voice indicated a range of clubs are available for pupils to attend throughout the year</p> <p>All children took part in events within school – Dance showcase, Sports days</p>	<p>Research coaches/apprentices to run lunch/after school clubs.</p> <p>Research events for children to represent school in sporting events</p>
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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
<p><i>Increase the variety of cooperative play activities, leading to greater engagement in physical activity and improved behaviour at lunch and play times</i></p>	<ul style="list-style-type: none"> <i>DHT and Play team to continue to work with OPAL colleagues</i> <i>Teaching assistants</i> <i>Lunch time supervisors to be trained as Play team members.'</i> <i>Pupils as they take part in the OPAL sessions</i> 	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in 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>	<p><i>All pupils (FS2-Year) to have access to an active lunchtime with an increasing range of activities and resources</i></p> <p><i>Pupil, staff and parent voice shows the positive effect this has had on children. Reduced behaviour incidents, reduction in first aid and more children able to self-regulate</i></p>	<p><i>£4000 costs for additional resources to support pupils play</i></p>
<p><i>CPD for all teachers and teaching assistants (including those new to school)</i></p>	<ul style="list-style-type: none"> <i>PE coordinator and DHT to organise a timetable to for all staff to have regular access to CPD.</i> 	<p><i>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and Sport</i></p>	<p><i>All pupils are engaged in and take part in PE Teachers are more confident when delivering PE sessions</i></p>	<p><i>£3710 for a sports coach for 1 year; for 1 morning and 1 afternoon per week</i></p>

Continued use of Get Set for PE scheme to ensure coverage of a range of sports	<ul style="list-style-type: none"> Staff will have good quality CPD from coaches at least 2 times during the academic year Pupils will be taught PE regularly by their class teacher PE coordinator to adapt PE coverage and audit resources 	<p>Key Indicator 3: the profile of PE and sport is raised across the school as a tool for whole-school development</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupil voice indicates the enjoyment of the sessions with GF and BB.</p> <p>Staff voice indicates that they are developing skills and strategies when teaching PE</p> <p>More children meeting daily requirements of PE</p>	<p>£4230 for a sports coach for 1 year; 1 afternoon per week</p> <p>£585 for Get Set for PE scheme</p> <p>£873 for resource top up to ensure appropriate equipment for PE sessions</p>
Renewal of Drum-Fit subscription	<ul style="list-style-type: none"> PE coordinator to share CPD for staff Class teachers 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Year 6 pupils receiving weekly cricket enrichment sessions during the Summer term</p>	<p>£1000 to travel, awards for sporting events – Year 6 attending Cricket enrichment day at the end of the Summer term</p>
Children to have	<ul style="list-style-type: none"> PE coordinator to 	<p>Key Indicator 5: Increased</p>		

<p><i>increased opportunity to represent house teams within school and to represent the school through increased participation in sporting events</i></p>	<p><i>research events</i></p> <ul style="list-style-type: none"> • <i>Sports coaches</i> • <i>Class teachers</i> • <i>Pupils have the opportunity to have sporting successes celebrated</i> • <i>Parents made aware of sporting achievements and to join celebrations</i> 	<p><i>participation in competitive sport</i></p> <p><i>Key Indicator 3: the profile of PE and sport is raised across the school as a tool for whole-school development</i></p>	<p><i>Pupil voice will indicate they feel they have had the opportunity to take part in more in school sporting competitions. Parent voice will also show that they have the opportunity to watch their child in a sporting event</i></p>	
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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
Bikeability sessions happened during the Spring term for most Year5 pupils. 18/30 pupils took part in the scheme due to the criteria of the course. 12/18 pupils graduated at level 2 – meaning they can ride safely on the roads. Pupil voice indicated that children were resilient, grew in confidence and enjoyed the sessions.	More children are able and ready to ride a bicycle to school – parents saw the impact and gave positive feedback PE coordinator has already booked for next year.	‘Child really enjoyed the sessions and are excited to ride their bike to school safely.,’ ‘my child’s confidence has grown which is great to see.’
Additional Afterschool clubs; Code Club, Cricket, multi-sports, Magical Maths, Basketball and Lego have also taken place and have been successful. Many SEND/PP children have taken part in these sessions	A range of opportunities given for all pupils (Including SEND,PP and Girls) More children are active after the school day	Positive parent voice regarding the range of activities that are on offer. #
OPAL – received funding to support and develop outdoor play and learning.	Improved behaviour – reduced amounts, children more able to self-regulate.	Pupil, staff and parent voice shows the enjoyment and positive effect it has on pupils
Quality CPD delivered from coaches (internally and externally) for all members of the staff	Staff equipped with skills to deliver a range PE sessions thanks to quality CPD they received.	Pupil have enjoyed the range of sports they have done throughout the year with the different coaches. Staff report they are continuing to to develop their own CPD from the coaches and are ready to teach aspects next academic year

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?	41%	<i>Less children are able to swim due to the historic effect of COVID – these pupils were unable to attend swimming sessions from an early age.</i> <i>We had to limit the time that children were in the pool. This changed from 1hour sessions to 30 minutes due to pool capacity.</i> <i>They haven't been exposed to additional swimming, out side if school, prior to receiving the school time ones</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	<i>See above</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	47%	<i>See above</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	<p>Funding was used elsewhere to support the PE Curriculum e.g. OPAL and CPD for all staff (including ECTs)</p> <p>Additional (free) swimming sessions have been given to Year 5 pupils during the Summer 1 term. 12 pupils in that class can now swim 25metres (+) This will improve Year 6 data outcomes for the next academic year.</p>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Year 5 and 6 staff recieved this when taking their classes to swimming sessions

Signed off by:

Head Teacher:	<i>Luisa Maylard-Mason)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Rachael Matthews – EYFS lead and PE Lead)</i>
Governor:	<i>(Name and Role)</i>
Date:	July 2025