



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 (2024/2025)

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

| Activity/Action | Impact | Comments |
|--|--|---|
| <p>1. Improve lunchtime sport sessions/activities for pupils. - Timetable lunchtime activities. - Sports Leader training (Sep) - Timetable classes to engage in play leader sessions - Timetable active break sessions and 2 x weekly skills based session per class</p> <p>2. Update equipment necessary for curriculum delivery of new scheme Improve storage of PE equipment for lunchtimes and curriculum delivery - Purchase 'Get Set for PE' scheme to support planning and delivery.</p> | <ul style="list-style-type: none"> • High engagement in physical activities. High participation during lessons, lunchtime and regular active minutes during afternoon break times. • All classes have 2 PE sessions per week. • Some classes engaged in skill-based breaks to develop fundamental skills related to curriculum expectations. • 86% Year 6 gained swimming expectations. All Y4/5 gained expectations. • Attended numerous sports events and competitions – varying pupils have attended. • Good attendance of after school clubs – basketball, cricket, tag rugby, netball, football, sports hall athletics. • Pupils identified and supported in lessons and focussed during sessions with SRBC. • Inspiring athlete Gladiator STEEL in school in | <ul style="list-style-type: none"> • Continue to develop lunchtime activities – look into storage and different equipment. TA/lunch staff to monitor this including the storage. • Implement 'active playtime' for every class each day to include daily mile and skill-based time. • Continue to ensure 2 PE sessions timetabled per week. • Buy into Pro-Skills to hold after-school clubs aimed at year group specific objectives, broaden range of skills / games children can access. • House / Team competitions to promote active time – per half term / termly. • Continue to record participation and select low attenders to participate in events. • Continue to attend inter schools competitions. |

-Audit equipment ahead of curriculum needs.

-Order new equipment to update lost/damaged equipment.

-Purchase storage shed for lunchtime equipment.

3. Update equipment necessary for curriculum delivery of new scheme Improve storage of PE equipment for lunchtimes and curriculum delivery

- Purchase 'Get Set for PE' scheme to support planning and delivery.

-Audit equipment ahead of curriculum needs.

-Order new equipment to update lost/damaged equipment.

-Purchase storage shed for lunchtime equipment.

4. Increase the opportunities for engagement in broader variety of sport.

-Pro-Skills to run 3x weekly after school clubs. (M, T, W)

-Link 1 x weekly to curriculum need / inter school competition.

-Pro-Skills to support classes deliver curriculum – 1 x PM per week.

-SRBC to run Wheels club and Cheerleading clubs.

Summer term.

- Football coaching with Pro-Skills and attended competitive league in both mixed and girls football held at Priory Academy.
- Netball team attended the Netball league at Priory.
- Tag rugby coaching and attended competitive league at Priory.
- Cricket coaching.
- Pupils also attended tennis day, KS1 event, athletics events and inclusion event.
- A range of children selected for the events to increase participation numbers and fairness. Including PP pupils and SEND – inclusion event.
- Sports Day – summer, included house competition element.
- Develop own Forest school sessions – Forest school training for every year group.

- Hold intra schools competitions between class-class / house-house.
- Continue to develop Sports leaders with new equipment and game ideas.
- Further CPD through SRBC and FA to gain confidence to encourage participation levels in all lessons.
- Engage in specialist coaches (pro-skills) for future coaching of games such as cricket, tennis, football.
- Engage in specialist coaching for Gymnastics.
- Engage with SRBC for continued delivery of competitions.
- Use of Get Set for PE tool to ensure confidence in coverage of all content of the curriculum.
- Look into other curriculum schemes to support gaps in learning in EYFS.
- Extra-curricular sessions from Pro-skills to match events in preparation for the events to include KS1, LKS2 and focus on girls.
- Coaching for team sports throughout the year ahead of events.
- Implement forest school – access for all classes throughout the year.
- Link with Priory Academy to use facilities for winter weather.
- Swimming for Year 3

Purchase 'Get set for PE' scheme to support staff to teach broader game opportunities.

5. Increase the opportunities for competitions pupils can participate in.

-Attend events run by SRBC

-Engage with other schools with KS1 sport events.

-1x half term intra-school competition – house / year groups – Use Rainbow Games section of 'Get set for PE'

-Sports day to have house competition.

6. Maintain opportunities for pupils to develop safer travel skills

-Engage in SRBC bikeability – Y6

-Engage in SRBC scootsafe – Y3

-Engage in SRBC TOTs training – EYFS

-Run Wheels club for pupils in KS1 unable to ride without support prior to starting KS2.

7. CPD for teachers.

-Engage in CPD for teachers from SRBC for wellbeing, general school sport and TOTs training.

-Use of CPD units as part of 'Get set for PE' scheme.

8. Devise opportunities for pupils to engage in activities to support wellbeing.

-Engage in 'Wellbeing Wednesdays' 1 x half term per year group.

-Engage in 'Joy of moving' programme (SRBC)

-Engage in Dance and Yoga sessions (SRBC)

-Y3/4 pupils to have weekly swimming lessons.

-Use of units as part of 'Get set for PE' scheme.

9. Engage with support from local high schools and Primary Schools for activities and resources.

-Make links with Priory Academy – timetable use of facilities.

-Make links with local schools to run events together.

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 |
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| <p><u>Lunchtimes / Active Breaks</u></p> <p>Improve lunchtime sport sessions/activities for pupils.</p> | <p>Lunchtime supervisors / teaching staff, coaches (Pro-skills)- as they need to lead the activity</p> <p>Pupils – as they will take part.</p> <p>Y5 Sport leaders – as they will be leading sessions</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>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Wider opportunities to engage in different sports.</p> <p>Opportunities for pupils to lead sport activities.</p> | <p>£100 – Active travel – young leader training.</p> |

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| <p><u>Resources</u></p> <p>Improve storage of PE equipment for lunchtimes and curriculum delivery</p> | <p>Lunchtime supervisors / teaching staff, coaches (Pro-skills)- as they need to lead to prepare for lessons / activities.</p> <p>Pupils – as they will be ready to take part in activities.</p> <p>Y5 Sport leaders – as they will be ready to take part in activities.</p> | <p>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> | <p>Equipment looked after and respected – this means equipment will be readily available for curriculum delivery as well as being available for lunchtimes.</p> | |
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| <p><u>Broaden opportunities</u></p> | <p>Pupils - as they will take part.</p> <p>Teaching staff / Support staff - as they will support pupils with fundamental 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 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> | <p>Increased number of pupils engaged in after school clubs.</p> <p>Broader options for sport to engage in.</p> <p>Registers kept.</p> <p>All pupils to be offered the opportunity.</p> <p>Success in events attended.</p> <p>Confidence in preparation for events.</p> <p>Engage in new events (– Schools Cheer Comp June 2025.)</p> | |
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| <p><u>Competitions</u></p> | <p>Pupils - as they will take part.</p> <p>Staff – they will take part.</p> <p>House leaders – they will take part and help to organise the events.</p> | <p>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport.</p> | <p>Increased number of participation in competitive sports from all pupils – registers taken.</p> <p>Increased number of intra-school competitions held in school.</p> | |
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| <p><u>Travel Safety</u></p> | <p>Pupils – as they will take part</p> | <p>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | <p>Vast majority of Y6 trained in Bikeability. Y3 trained on Scooters. Pupils in EYFS trained on balance bikes. Pupils attend Wheels Club to support riding unaided.</p> | |
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| <p><u>CPD for teachers.</u></p> | <p>All teachers.</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> | <p>Teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching TOTs in EYFS.</p> <p>Teachers more confident in supporting pupils wellbeing along with their own.</p> | |
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| <p><u>Active Lifestyles</u></p> | <p>Pupils – as they will take part</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | <p>Increased attendance of Wellbeing sessions – registers kept. Pupil feedback – engagement of Wellbeing and movement sessions. Pupils feeling well supported following the activities carried out. Year 3 / 4 pupils to engage in weekly swimming lessons.</p> | |
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| <p><u>Local Links</u></p> <p>Engage with support from local high schools and Primary Schools for activities and resources.</p> <p>-Make links with Priory Academy – timetable use of facilities. -Make links with local schools to run events together.</p> <p>Netball being organised for Autumn term 2025 following tournament.</p> | <p>Pupils – as they will take part</p> <p>Staff – as they will take part.</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> | <p>Increased links with other schools engaging in more events for KS1 and Y3/4.</p> <p>Increased usage of facilities at Priory Academy and other local High Schools.</p> | |
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Key achievements 2025-2026

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

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | | |
| <p>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?</p> | Yes/No | |
| <p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p> | Yes/No | |

Signed off by:

| | |
|--|-----------------------------|
| Head Teacher: | <i>(Name)</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>(Name and Job Title)</i> |
| Governor: | <i>(Name and Role)</i> |
| Date: | |