

The Primary PE and sport premium

Planning, reporting and
evaluating website tool



The Primary PE and Sport Premium 2025/2026

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 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.



Total PE and Sports Premium grant received for the year 2024/2025

£16,630.00

Categories of grant spending

Total CPD category spend

- CPD online training/resource development
- CPD external coaches supporting confidence and competence
- Internal learning and development

£7,719.82

Total internal category spend

- Internal school based extra-curricular opportunities
- Internal sports competitions
- Internal equipment and resources
- Internal membership fees
- Educational platforms and resources

£7,685.00

Total external category spend

- External activities organised by School Games organizer network
- Top up swimming lessons or broadening aquatic opportunities for pupils

£1,225.18

Total spend

£16,630.00

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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 2020. Please see note above	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

Action Plan

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			
Key indicator 1: The engagement of <u>all</u> 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			
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- To enable children to have continuing access to a wide range of quality sporting opportunities throughout the year. - To up-skill non-specialist staff to acquire the skills and knowledge to deliver high quality provision. - To provide Young Learners training.	- Payment to Somerset Activity & Sports Partnership (SASP) to administer Central Venue Leagues, Festivals, Gifted & Talented Support, young leaders. - CPD for staff & contribution to SSCO Post.	<u>All</u> children have had the opportunity to participate in a range of sporting activities at sporting festivals. - Improved social and cultural aspects of learning through working with cluster schools. - Pupils are using their leadership skills to help organise and run intra- house competitions and playtime activities.	- To continue to attend festivals to increase activity levels throughout school. - To continue to offer relevant CPD for all staff to provide a wide range of sporting activity.
To track, record and monitor pupil participation data for	Time for the PE Leading to track, record and monitor pupil's participation. Organise and	Children identified as being less or non-active	Maintain data collection and

clubs, intra-house events, leadership, gifted & talented alongside children's activity levels and sporting participation. - Lunchtime play Supervisors to have knowledge to offer a variety of games and activities during playtimes. - To ensure all children have the opportunity to be active during the school day. - To engage all pupils in regular physical activity.	arrange festivals and sporting activities. - CPD opportunities:- On-line, external and internal development for PE Lead - Attend PE Conference - Young leaders to run an active lunchtime club – with the support and guidance of lunchtime play supervisors. - Maintain playground markings which promote active playtimes. - Maintain adventure Trail which promotes active playtimes, gross motor skills, balance and wellbeing. - Purchase of equipment for both curriculum time, extra-curricular clubs and playtimes.	are identified and encouraged to participate in active playtimes. - Access to a wide range of quality extra-curricular clubs. - Data helps to plan future curriculum and access impact. - Increased activity levels at playtimes. - Less active children encouraged and involved. - Timetable of daily playtime activities and equipment - Increased physical activity throughout the school day. - active playtimes - extra-curricular clubs - wide range of skills and activities being taught during curriculum PE. - Increased physical activity throughout the school day. - active playtimes - extra-curricular clubs - wide range of skills and activities being taught	monitoring. - New Young leaders to attend SASP training next year. - Maintain new playground surface and markings to enhance playtime provision. - Review attendance and poll children to gain information about new clubs. - School Council input on new equipment
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		during curriculum PE	for playtimes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
- All classes to have 2 hours of curriculum time PE. - Expanded our Outdoor Learning provision across the school to include core stability, gross and hand eye coordination activities and cross curriculum activities that benefit all children.	- Timetable indicating class PE time for each class. - REAL PE educational platform, resources and assessment tools log in for all staff. - Active Outdoor learning session which builds upon cross curriculum links, help to develop team building skills and work alongside the key principles of Real PE. - Purchase of forest school equipment.	- All classes have 2 hours of curriculum time PE. - All classes have 2 hours of curriculum outdoor learning. - An increased number of tools enabling more outside woodland craft activities. - An Outdoor Learning curriculum which enables the children to access all outdoor school environments – forest school, school field and the wider local area. - Enhance staff confidence in planning, delivering &	- To continue to promote the importance of curriculum PE. - To continue to promote the importance of curriculum outdoor learning. - Maintain links with follow Forest leaders for support and professional development. - Maintain equipment.

To celebrate and promote PE and sport across the school.	- PE, sports and health news to be promoted through school newsletter, School Facebook page and noticeboard. - Certificates of sporting achievements gain outside school celebrated during whole school assemblies.	assessing Outdoor Learning provision. - The importance of staying healthy and active shared and reinforced. - Young Leader achievements promoted and celebrated. - Promote and celebrate active sporting achievements to the wider school community.	Continue to promote and inspire children to take up new sporting activities.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To support and develop the staff's confidence in teaching PE.	Buy in to REAL PE educational platform. Enabling all staff to have access to Jasmine – the on-line educational PE platform for 'Real PE' with access to lesson plans, support materials, assessment tools and online CPD.	- All staff to have Jasmine log ins which enable access to lesson plans, support materials and assessment tools and online CPD. 'Real PE' enables a consistent teaching approach across the school.	- Continue to provide high quality CPD so that all staff are trained on real PE - CPD for all staff - PE Lead attended annual PE conference.

- Ongoing support and CPD from 'Create Development' throughout the year. - Cricket coaching run by Somerset Cricket Board. To encourage a wider cricketing skill base.	- Open communication, support and guidance for PE Coordinator. - Increased staff confidence leading to the delivery of more cricket-based activities. - Affiliation to Somerset Cricket Board.	- Support and guidance for all staff. - Support and guidance for all staff.	- REAL PE Membership pathway training completed by PE Lead - Continue next year. - Continue next year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- To enable children to try a wide variety of sporting activities in curriculum time. - Cricket coaching run by Somerset Cricket Board. To encourage a wider cricketing skill base.	- Purchase of PE equipment. - Affiliation to Somerset Cricket Board.	- Wider variety of skills and activities being taught. - Cricket skills Engagement day delivered by Somerset Cricket Board Coaches. - Increased staff confidence leading to the delivery of more cricket-based	- Further increase the variety of sporting equipment and maintain current equipment to allow continued and improved provision. - Yearly affiliation

- To enable children to try a range of sporting activities through the provision of sporting afterschool clubs. - Year 6 pupil took part in the Department of Transport Bikeability programme.	- A varies of afterschool clubs provided throughout the year - Bikeability is a cycle training programme. Which enables pupil to gaining practical skills and understanding of cycle whilst building skills and confidence.	activities. - After school sporting clubs' registers and progression certificates. - Increased number of children accessing extra-curricular provision. - Year 6 pupils given the opportunity to development their cycling skills. - Certificates of achievements gained.	- Further increase the variety of sports offered and maintaining currant equipment to allow continued and improved provision. - Maintain links and continue next year.
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- KS2 children to take part in inter house sports competitions. - To enable more participation in competitive and non-competitive sporting activities. Subsidised coach travel to sporting events/festivals/swimming. - Whole school sports day	- Inter house sporting activities planned and undertaken. - To transport the children to various sporting events. - To enable participation in competitive sports at various sporting festivals. - Whole school participation. Competitive races for Year 2's and Key stage 2 pupils. Multi skills activities for the whole school. - Purchase of sports badges for each competing runner and stickers for all participates.	- Children to take part in inter house sports competitions. - Celebrate inter-house results in assembly. - To make festivals accessible to all children. - Promote and celebrate activities and sport to the wider school community.	- Continue to run inter house competitions for all children. - To continue to provide transport to increase pupils' participations. - Continue to plan and participate in whole school celebrations next year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Tara Adams
Date:	
Governor:	
Date:	