

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

2024-2025

Commissioned by



Department
for Education

Created by



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 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.

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 from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/ 24	£ 0
Total amount allocated for 2024/24	£ 17,650
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0
Total amount allocated for 2023/24	£ 17,650
Total amount of funding for 2024/25.	£ 17,650

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 2023. Please see note above	<div>Aut 24 Spr 24 Sum 25</div> <div>0 % 62% 62%</div>
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	<div>Aut 24 Spr 24 Sum 25</div> <div>0 % 54% 54%</div>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<div>Aut 24 Spr 24 Sum 25</div> <div>0% 62% 62%</div>
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 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:	Date Updated:	
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				Percentage of total allocation:
				5 %
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:
Provide pupils with playtime and lunchtime sports and games provision where pupils can elect to partake in more sporting and game opportunities 2 hours of high-quality of PE	To have a trained team of sports leaders, supporting and delivering active break times. To increase the range of activities available to pupils during break, lunch and after school. Ensure a school-wide promotion and approach of golden mile using the resources signposted to staff. To employ external coaches to extend the extracurricular club offer	£ 1875	Pupils receive two hours of PE. The introduction of a wider variety of playtime activities—such as skipping, basketball, and tennis—has significantly increased pupil engagement in physical activity during breaks and lunchtimes. By offering more choices, children are empowered to select activities they enjoy, leading to greater enthusiasm and sustained participation. This inclusive approach caters to different interests and abilities, encouraging more children to be physically active throughout the school day. The introduction of engaging equipment such as catch mitts, stilts, hoops, skipping ropes, and catching cups has had a positive impact on physical activity levels in KS1. By offering a variety of fun, accessible options, children are	Playground activities such as skipping, stilts, hoops, and catching games have been introduced to promote active play during breaktimes. These resources are low-cost, hard-wearing, and easy to maintain, making them a highly sustainable choice for long-term use. The equipment is stored securely and accessed regularly, ensuring continued value from the Sports Premium investment. Staff members and older pupils play an active role in modelling and leading these games, which has helped to build positive routines and sustained engagement. To further develop this provision, we plan to

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		<p>more motivated to be active during playtimes. These activities support the development of key motor skills, including balance, coordination, and hand-eye coordination, while also fostering independence and social interaction. The element of choice encourages all children to find activities they enjoy, resulting in higher levels of participation and a more inclusive, active playground environment. The mile run is a regular, timetabled activity embedded across all classes as part of our commitment to increasing daily physical activity. Each class participates in the mile run at a time that suits their individual timetable, ensuring it becomes a consistent and valued part of the school day. This flexible approach allows teachers to integrate the activity around core learning while still prioritising physical health and wellbeing. Pupils run, jog, or walk at their own pace, promoting inclusivity and personal fitness. The routine nature of the mile run has improved pupil stamina, concentration, and readiness for learning, with children now viewing physical activity as a normal and enjoyable part of their school experience. Sports Premium funding has enabled us to employ qualified staff to run a range of after-school clubs, including dodgeball, football, bikes, and scooters. These clubs provide</p>	<p>introduce seasonal activity rotations and use pupil-led surveys to gather feedback. This will ensure that equipment choices remain relevant and appealing, increasing enjoyment and ownership among children across all year groups. The appointment of dedicated staff members has brought consistency and continuity to our after-school sports programme, establishing a sustainable model underpinned by Sports Premium funding. The equipment used within these clubs is shared, reusable, and maintained regularly, which helps to maximise its long-term impact. To ensure the continued success of this provision, we aim to build capacity within the school by training existing staff and play leaders to support the delivery of clubs. This will reduce our reliance on external providers and help embed sports more firmly into our school culture. Future steps include expanding the variety of clubs offered in response to pupil interest and ensuring targeted opportunities for less active children, so that all pupils benefit from inclusive and engaging physical activity.</p>
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			structured, high-quality physical activity opportunities beyond the school day, increasing overall pupil participation in sport. The variety of clubs appeals to a wide range of interests and abilities, promoting inclusion and enjoyment. As a result, pupils have developed improved fitness, teamwork, and confidence, while also forming positive attitudes toward regular physical activity.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement				Percentage of total allocation:
				5 %
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:
<p>Provide opportunities for all pupils to build character, help pupils develop resilience, determination and self-belief, whilst instilling the values and virtues of friendship and fair play.</p> <p>Develop an understanding of the importance of maintaining an active lifestyle in order to keep physically and mentally healthy.</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including diet and exercise,</p> <p>Purchase of new sports kit for the whole school to promote a sense of pride and</p>	<p>Encouraging staff to allow opportunities to celebrate PE achievements and success.</p> <p>To share and promote PESSPA success stories via parent platform Facebook and website.</p> <p>To invest in the facilities on the school site to ensure pupils have the best opportunities to be successful and inspired to be active.</p> <p>Invest in the School Sports Partnership Package which will allow</p>	£ 1875	<p>Staff are encouraged to celebrate pupils' achievements in PE through worship assemblies, newsletters, and reward systems. This recognition helps boost confidence, motivation, and pride. By focusing on effort, teamwork, and personal growth—not just winning—children feel valued and are more likely to stay engaged. This culture of celebration has increased participation, improved attitudes towards physical activity, and enhanced enthusiasm for PE across the school. It also raises the profile of</p>	<p>This integrated approach is sustainable through continued collaboration between teaching staff and the PSHE and PE leads, ensuring that key messages about health and wellbeing are reinforced consistently across the curriculum. The use of existing resources and planned curriculum links makes this model cost-effective and easy to embed year-on-year. To strengthen sustainability further, staff will continue to</p>

belonging.	<p>a) To have a trained team of sports crew & ambassadors supporting and delivering active break times.</p> <p>b) Access to sports festivals and target pupils who have lower levels of physical activity.</p>	<p>sport and wellbeing, aligning closely with Sports Premium goals. Highlighting PESSPA achievements on platforms such as Facebook and ClassDojo has strengthened the school's connection with families and the wider community. Whether celebrating personal progress in PE, team successes, or club involvement, sharing these stories encourages parental support and reinforces the importance of physical activity in school life. Pupils feel motivated and proud, knowing their efforts are recognised beyond the classroom. Linking PESSPA with PSHE has helped embed a stronger understanding of health, wellbeing, and active lifestyles. Lessons on teamwork, resilience, nutrition, and self-care have given children the tools to make healthy choices. This cross-curricular approach encourages pupils to see physical activity as part of everyday wellbeing. As a result, children are more engaged in both PE and PSHE and show greater interest in staying active and looking after their mental and physical health. We have begun exploring suitable sports kit options to ensure all pupils feel comfortable, confident, and included. This aims to boost a sense of belonging and promote participation, while also addressing practical needs like weather suitability and inclusivity. By involving staff and</p>	<p>receive support and training to confidently deliver these messages. Next steps include developing pupil-led initiatives—such as health ambassadors or wellbeing champions—to promote healthy choices among their peers, and gathering pupil voice to shape future planning around health and physical activity education. The school sports partnership package offers long-term value through ongoing access to competitions, staff training, and shared resources. By building staff confidence and expertise through CPD opportunities, the impact of the partnership extends beyond events and into everyday PE teaching. Continued participation fosters a culture of competitive sport and physical excellence within the school, which is sustainable year-on-year with consistent Sports Premium support. Next steps include increasing the number and range of pupils involved in competitive events, particularly those who are less active, and exploring opportunities for hosting events to further embed our role in the local sporting</p>
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			<p>pupils in decision-making, we are choosing kit that reflects our school's needs. Initial feedback shows that appropriate clothing can positively impact attitudes and encourage engagement, particularly among less confident children—an important step towards equitable PE provision. Investing in the school sports partnership has given pupils valuable chances to take part in inter-school events, including football, multi-skills, and athletics. These opportunities develop resilience, teamwork, and sportsmanship while broadening pupils' experiences beyond the classroom. The chance to represent the school has increased enthusiasm in PE and after-school clubs, helping children aim higher and stay involved.</p>	community.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57 %
Intent	Implementation		Impact	
<p>Your school focus should be clear</p> <p>what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</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>

<p>Facilitate CPD opportunities to support improving pupils' knowledge and techniques in various physical activities</p> <p>Employment of sports coach to team teach with staff providing instant, reflective and ongoing CPD</p> <p>Clear and resourced PE equipment with effective organisation and storage.</p>	<p>To provide opportunities for teaching staff to work alongside PE specialists.</p> <p>To renew schemes and online support tools to further upskill teaching staff, particularly where new activities have been added to PESSPA provision in school and where staff have moved into new year groups.</p> <p>To allow staff the opportunity to access external CPD provision through the School Games package.</p>	£10,000	<p>Having a sports coach work alongside teachers has provided valuable, hands-on professional development during lessons. Through live demonstrations, real-time feedback, and support with planning and delivery, the coach has helped staff grow in confidence when teaching a broader range of physical activities. Teachers now feel better prepared to lead engaging, skills-based PE sessions and are more confident in adapting lessons to suit all learners. This team-teaching model has deepened staff understanding and improved teaching approaches, helping to ensure that the quality of PE provision continues to develop and is consistently embedded throughout the school.</p>	<p>This model of in-lesson, team-teaching CPD is sustainable, as it builds staff confidence and competence over time, reducing long-term reliance on external coaches. By developing internal expertise, teachers are better equipped to independently plan and deliver high-quality PE lessons. To maintain momentum, staff will continue to work with the coach on a rotational basis, focusing on different strands of the PE curriculum. Next steps include using staff feedback to tailor future CPD sessions, developing a bank of shared planning resources, and identifying staff champions to lead and mentor others, further embedding a strong PE culture across the school</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
<p>Your school focus should be clear</p> <p>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>To ensure that pupils are offered (and access) a broad range of sports and physical activity opportunities within the curriculum and after school.</p> <p>Professional athlete visits to promote a variety of sports</p>	<p>To introduce a number of new sport opportunity into the specialist sports coaches programme to deliver to the children, which enhance the previous offer such as the SEND Sports</p> <p>To provide an extensive range of extracurricular sports clubs, which provide our pupils with the opportunities to try new activities (sing pupil voice)</p> <p>To allow pupils to attend external festivals</p> <p>Provide pupils with opportunities to work with sports coaches and specialist from the wider community such as Chance to Shine.</p>	£1875	<p>Bringing in specialist coaches from programmes such as Chance to Shine Cricket and Rugby has enriched our PE curriculum by providing expert coaching and inspiring pupils through high-quality, sport-specific sessions. These coaches bring passion and specialist knowledge that enhance pupils' skills, understanding, and enthusiasm for these sports. Their involvement has increased participation, particularly among pupils who may not usually engage in traditional team sports, and has supported staff development through observation and collaboration. Overall, this has broadened the range of sporting experiences available, contributing to improved physical literacy and a lasting interest in active lifestyles.</p>	<p>The involvement of specialist sports coaches is sustainable through planned partnerships and ongoing funding support via Sports Premium. Their expertise not only benefits pupils directly but also supports staff development, enabling teachers to build confidence and skills in delivering these sports independently over time. To further embed this impact, next steps include training staff to lead sessions inspired by these coaches, expanding the range of specialist sports offered, and developing intra-school competitions to maintain pupil engagement. Additionally, we aim to establish stronger links with local clubs to provide clear pathways for pupils interested in pursuing these sports outside of school.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
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:
<p>To ensure pupils receive opportunities to compete in leagues, cups, school games events and festivals. Football/ tag rugby/ multi skills</p>	<p>To sign up to the full school games package and attend events allowing as many of our pupils as possible the opportunity to compete.</p> <p>Continued coaching of Cricket through Chance to Shine Partnership and promoting local clubs.</p> <p>Increasing participation of children in events, money committed to ensuring children can attend not matter the location.</p> <p>Pupils to take part in sports day</p>	£ 1875	<p>The % of children participating across the school has improved over time</p> <p>Specific cohorts of children have been identified and sporting groups are supported to attend.</p> <p>Children less confident in sports have had the opportunity to attend PEACH events and enjoyed the experiences</p> <p>Children have experienced a sense of pride about progressing in the cup events.</p> <p>Children experienced a sense of aspiration when meeting a former national rugby player (Jason Robinson) at a festival</p>	<p>Sustainability: Participation in competitive sport has steadily increased, with targeted support enabling specific cohorts, including less confident pupils, to engage in events such as PEACH festivals. Pupils have developed confidence, pride, and aspiration—particularly when progressing in cup competitions or meeting role models like Jason Robinson. Staff are now more confident in identifying and supporting pupils to access a range of competitive opportunities.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue tracking participation to ensure all groups are represented. • Use pupil voice to shape inclusive and motivating events. • Invite more sporting role models to inspire pupils. • Train new Sports Leaders to help deliver intra-school competitions. • Strengthen links with local clubs to extend

				opportunities beyond school.
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Signed off by			
Head Teacher:	Alex Augustus	Governor:	Mandy Watson
Date:	05/24	Date:	05/24
Subject Leader:	Robert Craig		
Date:	05/24		