



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 2026.**

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
The introduction of sports leaders	Encouraging other children to play team games at break time and improve their skills. This worked well and encouraged children to be physical at lunchtime whilst developing and improving their skills in jumping, balancing and ball skills	To introduce this during lunch times supported by a lead practitioner.
The daily mile started in the beginning of the academic year, curriculum constraints led to its regularity across the school.	Some children improved but not all children participated fully, and it impacted timing and how much children improved.	A different way to energise the children in the afternoon and encourage them to enjoy fresh air whilst keeping active.
Pupil feedback showed that more teamwork and a different style to the delivery of PE was required. PE leader to investigate PE schemes	Children reviewed and evaluated PE lessons and fed back through School Council to express they wanted team games and more activity in lessons.	PE subject leader to investigate PE content using the NC and other schemes of work.

<p>Purchasing of balance bikes for EYFS children to allow them to use the new outdoor area and develop gross motor skills.</p>	<p>Children actively using the bikes individually and sensibly to independently improve their gross motor skills.</p>	<p>The EYFS outside area is newly developed and has enabled greater use of the outdoors for the children in FDN.</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>Increase pupil engagement in PE lessons by ensuring the quality of meaningful activity during PE sessions is evident through pupil voice.</p> <p>Purchase quality equipment for use in PE lessons. This will ensure that the children have access to all of the equipment needed to participate in high quality PE lessons.</p>	PE subject leader	<p>Key indicator 1 -The engagement of all pupils in regular physical activity</p>	<p>Resources to be replenished and used accordingly to support PE lessons.</p> <p>Termly pupil voice with pupils across the school - supply time for leaders to carry out this.</p>	£1000
<p>Ensure that children have access to competitive inter-sport activities and feedback to stakeholders.</p>	<p>Renewal of PSSP subscription.</p> <p>Completion of inter school activities for a variety of year groups and ability children</p> <p>1 x sports coaches every day at lunchtime for 36 weeks</p>	<p>Key indicator 2 – Profile of PE and sport to be raised across the school</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Buy into PSSP subscription to allow the inter school activities to continue.</p> <p>Planned boys and girls football clubs to start in Sept 2024 and link with Trust schools to play competitive matches – variety of ages.</p> <p>Sports coach delivered and refereed variety of sports at lunch time.</p> <p>Move to have a sports teacher to run activities at lunchtime and monitor who attends.</p> <p>Competitive activities will take place at</p>	<p>£5250 [PSSP]</p> <p>£3900</p>

	All children to be fully engaged by the end of Autumn term	<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 5: Increased participation in competitive sport</p>	<p>lunch time.</p> <p>Play time session introduced in to the afternoon to get children outside and moving between sessions</p>	No charge
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<p>PE HLTA to be monitored to ensure that the new PE curriculum is taught effectively and consistently across the school .</p> <p>A database to be maintained to ensure that all of the children who participate in after school clubs/competitions are logged and those who don't normally participate are given the opportunity to do so.</p> <p>A consistent system of assessment to be used across the whole school for PE. From this the children who are not</p>	<p>PE HLTA to be maintained across the school. Shift from a Supply- based HLTA to Plymouth Argyle based HLTA who will help with running After School Sports Clubs. This will provide the children with opportunity to enjoy after school sports activities.</p> <p>Cambridge assessment to be used for every Year group to ensure consistency is maintained</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport</p> <p>Key indicator 1: Increased confidence, knowledge and skills of</p>	<p>PE leader (ECT, supported by SLT) to monitor the delivery of lessons taught by PE HLTA. Delivery of PE is good.</p> <p>The data base has been started and will continue to be added to, to keep it up to date – identifying children who need to participate more.</p> <p>At the start of each school year, the PE subject leader will demonstrate how to use the assessment tool with the PE HLTAs.</p> <p>PE HLTA to use the assessments to use the 'catch up keep up' model of learning and ensure the children who are not able to complete the activities,</p>	<p>£6952</p> <p>Cambridge PE £520</p>
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<p>achieving the required standard will be further supported while the children who are operating above the required standard can be stretched accordingly.</p> <p>TA to work in PE lessons where SEND needs are greatest. This will ensure that all children are catered for. SENCO will be involved in the entering of festivals and competitions for the SEND children. This will ensure that all SEND children will be given the opportunity to participate during the course of the year.</p>	<p>- teachers delivering PE and subject leader.</p>	<p>staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>have follow up support at other time.</p>	<p>£2437</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
<p>PE is sequenced across the school and children have represented the school on many occasions in sporting activities. We have noticed that our rankings in sports is going up – in cross country, football, SEND football, athletics.</p> <p>The active use of balance bikes in EYFS has been positive in enticing physical activity and development of gross motor skills in FDN</p>	<p>Children who take part in external activities give their all and are excited to represent the school. Team work is well developed.</p> <p>Increased outdoor physical activity for all children; developing turn taking and independent relationship building</p>	

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?	83% - 10 children not confident for 1 lap of 25 M	<i>All children participated in the swimming at the local pool. Different groupings allowed for confidence for all pupils to grow.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58% - 25 children have not mastered a variety of strokes but have a preferred method	<i>83% can swim.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>20%</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>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	

Signed off by:

Head Teacher:	Annie Blackie
Subject Leader or the individual responsible for the Primary PE and sport premium:	Phil Nugent
Governor:	Gem Smith
Date:	30.07.2025