

The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated November 2024

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 22nd July 2025.**

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
<ol style="list-style-type: none"> 1. Increased participation, range and diversity of events and sports competition via links to Berlesduna MAT and William de Ferrers school sports partnership 2. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events eg Pantheon 3. To enable children to participate in different types of physical activity so increasing fitness and body strength – both within lessons and through clubs. 4. To provide opportunities for children to develop skills so they can play a variety of sports 5. To provide the children with self-esteem, 	<p>Children are participating in lunchtime activities – led by MDAs and play leaders.</p> <p>Increased activity at lunchtime is reducing behaviour incidents.</p> <p>Pupils are able to participate in Trust and William de Ferrers competitions.</p> <p>PE lessons have been better planned (using Get Set 4 PE resources) this year and delivered to a good standard.</p> <p>Children enjoy PE and are beginning to make good progress in skills development.</p>	<ul style="list-style-type: none"> • We have decided to continue with the William de Ferrers sports partnership for sporting events and CPD for staff , and make use of the Berlesduna MAT as the school moves to amalgamation with the trust. <p>We have continued to develop skills in pupils so that they can lead play leader groups at lunchtime more effectively. We need to train new lunchtime staff to lead and provide different activities at lunchtime</p>

confidence and self-belief

Children enjoy learning new sport and accessing appropriate resources.

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
Develop and enhance lunchtime sport sessions/activities for pupils.	<p>Lunchtime supervisors/MDAs – training required to develop activities</p> <p>Pupils – as they will take part and will be trained as sports leaders.</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>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	<p>£14190 costs for additional MDAs to support lunchtime sessions.</p> <p>£1000 costs for lunchtime equipment</p>
William de Ferrers school sports partnership fee	<p>Pupils to take part in competitions.</p> <p>LSAs and teaching staff to attend competitive activities with pupils</p>	<p>Key indicator 5: increased participation in competitive sport</p> <p>Key indicator3: the profile of PE and sport is raised across the school as a tool for whole school improvement</p>	Pupils can take part in competitive sports, building resilience and teamwork that is sustainable	£1900 fee

Purchase Get Set 4 PE	Staff and pupils – access to high quality resources that are progressive and provide range and coverage for pupils	Key indicator 1: increased confidence, knowledge and skills of all staff in teaching PE and sport	CPD leads to primary teachers more confident to teach PE. This leads to improved outcomes that are built on year on year	£600
-----------------------	--	---	--	------

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

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]?		
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?		
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?		
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?		

Signed off by:

Head Teacher:	John Poulson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Rebecca Proctor - AHT
Governor:	Linda Wright
Date:	