



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 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
- PE lead completed level 3 forest school training. Forest School timetabled lessons and skills progression across key stages. Introduction of phase (KS1 and KS2) forest school days. - Forest school equipment purchased to enhance lessons and promote development of gross and fine motor skills.	Through regular outdoor lessons students engage in a wide range of physical activities that promote gross and fine motor skills, co-ordination, balance and core strength. In addition to physical skills, Forest school supports holistic health and wellbeing by increasing students' physical activity levels in a natural, low-pressure environment. This particularly benefits students who may not engage confidently with traditional PE lessons.	
Weekly swimming lessons continued for all KS1 and 2 children, alongside therapeutic swims for identified students.	The structure and progressive nature of weekly swimming lessons has improved overall fitness, coordination, muscle	

Off site swim continued for the more able students in year 6. • A range of new playtime equipment purchased, informed by current cohorts' interests. • Bi- weekly social play sessions introduced, across phase (KS1 and KS2)	strength and promotes core stability and balance, which supports performance across other areas of PE. Weekly swimming lessons have also helped students to build confidence in the water, promoting safety awareness and lifesaving skills. The offsite swim has enabled student to make a marked improvement, with all students who attended reaching or exceeding national curriculum swimming requirements. The introduction of play equipment tailored to student's interests has enhanced engagement in physical activity. By aligning the equipment with students' preferences means that the students are more motivated to be active. The introduction of social play sessions has encouraged cooperation and inclusive games, which not only support emotional and social development but also improve gross motor skills, coordination and core strength.	
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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
Purchase silver package for Sycamore adventure.	All students in KS1 and KS2 Teachers and TLSA's – skill development	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. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Impact: Outdoor trips build confidence, resilience, teamwork, problem solving skills and wellbeing. Helps to broaden participation for those who may not engage with traditional PE lessons. Sustainability: Promote sustained interest in outdoor activity. Skill development for teachers: build confidence to enable staff to replicate similar activities. Establish links with other outdoor centers.	£1650.00

REAL PE curriculum purchase renewal. Dance and gym elements introduced throughout KS1 and KS2. Introduction of REAL PE Bursts APP to use in classrooms and at home, with parents	All students in KS1 and KS2 Staff – New staff CPD Selected students in KS2 and their parents.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.	Impact: Ensures all staff can deliver high quality lessons. A sequenced curriculum ensures students' progress year on year. High quality engaging lessons lead to greater student participation. Sustainability: Continued and consistent use will build staff confidence and knowledge. New staff can be inducted using the same resources, maintaining continuity.	£695.00
Every KS1 & 2 student continues to have a weekly swimming lesson, alongside considerations for provision for CLDD pupils.	All students in KS1 and KS2	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.	Impact: Helps more students meet national curriculum requirements. Supports non-swimmers and reluctant participants to gain confidence. Equips students with	£9195 £187

Offsite swimming sessions for identified Year 6 students to promote swimming 25 metres and using larger pool	<i>More able students in years 5 and 6</i>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	essential lifesaving skills. It provides equal access to swimming, especially for students from disadvantaged backgrounds. Sustainability: Builds internal capacity so school isn't reliant on external providers. Swimming is embedded into the wider PE curriculum. Creates a structured pathway that allows progression over time. Impact: Providing targeted support for more able students to ensure they are achieving national curriculum requirements. Sustainability: Use assessment data to identify and support students to meet	£175
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<i>Forest school equipment purchased to enhance lessons and promote development of gross and fine motor skills.</i>	<i>All students in KS1 and KS2</i>	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. Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	expectations. Impact: Encourages physical activity through natural movement, develops gross and fine motor skills and reduces sedentary behaviour. Boosts confidence, resilience and emotional regulation. Enhances curriculum through links to other areas and provides experiential learning opportunities beyond traditional PE. Sustainability: Embed forest school as part of the school's wider curriculum. Integrate outdoor learning into weekly timetables across all year groups. Engage parents through workshops or volunteering, to foster	
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			community involvement.	
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All KS1 and KS2 classes allocated a budget to buy gross and fine motor resources to enhance continuous provision Sand and water equipment purchased for KS1 and KS2 to use as part of continuous provision.	. All students in KS1 and KS2	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.	Impact: Continuous provision resources encourage movement throughout the school day. Students develop fundamental movement skills in a child-led setting that complement PE. High quality and engaging resources make physical activity fun, motivating students to participate and the integration of movement across all subjects. Sustainability: Regular expose to active environments helps to embed physical activity into the school's ethos, making movement a routine part of learning and play. Monitor the use and impact of the resources through observation and student voice, to make informed future	£3632 £1416
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<i>Equipment purchased for movement play program. (Staff training to follow).</i>	<i>All students in KS1 and KS2</i> <i>Staff in KS1 and 2- CPD</i>	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. Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	decisions. Impact: Students engage in more frequent and varied movement and develop coordination, balance, strength and flexibility. Play based approaches make physical activity more accessible and enjoyable. Movement play supports emotional regulation and social interaction. Sustainability: Training teachers and TLSA's to implement program and embed it into daily practice. Regular reviews of how the equipment is used and its impact to help refine practice and to ensure it meets the students' needs.	
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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
<i>Equipment purchased for new movement play program, to meet the needs of our more complex new cohorts.</i>	Students engage in more frequent and varied movements and develop coordination, balance, strength and flexibility. Play based approaches make physical activity more accessible and enjoyable. Movement play supports emotional regulation and social interaction.	Next steps: Training of teachers and TLSA's to implement program and embed into daily practice. Regular reviews of how the equipment is used and its impact to help refine practice and to ensure it meets the students' needs.
<i>Continuous provision equipment was purchased to enhance lessons and promote development of gross and fine motor skills.</i>	Continuous provision resources encourage movement throughout the school day. Students develop fundamental movement skills in child-led settings that complement PE. High quality and engaging resources make physical activity fun, motivating students to participate and the integration of movement across all subjects.	Next steps: Monitor the use and impact of the resources through observation and student voice, to make informed future decisions. Skills progression for each are to be introduced.

PE lead completed level 3 forest school training.	Through regular outdoor lessons students engage in a wide range of physical activities that promote gross and fine motor skills, co-ordination, balance and core strength. In addition to physical skills, Forest school supports holistic health and wellbeing by increasing students' physical activity levels in a natural, low-pressure environment. This particularly benefits students who may not engage confidently with traditional PE lessons.	Next steps: PE lead enrolled on level 4 outdoor adventure therapy course.
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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?	75%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	53.8%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	.
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Ian Ellis Nicky Payne</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Karen Howard</i>
Governor:	<i>Peter Faulkner</i>
Date:	<i>25.7.25</i>