

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£Nil
How much (if any) do you intend to carry over from this total fund into 2025/26?	£Nil
Total amount allocated for 2025/26	£8000
Total amount of funding for 2025/26 to be reported on by 31st July 2026	£8000

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	N/A (No Year 6)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	N/A (No Year 6)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A (No Year 6)

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?	No
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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: £8000	Date Updated: 15/01/2025		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			15%	
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
That all staff feel confident and have the requisite knowledge and skills to deliver PE and sport across the age range.	Identify appropriate CPD opportunities as part of the appraisal process. Organise for staff to visit other schools to observe good practice.	£1500	Pupils benefit from an enhanced experience in PE.	This is sustainable as it carries short, medium and long-term advantages. Expertise gained will be used to further refine our PE curriculum.

Key indicator 2: The engagement of all 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:
				6.3%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
That all pupils engage in meaningful physical activity for at least 30 minutes each day.	Identify alternative platforms for daily exercise to vary our provision and increase enthusiasm.	£500	Pupils are motivated to participate in daily exercise due to more varied provision.	This is easily implemented and is therefore very sustainable. Its effectiveness will be evaluated as part of the SEF process.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.63%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Pupils and staff understand the intrinsic value of PE and sport in terms of its unique contribution to wellbeing and alertness, thereby leading to improved outcomes in other areas.	Signposting to the benefits of sport and PE throughout school. Benefits of sport and PE form the basis of semi-regular assemblies.	£50	Staff and pupils can articulate how PE and sport actively contribute to improvement across the curriculum.	This will subsequently be monitored as part of staff and pupil voice.

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				74.3%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
A series of after-school activities offered to pupils as part of the Opening School Facilities Programme. All children able to access a broader range of sports due to the provision of transport.	Work with RISE and other stakeholders to develop and deliver a programme of varied physical activities. Continue to lease minibus to ensure all pupils have access to a broader range of activities.	~£5950 (inc. fuel)	There are no barriers to any pupil in terms of accessing a broad base of sport activities in school and beyond.	This is sustainable as it is specifically budgeted for. Its effectiveness will be actively monitored as part of the SEF process.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
More children have the confidence to take part in competitive sport.	Engage with the School Games programme to ensure that being a small school is not prohibitive to participation.	£Associated costs absorbed in KI4.	All pupils, including those in vulnerable groups, feel more confident to take part in competitive sport with pupils from other schools.	This is sustainable as there are no specific cost implications. Its effectiveness will be monitored as part of the SEF process.

Signed off by	
Head Teacher:	Mr Lee Ferris
Date:	15 January 2025
Subject Leader:	Lee Ferris
Date:	15 January 2026
Governor:	Paula Barry
Date:	15 January 2025