



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Sport Premium Report
September 2024-2025

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 2024.**

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
<p>Swimming provision targeted to exceed NC requirements with additional teaching to target pupils who have not been able to meet the NC requirements for swimming and water safety after the delivery of core swimming / water safety lessons.</p>	<p>After completing a 2-week intensive course, the exit data shows children are reaching goals much higher than the national average. Any children not meeting the NC requirements were offered catch up sessions to support this. (See separate data)</p>
<p>All children engage in 2 hours of high-quality PE lessons every week with clear progression.</p>	<p>Staff haven been well supported to deliver quality PE lessons for 2 hours a week as well as encouraging children to take part in a Daily Mile/Wake and Shake at least 3 times a week. Subject moderation and pupil voice shows children are engaged in their lessons and look forward to their PE afternoon or lessons.</p>
<p>To build on inclusivity within sport across the school with a focus on SEND children, girls participation and vulnerable children attending extra-curricular clubs.</p>	<p>Through tracking, we can see that there is a wider variety of children taking part in more gender stereotyped sports (for example, this year we had our highest number of boys in the netball team and our girls football team won the borough tournament). SEND and less active children are also being encouraged to join clubs or represent the school where possible.</p>
<p>Use of lunchtime development team (LDT) to promote physical activity at break times to improve behaviour and promote active lifestyles (Play Leader employed to support this).</p>	<p>LDT has meant all children take part in a lunch club at least once a week, with a wide variety of inclusive activities on offer. Having a Play Lead supervisor has meant children are exposed to new activities (e.g tight rope, monkey bars and tires) safely and has positively impacted the issues we were having around football at lunchtimes. All outdoor areas are being well used to maximise space. LDT have made visits to other schools and used this to support ideas. Behaviour has significantly improved at lunchtimes and surveys/pupil voice report that children feel happier and safer now there are more activities on offer.</p>
<p>All children participate and engage in 2 60-minute quality PE lessons a week that are adapted to suit all needs.</p>	<p>PE afternoons are working well and have been adapted where needed to support key year groups (Year 1 have a split their session to make it more manageable for the children). The Get Set scheme of work is utilized well, meaning all children are involved in lessons and there is clear progression of knowledge and skills across the school. Teachers are supported by PE lead to ensure all children feel included and support is provided to help adapt lessons if required.</p>
<p>Teachers deliver lessons with high expectations and achieve great outcomes for their class.</p>	<p>Data shows we have a larger number of greater depth children compared to previous years.</p>

Key priorities and Planning

This planning template will allow schools to accurately plan their spending. Total to spend for this academic year: £37,340

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>Ensure all pupils participate in school swimming lessons to meet requirements of National Curriculum by the end of KS2.</p> <p>Obj 1: Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Obj 2: Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Obj 3: Perform safe self-rescue in different water-based situations</p>	<p>All children</p> <p>To note: The ‘Active Lives Children and Young People Survey’ states: ‘pupils are still twice as likely to be able to swim 25 metres unaided if they are from a high affluence family than from a low affluence one’</p> <p>Support offered for children on FSM to help with transport costs (£23 for 2023 sessions)</p>	<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 2. Engagement of all pupils in regular physical activity</p>	<p>Swimming assessment from qualified coaches and data scrutiny by PE lead.</p> <p>Data for last year’s cohort:</p> <p>Objective 1: 79%</p> <p>Objective 2: 79%</p> <p>Objective 3: 85%</p>	<p>£800</p> <p>Cost of extra swimming coaches and transport</p>

<p>Use of Forest School leader and forest school sessions to directly impact physical activity levels and embed physical activity into the school day.</p> <p>Outdoor learning improves: Physical stamina and gross and fine motor skills. A chance to explore nature outside the classroom and promote active, healthy lifestyles. A change in learning environment to help either engagement in learning. Develop team building skills.</p>	<p>All children EYFS – Year 4 Select children in upper KS2</p> <p>Timetable to allow for as many forest school opportunities as possible.</p> <p>Staff to observe and team teach sessions to build on their knowledge of outdoor teaching opportunities and add these to their curriculum where possible.</p> <p>OAA sessions to be delivered and monitored in all year groups as part of PE curriculum.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</p>	<p>Timetable for forest school sessions shows weekly sessions for EYFS-Year 4 and select UKS2 children. Outdoor activity opportunities have increased for these children, and they understand the importance of healthy, active lifestyles.</p> <p>Staff are educated on what Forest School is and how it supports their pupils.</p>	<p>£14,154 Forest School leader to deliver weekly sessions across school</p>
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<p>Continue to develop lunchtime sport sessions and activities for all pupils.</p> <p>Play leader employed to: Take a lead in developing positive behaviour amongst pupils.</p> <p>Organise and lead play activities and maintain equipment.</p> <p>Support midday supervisors in developing children’s positive play.</p> <p>Provide support and counselling for children finding it difficult to cope.</p>	<p>All children</p> <p>Midday Supervisors: Key Play Lead for lunchtime supervisors to support play at lunchtimes.</p> <p>Lunchtime Development Team: Maintain equipment and explore further opportunities to promote positive outdoor play.</p> <p>Year 6 Play leaders: support midday supervisors in promoting play amongst younger children.</p> <p>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 2 -The engagement of all pupils in regular physical activity – the</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Behaviour has improved across the school during unsupervised times.</p> <p>More pupils are meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Year 6 Play Leaders are supporting behaviour through play and promoting physical activities (playground and team building games).</p>	<p>£7,222 Lunchtime Play Leader £400 - equipment</p>
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<p>PE Lead out of class one day a week to monitor and provide coaching for children and teachers to ensure all PE provision is of a high standard – promoting confidence in staff and all children are engaged and challenged in lessons.</p> <p>Key children identified by staff, have the opportunity to develop healthy relationships with sport and know the importance of being healthy.</p>	<p>All teachers and those delivering or supporting PE lessons.</p> <p>All children across the school – promoting a positive and active lifestyle through engaging PE lessons.</p> <p>POKaS clearly defines the important knowledge that all pupils need to be taught so that staff can use this information to support their planning, selection of pedagogical approaches, and assessment.</p> <p>Ensure that departmental monitoring and</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key indicator 5: Increased</p>	<p>Teachers are confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>PE lead monitors lessons and ensures progression and quality of PE across the school.</p> <p>Teachers are able to assist PE lead on working to children’s strengths through inter and intra school competitions and</p>	<p>£13,464 CPD and PE lead 1 day a week out of class to support teaching of PE and promote sporting opportunity for all</p> <p>£500 – curriculum equipment</p>
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<p>Coaching provided for children representing the school – introduce a wider variety of sports and to ensure they feel prepared/part of a team.</p> <p>NC states all schools must ensure the delivery of two hours of quality PE for all pupils.</p>	<p>evaluation by PE lead, focuses on the quality of what pupils know and can do. Ensure that staff regularly check pupils’ understanding and respond to any gaps in knowledge and misconceptions that they identify.</p> <p>The school’s reputation within the borough as being well known for sporting achievement.</p>	<p>participation in competitive sport.</p>	<p>identifying areas of need e.g. less-active children or underrepresented groups.</p> <p>A recent national survey reported that only 56% of primary teachers felt confident teaching PE, with 15% reporting that they are not confident – staff survey to be completed by PE lead.</p>	
<p>Organise and coordinate regular sports competitions and tournaments within the school or Borough to encourage more children become involved in a variety of sports.</p> <p>Maintain high levels of attendance to inter-school competitions and other events available (county opportunities, links with local clubs and introducing new sports).</p> <p>Continue to improve equal access to sport for boys and girls as well as children with SEND.</p>	<p>Pupils – all (intra house competitions allow for all children to take part in competitive sport)</p> <p>Intra Competitions termly: Cross country house event (Autumn), PTFA Sponsored Sports (Spring), Sports Day (Summer)</p> <p>Inter Competitions: Indoor athletics, cross country, football, Ultimate Frisbee, District athletics, netball, cricket, tag-rugby, gymnastics, scatterball, hockey, rounders.</p> <p>PE lead explore opportunities for SEND children and promoting awareness for SEND in sport – Wheelchair Basketball and Boccia</p> <p>Explore links with local clubs.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p> <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 4: Broader experience of a range of sports and physical activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Continue to maintain sporting reputation within the borough – wide variety of sports and children well supported when representing the school.</p> <p>Number of tournament attended and potential to reach county events (PE lead to explore new opportunities outside of Borough events)</p> <p>Number of SEND pupils representing school has increased where possible.</p>	<p>£800 – sporting opportunities and additional expert coaches to provide CPD and deliver sessions</p>

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?	79%	PE Lead to liaise with swimming coaches moving forward to ensure assessment data is clear and concise against NC objectives. Names provided for not meeting this objective will be offered further catch-up sessions during their time in Year 6 to be funded by Sport Premium. Number of children swimming over 100m has improved from previous years.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79%	Pupils attend swimming lessons in Year 4 on a 2-week intensive basis at a local swimming pool. They are taught by professional coaches provided by the leisure center. This report is based on their attainment on leaving primary school at the end of the summer term 2024. Data is above National Average and is improving from the effects of Covid 19 when children were unable to complete their lessons.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>85%</p>	<p>Children were asked to bring pyjamas in and complete self-rescue tasks. They were also taught about water safety, treading water and how to call for help.</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</p>	<p>However, none of our Year 6 parents wanted to participate – due to timing on Year 6 statutory assessments this did not work out well. This has been reviewed for this academic year and dates have been adjusted to allow catch up sessions for key year 6 children to attend with Year 4.</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>No</p>	<p>As we do not have access to our own pool, all swimming is taught by external providers, but PE lead and Year 4 staff attend each session.</p>

Signed off by:

Head Teacher:	Maggie Down
Subject Leader or the individual responsible for the Primary PE and sport premium:	Francesca Heasman – Active Lead
Governor:	<i>Jaynn Taylor – Teaching and Learning Lead Governor</i>
Date:	25.9.24