

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

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](#) 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 offer
- 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 [gov.uk](#) 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 under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2025**

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 31st July 2025. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount allocated for 2024/25  | £17 500 |
| Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025. | £17 500 |

## Swimming Data

Please report on your Swimming Data below.

|   |                                |
|---|--------------------------------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>N.B. Complete this section to your best ability. 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.<br><b>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</b> | 93%                            |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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 2024. Please see note above   | 93%                            |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above   | 93%                            |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 93%                            |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | Yes/ Estimated costs - £319.50 |

## 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: <b>£17 500</b> | Date Updated: <b>23.06.2025</b>  |   |
|---|---|--------------------------------------|--|---|
| <b>Swimming catch up – Year 6</b>   |   |                                      |  | Percentage of total allocation:   |
| Intent  | Implementation  |                                      | Impact   |   |
| Year 6 children able to swim 25 metres and has a secure awareness of water safety.  | <ul style="list-style-type: none"> <li>Identified and take Year 6 pupils to attend additional swimming sessions with other year groups.</li> </ul>  | <i>Funding allocated:</i><br>£319.50 | All children increased confidence. At the beginning of the year, 53% of children could achieve the required standard. This has now been raised to 93%.   | 2%<br>Next steps: swimming has been supported by a parent, who will no longer be within the school community, so more money will be required to run catch-up next year. |
| <b>Key indicator 1: increasing engagement of all pupils in regular physical activity and sport</b>  |   |                                      |  | Percentage of total allocation:   |
| Intent  | Implementation  |                                      | Impact   |   |
| <p>Playleaders run lunchtime clubs – working with PE Lead</p> <p>Yr 6 to become sports leaders, running clubs for younger children. Yr 6 will develop leadership skills and younger students will have a wider variety of activities to participate in.</p> <p>External providers offering further enrichment opportunities after school<br/>MF Dance MF Marshall Arts and Elite Sports - a range of different sports</p> <p>Bikeability – road safety for Year 6 in preparation for going to secondary</p> | <ul style="list-style-type: none"> <li>Children will have opportunities and access to multiple games and activities during lunch times and after school clubs.</li> <li>Develop succession planning for pupil led activities. (Year 6 teach Year 5s Term 6)</li> <li>Identify and formalise celebration &amp; pupil activities eg. Awards for most active person</li> </ul> | £4395                                | <p>Year 6 pupils are confident sports leaders and have runs variety of lunchtime activities for the younger ones.</p> <p>Year 6 pupils ran the sports Day events for the younger years, supporting and coaching the children prior to the event.</p> <p>After school clubs have been available and developed the children's skills in a range of different activities.</p> | 25%<br>Next step: invest in Playleader programme and resources to support Year 5 & 6 pupils   |

**Key indicator 2: raising the profile of PE and sport across the school, to support whole school improvement**

| Intent   | Implementation  | Impact  | Percentage of total allocation:  |
|--|---|---|--|
| <p>Raise the profile of sport and PE across the school, thus more children recognise the importance of sport and physical activity</p> <p>Develop staff confidence and competence and delivering high- quality PE lessons through team teaching and planning</p> <p>Continue to run a sports council to give the children responsibility for developing PE and sport across the school</p> <p>Provide competitive intra opportunities throughout the term.</p> | <ul style="list-style-type: none"> <li>Assemblies, attendance at competitions, whole school activities (sports relief), celebrating children's achievements, displaying achievements both in and out of school, develop number of staff involved in sporting activities.</li> <li>drop in sessions with PE Lead</li> <li>Refresh PE display</li> <li>Report consistently pupil voice about PE/Physical activity from the most active pupil award.</li> <li>Children to support organising sports day.</li> <li>Run a range of intra-house competitions throughout the year. This includes a variety of different sports, activities and challenges. Also promoting the 'Danceathon'.</li> <li>Set aside time to meet and encourage KS2 children to take charge of sports, through the school council so that it does not need adult intervention</li> </ul> | <p>£1000 (PE lead time cover)</p> <p>PE Lead increasing in confidence and running a range of additional activities for the children across the year.</p> <p>Year 6 Pupils have been trained and run lunchtime activities and lead on events at the Early Years Sports Day. Pupils talk about how much this has helped them and how much they enjoying doing activities with their buddies/older ones.</p> | <p>6%</p> <p>Next steps: To continue to build confidence with school council members and KS2 leaders to support with leading sports and sport activities throughout the school, without the assistance of adult interventions.</p> |

**Key indicator 3: increasing all staff's confidence, knowledge and skills in teaching PE and sport**

| Intent   | Implementation   |       | Impact  | Percentage of total allocation:   |
|--|--|-------|---|---|
| Teachers and those less confident in the teaching of PE to feel confident and have the knowledge to deliver well structured, engaging and progressive lessons to all pupils. | <p>External coaches deliver PE training sessions and CPD opportunities to develop teachers' confidence. A cricket company supported with developing teachers' confidence with teaching cricket.</p> <p>Experienced teacher provided CPD to staff across school for outdoor adventurous activities.</p> | £9000 | <p>Teachers have become more confident with delivering cricket to whole classes and have access to cricket resources to support them with teaching cricket.</p> <p>Outdoor learning is occurring across the entire school, so all children are accessing a rich, OAA program.</p> | <p>51%</p> <p>Continue to source outside experts to support with the teaching of specific sports, such as gymnastics, tennis etc.</p> <p>PE lead to continue to work with teachers delivering sports and PE that teachers may feel less confident delivering.</p> |

**Key indicator 4: offering a broader and more equal experience of a range of sports and physical activities to all pupils**

| Intent  | Implementation  |          | Impact  | Percentage of total allocation:  |
|---|---|----------|---|--|
| Pupils have experienced a broad range of sporting activities so they find a way of exercising and keep fit that they enjoy. | <ul style="list-style-type: none"> <li>Enhanced playtimes – creating a table tennis area that is staffed and resourced. A dance area that is staffed and resourced. The MUGA is staffed and resourced. Play equipment is also staffed and resourced. This enables children a wide range of opportunities of activities during their playtimes.</li> </ul> | £1785.50 | <p>Focus this year has gone on developing the forest school/outdoor learning area. This has included staff training, set up time and resources. Pupils talk very fondly about outdoor learning and the social, mental health benefits as well as the opportunity to be active outside in something that is non-competitive.</p> | <p>10%</p> <p>Next year look at taster sessions &amp; inclusive sports activities. Continue to build on interests of the children and support with providing activities that encourage children to participate in physical activities.</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | Children have grown in confidence with additional activities that have been on offer. The children are particularly positive after any out of school experiences such as residential, which is supporting their resilience and independence. |  |
|--|--|--|--|--|

#### Key indicator 5: Increased participation in competitive sport

| Intent   | Implementation   |       | Impact   | Percentage of total allocation:   |
|--|--|-------|--|---|
| <p>Entry into competition – all KS2 children and as many KS1 children as possible given the opportunity to compete against another school.</p> <p>All KS2 children will compete in intra school competition.</p> | <ul style="list-style-type: none"> <li>Organise Intra school sports events, track entry to competitions across the school</li> <li>Ensure all children have access to the appropriate kit to ensure they feel a part of the team.</li> <li>Log 'school record holders' and celebrate in school</li> <li>Build a register of children's interests across the school – both in and out of school to have a clear picture of the full extent of children's interests and hobbies, including eg. Horse riding, cycling, skateboarding etc.</li> <li>Celebrate achievements of children during assemblies.</li> </ul> | £1000 | <p>A range of children participated in a variety of competitions throughout the school calendar year. Every competition has included at least 1 disadvantaged child. At least 50% of our KS2 disadvantaged children participated in competitions. 69% of children with special educational needs also participated in competitions throughout the calendar year.</p> | <p>6%</p> <p>Next steps:</p> <p>Formalise register of children's active interest. Continue to build on their interests and attempt to resource and support based on their interests.</p> <p>Ensure intra sports competitions are in calendar for next academic year from Sept.</p> <p>Continue to build on record holders challenges and celebrate this within the school assemblies.</p> |

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| Signed off by | Reviewed by |
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|-----------------|-------------|-----------------|-------------|
| Head Teacher:   | L Ottaway   | Head Teacher:   | L Ottaway   |
| Date:           | 26.11.24    | Date:           | 23.6.25     |
| Subject Leader: | E Cockerham | Subject Leader: | E Cockerham |
| Date:           | 26.11.24    | Date:           | 23.6.25     |
| Governor:       | LGC         | Governor:       | LGC         |
| Date:           | 26.11.24    | Date:           | 1.7.25      |