



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

2024 - 25



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

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Key indicator 1: 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 • Purchased new playground equipment • Continued use of lunchtime sports leaders for KSI • Increased the number of after-school sports clubs to include a wider range of activities (e.g dance multi-sports). • Partnered with local sports coaches to deliver specialist sessions and broaden the offer of activities.	All pupils now active for at least 30 mins/day in school	-Children active throughout school day and after school. -GetSet4PE provide plans for all teachers, especially those with less confidence/ experience. Teachers feel more confident in ability to teach PE. -This has provided children an opportunity to try something new. -EYFS developed agility, balance and coordination skills during this course. -Children have engaged in all activity days well and for some experienced something new. -Children have taken part in a variety of sports, it has encouraged participation in a variety of sports. It has built children confidence and communication skills. -Children have received fun, engaging after school activities which build their confidence, fitness and communication skills. Children in year 6 enjoyed being taken over the road to assist KSI lunchtime play. Continue to refresh equipment annually and embed sports leaders into school council next year for ks2 and KSI

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement • Wellbeing Integration: Promote mental health by linking PE with PSHE lessons on teamwork, resilience, and confidence with the use of School Games trophies to celebrate individual values in sport. • House Competitions: Introduce inter-house sports leagues to promote teamwork and belonging. • Resilience Program: Use sport to teach perseverance, teamwork, and overcoming challenges.	Increased pride and participation in intra- and inter-school competitions	Develop links with local sports clubs to provide progression pathways Develop use of sports leaders in school – perhaps links to school council representatives. Revival a sports celebration board in KS2
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport • Specialist PE coach working alongside teachers (£1,200) • Use of GetSet+PE scheme consistently implemented with positive outcomes and better assessment tools through use of insight pupil tracker.	Teachers report improved confidence in lesson delivery (staff survey)	Build capacity by training PE subject lead to deliver CPD internally and reassess the use of GetSet+PE. PE assessment framework using insight gives a simple yet helpful away of assessing children and ensuring progression. This could be improved by inputting targets directly into the tracker system next year. This will continue to help teachers track pupil progress and plan lessons effectively.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils • After-school clubs in dance, dodgeball and multi-skills with emphasis on a girls' football. Hockey and Cricket coaches throughout the year in KS2 (£1,200) • Use of before school clubs for archery and gymnastics • Outdoor adventurous activities residential subsidy (£4300)	• Oversubscription to boys football club and girls football. • Increased participation in before school clubs.	
• Key indicator 5: Increased participation in Participation in inter-school competitions for all year groups • Semi final placements in Under 11s boys football	As a school we have taken part in multiple competitions and festivals.	Children have participated in a range of competitions increasing their confidence. They have competing and worked alongside other schools/ children increasing their communication skill -Children enjoying taking part in a variety of events. Competitive sports day where children took part in a variety of activities. They won points for houses and stickers as part of Sports day. Children were motivated by these. Maintain and expand partnerships with School Sports Partnership. Imbed active learning into curriculum beyond PE lessons. Continue to train staff to ensure quality teaching without reliance on external coaches. Develop pupil sports leaders further to mentor younger children.

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
Increase in participation rates in curricular clubs in such activities (eg Dance and archery) in both Key Stages.	Children attending before and after school clubs Staff	Key Indicator 2 Key Indicator 4	Most year groups are showing an improved set of basic abilities as seen from data on Insight – pupil progress tracker. Improved self confidence, embedding a culture of enthusiasm for sport. Continue to develop links with other sporting organisations	<i>Subject management time given every term.</i> <i>Cost of professional coach to engage an after school for KS2</i>
Continuation and development of lunchtime sport sessions/activities for pupils.	Lunchtime supervisors (KS2), year 6 play leaders (KS1) to lead the activity The pupils taking part.	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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Develop pupil sports leaders further to mentor younger children.	Budget for playtime and lunch time equipment. £500 Cost of maintenance for outdoor playground equipment – £700

Ensure we have the necessary planning, resources and equipment to deliver a high quality PE curriculum.	Get, Set 4 P.E CPD.- Release subject leader to team teach and monitor excellence in this area. Re-evaluation of the scheme – ks1 staffing requirements. – Subject Leader All staff teaching PE All pupils	Key indicator 1 Key Indicator 2	<i>Continue with the use of PE scheme for deliverance of high quality PE that builds upon progression.</i> Continue with swimming lessons to enable pupils to make the necessary progress and expectations in the curriculum.	<i>Scheme cost - £1500</i> <i>Resources for KS1 and 2 - £2000</i> Swimming lessons - £6280
Increase confidence knowledge and skills in all staff in teaching PE and sport.	All teaching staff. All children.	Key indicator 1: Increase confidence in knowledge and skills in all staff in teaching PE and sport. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Children receive high quality consistent PE and sport from qualified Warwickshire cricket coaches and external hockey coaches. Focus will be on two areas, a competitive element and an inclusive/disadvantaged participation in sport. Embed active learning into curriculum beyond PE lessons. Continue to train staff to ensure quality teaching without reliance on external coaches.	£1,200 – Hockey and Cricket coaches <i>Scheme cost - £1500</i>
Purchase new netball kit.	KS2 children			Next year's budget
Half termly celebration of "Sports Stars" in school newsletters and celebration of sports events in assemblies and parents and weekly parent update.	Office support staff Parents Head Teacher Sports Lead	Key Indicator 2	Increased pride and participation in intra- and inter-school competitions	

Sports Competitions – Children that try out and are selected for teams.	All children have the opportunity to compete in various competitive events including SEND/disadvantaged pupils.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	All children that try out or take part will have the opportunity to experience competitive sport and representing your school. Children grow in confidence to take part in sports outside of school and join other teams and clubs. All children have access to a range of PE and sport opportunities in both a competitive nature and to broaden their experiences in a range of sports. Girls Football club – exclusively to raise profile of girls football in school and improving competition.	School Games Partnership annual membership £50 Harborne Girls' and Boys under 11s Football entrance fee – £50
Workshops, Sports Days and Special Events	<i>KS1 pupils (KS2 sports day cancelled)</i> <i>KS2 pupils</i> <i>Staff and parents</i>	Key Indicator 1,2,3,4,5	Children to take part in workshops as in previous years. For example: Bike Ability, football skills, archery, climbing and dance. <i>Go Ape for KS2</i> <i>Various outdoor adventure activities in connection to multiple residential throughout 4,5 and 6</i>	£1200 = coaches £4300 – residential activity top ups and physical activities and visits.

Key achievements

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
- Increased percentage of pupils engaging in 30 minutes of daily physical activity through active playtimes. - Delivery of before-school sporting opportunities, giving more pupils the chance to be active and start the day positively. - Wider range of after-school clubs offered, leading to improved participation from girls, SEND and disadvantaged pupils. - Successful participation in inter-school competitions with increased confidence and resilience shown by pupils. - Girls' football team established and thriving, with pupils successfully representing the school in competitive fixtures and tournaments. - Staff confidence in teaching PE improved through CPD, ensuring high-quality delivery across year groups. - Stronger links with local sports clubs providing pupils with opportunities beyond school. - Partnership with Warwickshire Cricket Club provided high-quality coaching sessions, boosting skills and inspiring more pupils to join community cricket opportunities.	Before-school opportunities and active playtimes have increased pupil activity levels, improving fitness, wellbeing and readiness to learn. A wider range of clubs has boosted participation from girls, SEND and disadvantaged pupils, raising confidence and enjoyment of sport. Success in inter-school competitions and the girls' football team has built resilience, teamwork and pride in representing the school. Coaching from Warwickshire Cricket Club has developed skills and encouraged pupils into community cricket. Staff CPD has strengthened PE delivery, while local club links provide lasting pathways into lifelong physical activity.	Continue to work of the improvements to 30 minutes of physical activity by incorporating activity in the classroom as well as giving more ownership to the play leaders at breaktimes. Next year, to work with Year 5 and 6 to nominate sports leaders too to enhance engagement with sports. Focus needed on improving the support and future involvement with parents and governors to enhance competition opportunities both inter and intra school (especially in relation to transport and organisation).

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 meters?	69%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	69%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	35%	<i>Discussion with coaches at the swimming pool in use – more emphasis needed on developing this skills with more confident swimmers.</i>
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>Mrs Alison Leonard</i>
As Governor:	<i>Mr Mike Down</i>
Date:	July 2025