

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated July 2025

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](#) 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](https://www.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 2024/2025, 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 carried over from 2023/2024	£0
Total amount allocated for 2024/25	£17840
How much (if any) do you intend to carry over from this total fund into 2025/26	£0
Total amount allocated for 2025/2026	£17760

## 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 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.</p> <p><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></p>	93%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2025.</p> <p>Please see note above</p>	93%
<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>	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/No

## 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:	Date Updated: 12/07/2025	
<b>Key indicator 1:</b> 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				Percentage of total allocation:
				~65%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
<ul style="list-style-type: none"> <li>- Children to run The Daily Mile at least three times a week to improve their fitness, help to promote a healthy mindset, improve stamina, and allow for a brain break</li> </ul>	<ul style="list-style-type: none"> <li>- The Daily Mile is timetabled in and carried out three times a week by all year groups</li> </ul>	£0	<ul style="list-style-type: none"> <li>- All children, in all year groups, have consistently been running the Daily Mile three times a week. All children participate and are encouraged to run/walk. Many children have counted their laps and have enjoyed seeing how they have progressed over the year. The sports coaches, during their PE lessons have recognised an increase in the children's stamina and fitness. This has also been apparent during preparation for Sport's Day where many children chose to</li> </ul>	<ul style="list-style-type: none"> <li>- For the next academic year, all teachers/PE lead needs to ensure that all classes timetable this into their weekly timetable. For further impact, classes could calculate their weekly laps and compete against other classes as an in house, ongoing competition.</li> <li>- Class teachers could keep individual records to monitor fitness improvement over the year.</li> </ul>

<ul style="list-style-type: none"> <li>- Sporting activities delivered for the full 1hr of lunch 5 x per week by professional coaches</li> </ul>	<ul style="list-style-type: none"> <li>- Hire sports companies to provide a full 1 hour of physical activities at lunchtime to increase physical activity levels for pupils.</li> </ul>	£4506	<p>compete in the long – distance running event.</p> <ul style="list-style-type: none"> <li>- Each activity has very high participation levels. Staff have noticed far fewer pupils not being active at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- We aim to provide a physical activity for 1hr each day delivered by professional coaches.</li> </ul>
<ul style="list-style-type: none"> <li>- Play leaders at lunchtime to ensure children are being active and playing fairly.</li> </ul>	<ul style="list-style-type: none"> <li>- Two MDSA have been working as play leaders to encourage the children to be active and meet the required physical activity.</li> </ul>	£7071	<ul style="list-style-type: none"> <li>- Children have been active at playtimes and engaging with the play leaders' activities. There are fewer children sat out and not wanting to participate in the organised games.</li> </ul>	<ul style="list-style-type: none"> <li>- To coordinate lunchtime clubs run by external providers with the games organised by play leaders to maximise coverage of active opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>- Continued to run three football games every break and lunch to increase the number of players who take part.</li> </ul>	<ul style="list-style-type: none"> <li>- Field arranged with three sets of football goals to allow games according to age: KS1, Y3/5, Y5/6</li> </ul>	£0	<ul style="list-style-type: none"> <li>- By splitting the games by age has increased the enjoyment for pupils and has therefore increased physical participation rates in football.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to provide three separate football games each lunchtime.</li> </ul>
<ul style="list-style-type: none"> <li>- Climbing wall has continued to be a great addition to the playing</li> </ul>	<ul style="list-style-type: none"> <li>- All children are allowed to use the climbing wall every break</li> </ul>	£0	<ul style="list-style-type: none"> <li>- Football has extremely high participation rates with some classes having up to 50% of their class participate.</li> </ul>	<ul style="list-style-type: none"> <li>- To also have a basketball game take place during the winter months.</li> </ul>
<ul style="list-style-type: none"> <li>- Allowing continuous</li> </ul>				<ul style="list-style-type: none"> <li>- To continue to allow</li> </ul>

<p>field to increase physical activity.</p> <ul style="list-style-type: none"> <li>- The playframe has continued to be a popular and children are always seen using it during playtimes.</li> <li>- Variety of play equipment available at play times to increase physical activity at playtimes.</li> </ul>	<p>and lunch.</p> <ul style="list-style-type: none"> <li>- A schedule is in place to ensure each class can use the play frame for a full lunch and play time each week.</li> <li>- Play equipment monitors have been selected from Y6 to ensure a variety of equipment is accessible each day for children to use. They also have responsibility of ensuring the equipment is used correctly and looked after. Making sure it is put away safely each day.</li> </ul>	£144	<p>access to the climbing wall has been particularly popular with our KS1 and LKS2 children which has really supported many of their fine motor development increasing the strength in their fingers.</p> <ul style="list-style-type: none"> <li>- Access to the playframe increases physical participation levels by engaging children in a playful form of exercise.</li> <li>- Having a variety of play equipment available continues to increase physical participation at lunchtimes for all classes. It is a non-structured form of exercise which appeals to our children who are more reluctant to take part in any form of exercise.</li> </ul>	<p>open access from all classes to use the climbing wall.</p> <ul style="list-style-type: none"> <li>- Playframe will continue to be utilised and access to be rotated between classes through the week.</li> <li>- To set mini challenges for the equipment to increase children's enthusiasm to join in. E.g Skipping competition, who can do the most skips in a row?</li> </ul>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>3%</p>
Intent	Implementation		Impact	

Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
<ul style="list-style-type: none"> <li>- Pupil voice carried out to gauge interest in clubs and P.E. lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- The subject lead spoke to children from across the whole school to gain an understanding of what children enjoy about P.E. in school and where we could make improvements</li> </ul>	£0	<ul style="list-style-type: none"> <li>- Pupil voice was very positive with all the children saying they enjoyed P.E. and understood the importance of a healthy active lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to observe P.E. lessons and ask pupils what for feedback of P.E. in school.</li> </ul>
<ul style="list-style-type: none"> <li>- TCS London Mini Marathon</li> </ul>	<ul style="list-style-type: none"> <li>- The subject lead undertook a pupil voice survey with a group of girls from across KS2 to try and boost numbers across clubs</li> </ul>	£0	<ul style="list-style-type: none"> <li>- Pupil voice showed girls were active in sports clubs outside of school and influenced choices of clubs in following terms.</li> </ul>	
	<ul style="list-style-type: none"> <li>- To encourage all children to run/ jog 2.6miles as part of the celebration of the London Marathon.</li> </ul>	£0	<ul style="list-style-type: none"> <li>- Many children were inspired to take up running as part of their weekly physical activity and enjoyed receiving their badge as a reward.</li> </ul>	<ul style="list-style-type: none"> <li>- To organize another Mini Marathon next year in line with the London Marathon and to possibly invite an athlete from another sport in to inspire the children and demonstrate skills whilst involving their participation across the school.</li> </ul>
<ul style="list-style-type: none"> <li>- Bikeability</li> </ul>	<ul style="list-style-type: none"> <li>- Year 6 pupils take part in</li> </ul>		<ul style="list-style-type: none"> <li>- The children's confidence</li> </ul>	<ul style="list-style-type: none"> <li>- To book Bikeability for</li> </ul>

	Level 1 of Bikeability to build their understanding of safety whilst riding a bike.	£560	increased with how to ride safely and are now more motivated to go on bike rides outside of school.	the Y6 cohort again for July 2025
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
<ul style="list-style-type: none"> <li>- Buy into another yearly subscription of the GetSet4PE scheme to ensure clear progression through years, to secure subject knowledge and coverage.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers who are teaching their class PE to use the GetSet4PE lesson plans, videos, sequence of learning to deliver a high – quality PE lesson.</li> <li>- All sports coaches to also use the GetSet4PE plans, but adapt these to again ensure coverage, progression and consistency.</li> <li>- Ensure consistent assessments are made using the system linked to the scheme we follow to</li> </ul>	£1490	<ul style="list-style-type: none"> <li>- Teachers that have taught PE this year have been able to deliver a good PE lesson through the use of a well – planned/sequenced lesson that has provided them with the subject knowledge required. The children have had a variety of different skills/games taught this year with key vocabulary and were able to progress through each lesson, building on previously taught skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to buy into GetSet4PE to ensure consistency, progression and provide teachers with subject knowledge.</li> <li>- To allocate some of the spending for CPD for our teachers with our sports coaches so that the teachers that will be teaching PE next year have some allocated time to spend with our sports coaches to help upskill them with subject knowledge</li> </ul>



	provide a clearer understanding of which children are 'working towards', 'expected' and 'exceeding'.			and skill progression.  - Assessments to be continually shared between coaches and cohorts so that class teachers are aware of the children's PE ability. To be shared with PE lead too, to monitor progress.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
Additional achievements:  - A range of after-school clubs available at least 3 days per week.	- Weekly after-school clubs are provided for all pupils in KS1/2. Our sports coaches provide after-school clubs for each day of the week, changing the sporting activity termly to allow exposure to a range of sports.	£1950	- Each term, all classes had the opportunity to attend the afterschool clubs. We asked for a £1 contribution weekly to ensure we didn't overspend but also felt that this was a very minimal price and it also allowed for us to still have high participation. Each term, the clubs changed to allow a variety of different	- To continue with weekly afterschool clubs, using Prestige and Premier Education Coaches. Pupil Voice conducted by Subject Lead to find which clubs children would like to see offered.

<ul style="list-style-type: none"> <li>- Arrange enrichment days to expose children to new sports/skills with the aim for children to be inspired to take up the sport at a local club.</li> </ul>	<ul style="list-style-type: none"> <li>- Book a Bollywood dance day for children to learn cultural dances and work and partake as part of a team.</li> </ul>	£800	<p>sports activities which meant there were different children joining each term. Not only did this promote extra fitness time but also the ability to develop skills taught in school and work as part of a team</p> <ul style="list-style-type: none"> <li>- All pupils were able to take part in the Bollywood Dance day, learning 2 dances from a different culture. They also learnt to follow instructions and work as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue with Bollywood days as these have become a wonderful tradition to our school that children enjoy each year.</li> </ul>
<ul style="list-style-type: none"> <li>- Book enrichment mornings for Years 1-3 and 4-6 to experience a wide range of sporting and outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>- To provide diverse opportunities for our children and allow them to experience activities that many have never experienced before, hopefully sparking further interest.</li> </ul>	£750	<p>Years 1-3 &amp; 4-6 took part in a carousel of activities including axe-throwing, archery, golf, dodgeball and parachute games. They learnt new skills and to work as part of a team safely on each of the activity stations.</p>	<ul style="list-style-type: none"> <li>- These activities were fantastic and the children learnt and experienced so much from these. This should continue next year and if the budget will allow, it would be ideal if the enrichment days were slightly different to this years', to again expose the children to a variety</li> </ul>

- 100% Sports day participation	- Share sports day events with coaches and teachers prior to the event so that the children can practice building the children's confidence and skills	£0	- All children (EY-Y6) participated in physical activities for an entire school day with much enjoyment. Y6 children also got to lead the events to practice their leadership skills.	of different activities.  - To use a carousel approach of activities again next year to expose children to more activities.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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 did pupils now know, and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Participating in out-of-school sports competitions to encourage competitiveness, teamwork, and sportsmanship	<ul style="list-style-type: none"> <li>- Work alongside SGO to enter and participate in a range of different sports</li> <li>- Mini Marathons</li> <li>- Interschool cross-country competition.</li> <li>- Enter the local Prestige</li> </ul>	£0  £0  £0	<ul style="list-style-type: none"> <li>- The majority of tournaments continue to be inaccessible, at venues out of the school's catchment area or pulling staff during school time.</li> <li>- The biannual Mini Marathons have become a favourite tradition at the school, which parents and children get behind to support.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports lead to continue to work alongside SGO to plan and take part in out-of-school competitions closer to school.</li> <li>- Continued Mini-Marathons to help children develop fitness and experience running over a longer distance.</li> </ul>

	<p>Football league</p> <ul style="list-style-type: none"> <li>- Enter the Meadowlark football tournament</li> </ul>	<p>£150</p> <p>£0</p>	<ul style="list-style-type: none"> <li>- Children from across KS2 classes took part in a running competition, experiencing competing against other schools. This was very successful, with children enjoying the experience as well as performing well. We were lucky enough to have a child advance to the county and regional finals as the year progressed because of their success in this competition.</li> <li>- The Y6 Football Team were very successful, coming 3<sup>rd</sup> in the league. All participants thoroughly enjoyed being part of the team and competing on behalf of our school, including winning the Golden Boot award for top scorer.</li> <li>- We entered a Y4 team to take part in the local Meadowlark Football Tournament. The children were able to represent the school and tried their</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to offer a lunchtime club with a focus on training our football team.</li> <li>- To continue to subscribe to the Prestige Football League and enter more teams into the Meadowlark Football League next academic year.</li> <li>- Work alongside partner school to arrange interschool fixtures to give further competitive opportunities and raise awareness of partnership.</li> </ul>
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			<p>hardest in every game. It was brilliant to give children who did not play for an outside team the exposure of a competitive setting.</p>	
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Signed off by	
Head Teacher:	V Doherty
Date:	
Subject Leader:	A. Proffitt
Date:	17.07.2025
Governor:	
Date:	