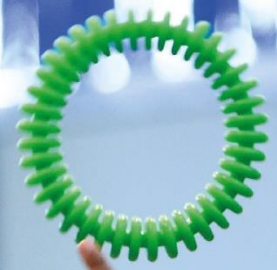


Primary PE & Sports Premium



2024-2025



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2024



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	Comments
Teacher training. Sports Teach through Challenge Sport supporting development of existing skills and introducing methodology consistent across the whole school PE experience.	All teaching staff have worked closely with Challenge Sport and focused on the delivery and planning of structured PE sessions. Confidence in teaching a wider range of PE activities is evident and teacher led PE sessions are consistently complementary to Challenge Sport led sessions. This is continuing to build a PE pathway for each child which is based on prior learning and offers appropriate levels of challenge, enjoyment and is individually engaging.	This has been a success and in addition to recording staff reflections on the scheme, we will now focus on further building cohesion of the PE curriculum taught throughout the school.
Support staff training in game and activity organisation.	This has increased constructive play opportunities for children at playtimes as well encouraging the development of play	Children are creative in their active play and our enthusiastic support staff help to nurture this. Children recognize the

<p>Increased opportunity to enjoy representing the school at sporting events.</p> <p>Sports activity clubs are well subscribed.</p>	<p>time supervision roles. This will help to further embed the school ethos of active play.</p> <p>Through our commitment to the local schools PE partnership and to prioritizing participation in a range of events, more children are experiencing physically active competition.</p> <p>There is a range of activity clubs, and these are inclusive for all children.</p>	<p>freedom to initiate and innovate active play.</p> <p>Our children know that they will be supported to participate to the best of their ability. They talk about individual and team pride and challenge when talking about the events they have competed in.</p> <p>Active extra-curricular clubs are a positive part of the school experience for our children.</p>
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Key priorities and Planning 2024 - 2025

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
Teacher CPD. Continue Challenge Sport teacher training.	Increased teacher confidence and expertise will ensure PE lessons continue to be high quality. Continuing emphasis on consistency of lesson delivery across all school stages.	KI 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	All PE sessions will be well planned and impactful. Children will make meaningful progress within lessons, topics and across learning phases. Each child entering the school will enjoy a PE journey that gives them the skills, knowledge and attitude to maintain positive attitudes towards active life styles.	£6,000
Targeted support for younger children focusing on core strength	Impacts all children in their ability to sit and focus on learning in class and in improved physical skills	KI 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Children will be able to sit and focus better in class impacting on learning across the curriculum and enabling them to improve PE skills	
Maintain level of support for active playtimes by ensuring quality provision of MSA staff.	Maintain level of support for active playtimes by ensuring quality provision of MSA staff.	KI 2: The engagement of all children in regular physical activity.	Playtimes will be active and children will feel increasingly enabled to create and take control of their own games. This is an important step post COVID, when many children were very dependent on adult led activity.	£4,815

Maintain investment in replacing, renewing and innovating the school PE and playtime resources.	All children – who will enjoy high quality resources. Adults delivering lessons and play opportunities who will have the necessary high quality resources to support activities.	KI 3: The profile of PE and sport across the school is raised and the whole school benefits from quality resources – leading to improved engagement in PE and sport.	We will identify robust and appropriate resources that will be available to all children entering the school. This will involve considering the opinions of all our children.	£1000
Further develop the opportunities to participate in competitive sport, and raise the profile of local sport and activity clubs to give children a readily available route to competitive activity. This will include participation in the local school sports partnership.	All children will understand that they are able to represent the school at events and will be strongly encouraged to take the opportunities when they arise. They will experience the pride and exhilaration of competition. All children will be aware of the role sport plays in our local community.	KI 5: Increased participation in competitive sport.	Our target is for all children to represent the school competitively during their time here. They will be more likely to continue sports participation in future years. Children in all years will have this opportunity and there will be an additional benefit of success for our school sports teams.	£1700
Review of current curriculum map to reflect the interests and abilities of our current cohort. Further investment in developing activity clubs to provide a range of clubs.	All children - who will enjoy active PE lessons and topics that they are both familiar with and excited by. Teachers who will be empowered to use their developing CPD knowledge and skills to deliver enjoyable active lessons. The range of clubs available will be wider and so the number of children attending clubs will increase.	KI 4: Broader experience of a range of sports and activities offered to all pupils.	The PE curriculum will continue to evolve and reflect the teaching and the pupils at the school. There will be an easily identifiable PE journey for each child that will build on early core physical activity learning towards more complex sporting engagement.	£1800

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
<ol style="list-style-type: none">1. Teacher CPD. Continue Challenge Sport teacher training.2. Targeted support for younger children focusing on core strength3. Maintain level of support for active playtimes by ensuring quality provision of MSA staff.4. Maintain investment in replacing, renewing and innovating the school PE and playtime resources.5. Further develop the opportunities to participate in competitive sport, and raise the profile of local sport and activity clubs to give children a readily available route to competitive activity. This will include participation in the local school sports partnership.6. Review of current curriculum map to reflect the interests and abilities of our current cohort. Further investment in developing activity clubs to provide a range of clubs.		

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?	86%	Our children have swimming lessons in Year and 4. This cohort did not experience these lessons due to COVID closures. We used PE premium funding to offer them top up sessions. The data collected for lower years (current Year 4 and 5) reflects more robust assessment.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	The top up sessions for this cohort were focused on ensuring core swimming skills and water safety were secure and the range of strokes were covered but not in full.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	80%	This data is reflective of the sessions missed during school closures. Current data on lower year groups indicates a higher figure.
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	The children enjoyed these sessions and we will continue to ensure that all children have the access to top up sessions if needed.

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Our swimming sessions are held at the local leisure center with qualified swimming teachers. This ensures the best quality teaching and also builds on the fact that many of our children also attend swimming sessions there outside of school. Some children have been attending swimming sessions with the same teachers from very early ages and they benefit from strong relationships with those teachers. School staff are poolside to engage in lessons and are able to discuss with our children their next steps and how they feel about the sessions.
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Signed off by:

Head Teacher:	Tracey Webster
Subject Leader or the individual responsible for the Primary PE and sport premium:	Chris Ward – PE lead
Governor:	
Date:	