

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2023/2024, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2025.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£20, 774
Total amount available for 2024/25	£20, 774
How much (if any) do you intend to carry over from this total fund into 2025/26?	£4,501
Total amount of funding for 2024/25 to be reported on by 31st July 2025	£16,273

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 as best you can. 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>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</p>	<p>Within the federation of schools, swimming lessons are undertaken in Year 3 and 5 with additional catch up sessions in Year 6 at Worplesdon Primary School</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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>	76%
<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>	88%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

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: July 2025	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					80%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<i>Professional sports coaches (Guga) used to raise the profile of PE and sport within school working directly with children and offering CPD to teaching staff</i>	<i>Sports coaches to deliver a series of CPD sessions to teaching staff (personalised training per teacher through observations, team teach, supporting PE with writing and adapting medium and short plans and monitoring session)</i>		<i>£16, 269 (CPD/team teaching sessions)</i>		<i>Teachers apply their training to deliver high quality, progressive and varied a PE lessons</i>
<i>To use the PE planning hub to support teachers in planning lessons that ensure children making good or better progress and build incremental steps based on the child's starting points so that children are confident and making progress in the different sports taught at school.</i>	<i>Staff are trained and use the PE hub on a weekly basis to support the teaching of all sports.</i>		<i>£380</i>		<i>Coaches continue to 'check in' with teaching staff building on the good practice already shared</i>
					<i>Teachers are more confident to adapt teaching and learning to meet the needs of their cohort</i>
					<i>Children have accessed a wider range of sports and have developed transferrable skills</i>
					<i>Teachers are confident in planning and delivering high quality PE lessons each week</i>
					<i>Children to continue to benefit from weekly 'specialist' PE sessions</i>
					<i>Children benefit from detailed lessons that allow children to make good progress against their starting point in the sports discipline.</i>

Key indicator 2: 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				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<p><i>To maintain a high level of physical activity throughout the day across all year groups, increasing concentration, stamina and deepening understanding of key skills and the benefits of physical activity</i></p> <p><i>To be able to engage in physical activity during lunch break</i></p>	<p><i>Continue to offer outdoor learning opportunities throughout the day through well resourced, planned opportunities zoning the playground which is pedagogically designed based on loose parts play and train all staff so that they are confident in supporting the play.</i></p> <p><i>To continue to develop Woodland School to incorporate elements of physical development in planning</i></p> <p><i>To continue to develop the outside areas to ensure space and resources are conducive to physical development across all areas e.g. climbing, skipping, hoops, balls, running track</i></p> <p><i>Identify key worker to support children in engaging in physical activity using resources made</i></p>	<p><i>£100 for resources</i></p>	<p><i>Children continue to have access to a range of resources to promote physical development.</i></p> <p><i>Children enjoy being outside and have consistent and daily opportunities for a minimum of one hour per day</i></p> <p><i>Children enjoy playing with a range of resources during break/lunch time play with supervision and expertise from play specialist</i></p>	<p><i>Continue to ensure resources are fit for purpose, support pupil learning and are safe to use.</i></p> <p><i>Continue to develop planning to ensure Woodland School is purposeful with clear learning objectives</i></p> <p><i>Continue to develop outside areas with support from PTA, parent working groups (rejuvenation of Year 1 area & trim trail)</i></p>

available during play/lunch break

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	10%
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p> <p><i>Professional sports coaches used to raise the profile of PE and sport within school working directly with children and offering CPD to teaching staff with a specific focus on dance</i></p> <p><i>Specialist sports coaches are able to offer sporting opportunities within extra curricular sporting clubs</i></p> <p><i>Maintain a high level of appropriate equipment to ensure good and better teaching and learning in PE</i></p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p><i>Sports coaches to deliver a series of CPD sessions to teaching staff (4hrs of personalised training per teacher through observations, team teach and monitoring session)</i></p> <p><i>Joint training sessions with federated school</i></p>	<p>Funding allocated:</p> <p><i>£60 for dance</i></p> <p><i>£3000 for training</i></p>	<p>Evidence of impact:</p> <p>What do pupils now know and what can they now do? What has changed?</p> <p><i>Children have been able to access a range of different sports and used transferrable skills across these.</i></p> <p><i>Staff have gained confidence in the delivery of sessions including their adaptive teaching techniques to support all learners</i></p>	<p>Sustainability and suggested next steps:</p> <p><i>Teachers continue to apply training into their high-quality teaching</i></p> <p><i>Continue to review specific areas to develop e.g. teaching gymnastics</i></p> <p><i>Continue to raise the profile with consistent expectation for PE uniform – share expectation with parents</i></p>

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p> <p><i>Extend opportunities for physical activity through the provision of forest school and woodland school for EYFS and Yr 1 and 2</i></p> <p><i>Extend the physical activities on offer within after-school clubs.</i></p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p><i>Continue to develop outdoor learning environments promoting physical development across EYFS and KS1 using the expertise of Forest Sch teacher</i></p> <p><i>Meet with after-school provider to discuss range of activities to broaden opportunities for children</i></p> <p><i>Extend the provision of after-school clubs and a variety of sports to engage all children.</i></p> <p><i>Staff discussions to raise the profile of physically active learning.</i></p> <p><i>Holiday clubs held throughout school holidays to support families</i></p>	<p>Funding allocated:</p> <p>£100</p>	<p>Evidence of impact:</p> <p>What do pupils now know and what can they now do? What has changed?</p> <p><i>Children enjoy physical activity and are given opportunities to discover and build new skills.</i></p> <p><i>Activities within other curriculum areas are planned to develop gross motor skills.</i></p> <p><i>After-school club providers is aware of need to diversify the sports on offer.</i></p> <p><i>Large uptake of holiday club spaces</i></p>	<p>Sustainability and suggested next steps:</p> <p><i>Continue to liaise with after school club provider to broaden opportunities for children to explore a range of sports</i></p> <p><i>Continue to plan for physical development opportunities within other curriculum areas</i></p> <p><i>Questionnaire to pupils/parents regarding after-school sporting activity 'wish list'</i></p>

well-advertised through school

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p> <p><i>Celebration assembly celebrates children who compete in sports raising the profile for others</i></p> <p><i>Medals for 'winners' introduced</i></p> <p><i>To participate in cross-school competitions including Sports Hall Athletics, cross country, football and netball tournaments and district sports</i></p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p><i>Whole school sports day – communication with parents regarding healthy competition</i></p> <p><i>Lines on fields marked ready for competitive racing</i></p> <p><i>Celebrate involvement of competition against other schools in assemblies and newflash</i></p>	<p>Funding allocated:</p> <p><i>£975 sports events, stickers, medals and entering of competition</i></p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <p><i>Children took part in a range of competitive activities which taught a range of skills including running, jumping, throwing, aiming</i> <i>Children built stamina for more long-distance runs</i> <i>Children awarded with medals, celebrating success</i></p>	<p>Sustainability and suggested next steps:</p> <p><i>Continue to explore opportunities for cross school competitions (indoor athletics)</i></p> <p><i>Explore opportunities for federation to promote inter-school competition</i></p>

Signed off by

Head Teacher:	Kareen O'Brien
Date:	31 st July 2025
Subject Leader:	Louise Parker/Ben Bowers/Grace Sands
Date:	31 st July 2025
Governor:	David Philpot
Date:	31 st July 2025