



The Primary PE and sport premium

Planning, reporting and evaluating website tool

**2024/25
Evaluation &
Planned Expenditure of the
PE and Sport Premium Report**

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

Key priorities and Planning for 2024/25

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
Staff to continue using TA Sports scheme. All staff to use the resources provided within the unit planning to adapt lessons to meet the needs of the pupils in their class. In so doing, teachers will improve their PE knowledge and understanding.	Teaching staff - they will feel more confident when delivering lessons. Pupils - they will receive a consistent curriculum with progression and higher quality PE lessons.	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	Through the use of the planning and resourcing, subject knowledge will strengthen. The teaching of PE lessons will be monitored by the PE lead. New teachers will be given an overview of TA sports scheme by PE lead.	£1400– Full scheme for Key Stage 1.
CPD for staff. Support teaching staff who are less confident in teaching PE – in house and external through training opportunities. CPD for support staff – aimed at running	Teaching staff – develop their ability to teach high quality PE lesson where children are active, safe and engaged. Improve their confidence in delivering lessons and differentiating when needed. Pupils – higher quality PE lessons from well informed teachers. More opportunities to be active throughout the school day. Support staff – gain more confidence and a wider bank of ideas to support children in the playground. PE lead- reflect upon	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> <i>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.</i>	All staff will develop their skills and their confidence to deliver high quality PE, sports and playtime activities. This will be further developed through in house CPD by the PE lead.	£3000 for CPD

<p>lunchtime and playtime activities. PE lead and teacher to attend training opportunities.</p> <p>Work with outside agencies who offer free or subsidised coaching, such as Tennis Club and ensure that it meets the objectives on our Long Term Plan but also supports pupils/ teachers.</p>	<p>the provision in place and the steps that can be taken for further improvement.</p> <p>Pupils – receive coaching from qualified coaches in different sports. Teachers- team teaching will upskill teachers.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Staff will be upskilled by specialist coaches and at times links will be made with outside clubs and agencies that children could benefit further from. Good practice to be shared in staff INSET time.</p>	<p>£1000</p>
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<p>Track the children who are attending active after school clubs (through Serious 4 Sport)</p> <p>Continue to look for new ideas for after school clubs.</p> <p>Pupil interviews to find out which clubs children enjoy and if there are any clubs that would encourage them to attend.</p> <p>SEND interventions for identified pupils with a focus on gross motor skills</p>	<p>Targeted pupils – who do not attend an after school club or who are identified as being a child who would benefit from increased physical activity.</p> <p>Pupils – wider range of clubs on offer.</p> <p>Pupils – listen to their voice and take their ideas into consideration.</p> <p>Targeted pupils who are on the SEND register.</p> <p>Teaching Assistants – build ideas to use throughout the week to further develop the child’s grossmotor skills</p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>PE Lead to track the children attending all active clubs currently on offer by the school.</p> <p>More pupils will participate more regularly in physical activity, especially targeted pupils.</p> <p>Teaching Assistants will lead interventions to improve the gross motor skills of targeted SEND children – helping to close the gaps with their peers.</p> <p>Equity of opportunity for all pupils with a focus on SEND. Opportunity to develop skills and ensure more SEND pupils make accelerated progress in PE</p> <p>New clubs and listening to pupil voice will ensure that our clubs reflect what our children would like to see on offer – hopefully leading to more children taking up the clubs.</p> <p>Any further actions will be implemented and monitored regularly. New staff will be inducted quickly and well supported to ensure positive and active playtimes</p>	<p>£0</p> <p>£2,000</p>
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<p>Monitor the condition of equipment for lunchtime play and PE lessons. Plan head for equipment needed for Year 3 of school opening.</p>	<p>Pupils – equipment will be new and in a good condition</p>	<p><i>Key indicator 2: The engagement of all pupils in regular physical activity</i></p>		<p>£6,000</p>
<p>Provide one off experience days to enhance the range of activities provided at school. Look into fundraising for an athlete visit</p>	<p>Pupils – all pupils will take part in a range of activities.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>		<p>£3,000</p>
<p>Organise for clubs in the local area to lead assemblies</p>	<p>Pupils – inspire pupils to take up a new activity</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> <i>Key indicator 2: The engagement of all pupils in regular physical activity</i></p>	<p>Children will be aware of more opportunities within the local area. These will be shared further within the newsletter for parents.</p>	<p>£0</p>

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
Staff continued to use the TA Sports scheme, including unit planning and adaptable lesson resources	Improved staff confidence and subject knowledge in PE; lessons better tailored to meet individual pupil needs	The scheme has supported staff effectively, with reported improvements in both teaching quality and pupil progress in PE
CPD for staff, including in-house support and external training opportunities; PE lead attended CPD on playtime and lunchtime activities	Strengthened overall staff capability in delivering PE; PE lead equipped to enhance active playtimes	While external CPD for some staff was not possible this year, it is scheduled for next year. The PE lead has begun resourcing playtime activities based on training received, with implementation underway
Worked with outside agencies offering free or subsidised coaching, e.g. local Tennis Club, to support delivery of the Long Term PE Plan	Provided high-quality, specialist coaching that enhanced pupil experience and supported staff development	The Tennis Club worked with Reception pupils over two terms, aligning with curriculum goals and contributing to skill progression in early PE
Delivered targeted SEND interventions focused on gross motor skill development	Significant improvement in physical development for targeted pupils, particularly in EYFS	TA-led small group sessions led to strong outcomes: 95% of Reception pupils achieved ELG for gross motor skills (85% for fine motor); Nursery pupils achieved 100% for gross motor and 92% for fine motor development
Planned and allocated resources for Year 2 outdoor area development	Supports physical development and active play opportunities for KS1 pupils	Outdoor equipment and resources have been identified and are scheduled for implementation to enhance physical activity and engagement in Year 2

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?	NA	NA
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	NA	NA

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	NA	NA
<p>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?</p>	NA	NA
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	NA	NA

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kerry Cottrell</i> <i>PE Lead</i>
Date:	November 2024 Reviewed June 2025