



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

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
<p>Trust and pyramid events. We have attended 6 events across the year and made a good link with the middle school who provides the service. They have been able to provide sports leaders to assist on our school events too.</p> <p>Visit from Jump Start Jonny.</p>	<p>All children across school have benefitted and thoroughly enjoyed the events. Year 1 – multiskills Year 2 – sports hall athletics Year 3 – Invasion games Year 4 – Hockey, invasion games and athletics This has built upon team skills which are promoted within lessons. Links with the first schools and middle/high school providers have enabled us to engage in further activities such as trampolining and advertising for outside of school clubs/events. Additional sports leaders have enabled smooth/competitive events to be held in school – more opportunities to compete. Positive feedback from 100% of children attended felt they had increased confidence and skills.</p> <p>This has raised the profile of PE across the school. Children still talk about it now and 78% of the school say it has been the highlight of their year. He visited all classes from Nursery-Reception and danced all morning emphasising the importance of exercise and focused on well-being. How it makes you feel. All children joined in enthusiastically and continue to use Jump Start Jonny daily in their</p>	<p>This has been effective and is something we will continue with next year. Dates will be sent out in Autumn Term to enable the PE lead to plan all into the calendar. Meeting indicators: 1,2,4,5.</p> <p>We will continue with the subscription next year to continue to promote engagement and active levels across the school. Meeting indicators: 2,3</p>

<p>New sports/equipment brought to teach new units in our curriculum</p>	<p>classes as part of their active 30 minutes. Reminders are in each class (photos, poster, certificates) and a whole school display in the main corridor.</p> <p>Badminton was taught to year 4 and Golf/archery as an afterschool provision. This has been a huge success with Year 4 thoroughly enjoying it. 100% commented how they enjoyed this unit and it would be something they would try out of school/middle school. Equipment was effective in teaching a progressive sequence of skills and accessible to all.</p>	<p>Badminton will remain on the long term plan and will be used in clubs/opportunities outside of curriculum time. Meeting indicators: 1,2,4,5.</p>
<p>CPD of staff</p>	<p>Another member of staff now swimming trained. Brings annual cost down and sustainable/long term impact. Children's confidence with known member of staff increased too. With highest % so far of year 4 displaying water confidence at 100% and 77% able to float unaided.</p>	<p>Sustainable and will continue to teach swimming next year. Meeting indicators: 1,2.</p>
<p>Clubs</p>	<p>All clubs full capacity across the year. With waiting lists for KS2. New sport Martial arts clubs very popular running across 2 terms allowing 60 children per key stage to attend- over 50%. Lunchtime club successful, promoting more organised games across the week and inspiring the Year 4 play leaders.</p>	<p>Signed up with consistent provider for clubs and focusing on Early Years to build fundamental skills next year and interventions across the key stages as additional. Meeting indicators: 2,3,4,5.</p>

## 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
To buy PE hub subscription for the year.	Children develop physically completing movement/skill and tasks through a structured progressive programme. Teachers- To teach confidently with support resources and progressive documents to follow.	Key indicator 1 – Increase the confidence in staff because of the knowledge and progressive skills being provided when teaching PE lessons. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils as the curriculum map is planned using this scheme.	<i>All lessons observed have followed the structure and progression within the document supporting all children in lessons. Positive impact on attainment. Teachers confidence from staff surveys/conversations are positive.</i>	£364 cost of the subscription
Jump start Jonny subscription	Children – participate/ follow videos. Teachers – to support the delivery of more physical exercise throughout the day.	Key indicator 2 -The engagement of all pupils in regular physical activity – use as part of active breaks/activity daily. Helping develop key movements and increase attentiveness.	<i>Contributes to children's active minutes. Teachers and teaching assistants comment on how active breaks throughout the day has positive impact on children's engagement. Also used to deliver to a fully subscribed dance club after school.</i>	£259 for subscription.
Join a pyramid of school's sports events.	Children – All children a chance to participate in competitive sports and go to a range of sporting activities across the year. Teachers – CPD opportunities, learning from others at events. Sharing of knowledge/equipment.	Key indicator 5 – The participation in competitive sport providing inter and intra competitions across the year Key indicator 4: Broader experience of a range of sports and activities offered to all pupils within the curriculum and extra curriculum. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in	<i>ALL children years 1-4 have benefitted from inter competitions throughout the year. Positive impact on self-esteem seeing all year groups come within top 3 schools. Strong links with middle/high school PE departments for stability.</i>	£1000

		teaching PE and sport- support from sports leaders/coaches within the pyramid	Support with sports day has been provided through Trinity pyramid provider enabling ALL children to participate and be supported.	
CPD for teachers	Teachers and children	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2- The engagement of all pupils in regular physical activity. Staff qualified and knowledgeable to create more engaging opportunities for children.	£200 spent on 2 members of staff supported with inclusive practice in PE. This had a positive impact on their teaching. Results show 80% from Rec-Year4 achieving ARE or above. SEND children seen to have made progress across the year.	£560 £200 – inclusive CPD £160 – swimming CPD (2 members of staff) £200 – leadership/management – new tracking system -Reporting support - outdoor play research
Targeted interventions / EYFS provision	Children across the whole school	Key Indicator 2- The engagement of all pupils in regular physical activity. Key indicator 5 – The participation in competitive sport Key indicator 3 – raising the profile of PE and sports across the school, to support whole school improvement.	90% of children in Reception have achieved ARE in physical development. The 3 children who didn't are on SEND register/EHCPs. It was reported their listening skills have improved because of targeted interventions too. Evident on sports day where EYFS children knew exactly what they were doing, confident in skills.	£7000

Targeted interventions for year 1-4	Children identified by new tracking system to be working below expectations in a unit of work- then targeted next half term for support.	Key indicator 3 – raising the profile of PE and sports across the school, to support whole school improvement. Key Indicator 2- The engagement of all pupils in regular physical activity. Key indicator 5 – The participation in competitive sport	100% children who participated across the year said they feel more confident. Data shows improvements in skill or confidence or both. Profile of PE raised and supported by external provider. Has provided a broader range of experiences and equality.	£3110
Swimming top ups	Children in KS2	Key indicator 3 – raising the profile of PE and sports across the school, to support whole school improvement. Key Indicator 2- The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils within the curriculum and extra curriculum.	Progress evident from observation and tracking in both Year 3 and 4. 100% of children from 64% are now water confident. 17% already achieved 25 meter swim(end of year 6 goal) in year 4. 100% children felt they have improved and enjoy swimming in year 4, having only 5/29 had visited a swimming baths before starting in year 3.	£1423.75
Active transport	Year 4 students	Key Indicator 2- The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils within the curriculum and extra curriculum. Key indicator 5 – The participation in competitive sport	Year 4 children attended trails and finals of Cross country. 100% children participated in trials and 12 went through to final. 2 girls and 2 boys came within the top 15 in final. Boosted self confidence.	£140
Equipment /	All children		100% of children actively engaged at playtimes. Range of equipment/resources to	

<p>outdoor provision</p>		<p>Key Indicator 2- The engagement of all pupils in regular physical activity. Key indicator 3 – raising the profile of PE and sports across the school, to support whole school improvement.</p>	<p>engage all children in a range of play. Climbing equipment and resources have further supported gross and motor skills. Use of the field/forest school to engage children further. 100% said they love playtimes, commenting “WE have lots to play with” “ I love the different games on the games pitch” “I like how we use the diggers in the mud” “ My favourite thing is to hang on the bars” “ I am super fast around the track”. We have seen a decrease in injuries with set play zones being implemented and less behaviour reports this year.</p>	<p>£4045.77 <i>Extra spend of £532.52</i></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
<p>Weekly targeted PE interventions were delivered throughout the academic year, informed by a PE tracker created and maintained by the PE lead. Children identified as needing additional support in physical development were selected based on assessment data and teacher observations. Interventions were led by external providers who conducted regular assessments and shared detailed progress reports with the PE lead, ensuring a consistent, data-driven approach.</p>	<p>There has been a clear and measurable impact on children's attainment in PE, with notable improvement across gross motor and physical skill development. Assessment data provided by the providers and internal tracking showed steady progression in coordination, balance, and confidence. Pupil voice captured positive responses across all year groups involved, with children expressing enthusiasm and pride in their physical achievements. This was particularly evident during Sports Day in Early Years, which was described by staff as the most successful to date, with increased participation, enjoyment, and inclusion.</p>	<p>Staff consistently reported that the interventions were highly effective in promoting equality of access and opportunity in PE. The structured and regular support allowed all children to engage confidently, regardless of starting point. The use of data to inform planning and delivery has set a strong foundation for ongoing improvement. The interventions not only boosted skill development but also had a positive influence on children's attitudes toward physical activity and self-esteem. Staff noted increased engagement and resilience in PE lessons across the school. We have built positive relationships with providers who will continue in September 25-26.</p>
<p>Following visits to other schools for inspiration and best practice, we have implemented a more holistic and structured approach to playtime. Our provision now includes a wide range of play types, such as mastery play, social play, dramatic play, fantasy play, exploratory play, creative play, and locomotor play. To support this, we have developed dedicated areas featuring:</p> <ul style="list-style-type: none"> <li>• Sandpits and water trays</li> <li>• A mud kitchen</li> <li>• Fancy dress for role play</li> <li>• Large construction blocks</li> <li>• A trim trail and active games zone</li> <li>• Creative areas with drawing and mark-making materials</li> <li>• A reading corner and music zone</li> </ul> <p>This diverse range of play opportunities caters to all interests, abilities, and developmental needs.</p>	<p>The enriched play provision has resulted in 100% pupil engagement during playtimes. There is a noticeable increase in physical activity levels across all age groups, alongside improved social interaction, imaginative thinking, and teamwork. The structure and variety have led to a significant reduction in injuries and behaviour incidents, with children more focused, calm, and purposeful during and after play.</p>	<p>Staff and external visitors have commented positively on the quality and range of play available, noting improved inclusion and opportunities for all pupils to thrive. We have other schools in Redditch come to observe our playtimes too. The involvement of Year 4 pupils as play leaders, taking responsibility for organising, setting up, and tidying away equipment—has successfully fostered leadership, responsibility, and a sense of pride. The new approach to play has enhanced the school ethos and supported wider curriculum aims, particularly around personal, social, and emotional development.</p>

## 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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>NA %</p>	<p><i>Data for Year 4 children, as we are a first school. WE predominately focus on water safety and confidence in all children.</i></p> <p><i>100% of year 4 know what to do in an emergency and how to keep safe around water/know self-rescue techniques.</i></p> <p><i>100% display water confidence.</i></p> <p><i>5 out of 29 can already swim 25 meters confidently.</i></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>NA%</p>	<p><i>17% of cohort in Year 4 can confidently swim at distance using the strokes.</i></p> <p><i>48% = 14/29 can use strokes front crawl and back stroke effectively unaided for distance</i></p>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	NA%	82% able to float unaided and 100% know what to do in the case of an emergency.
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	Majority of our children have not visited a pool before going swimming with the school. Therefore it is essential to use PPSP funding to do additional top up lessons to ensure children develop water confidence and have more opportunities to work to these national requirements. 20/29 children had not visited from the year 4 cohort this year.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	1 member of staff was trained this year for school swimming and a already trained had a top up to keep skills up to date. Therefore 3 teachers can now teach swimming and 2 teachers will accompany swimming and teach alongside a swimming instructor at the swimming baths. This enables 3 small ability based groups to enable the best support and progress in the time allocated.

Signed off by:

Head Teacher:	<i>Claire Martin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Chloe Haines PE subject lead.</i>
Governor:	<i>David Snell Chair of Governors</i>
Date:	11/7/25

