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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 2025.**

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.

<u>Budget Summary as of 01/07/2025</u>	
Total SP Funds:	£17 730
Total SP spend (highlighted on plan):	£20585.99
Left to spend:	£0

Review of last year's spending (2023-24)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<ol style="list-style-type: none"> 1. GAT Membership including central training days and bespoke support enhance knowledge, skills, understanding and confidence of PE Lead. 2. Providing a range of new sports to enhance experiences for pupils, including Pupil Premium children and those with SEND needs. 3. CPD provided by Allison Consultancy, GAT training opportunities and JB Sports has increased confidence, knowledge, and skills of all staff in teaching PE and sport. 	<ol style="list-style-type: none"> 1. This has provided key updates, professional development opportunities and networking with other schools in the trust to ensure the best opportunities happen for our pupils. 2. GAT Membership including central training days and bespoke support enhance knowledge, skills, understanding and confidence of PE Lead. 3. Staff are now more confident in their own ability to teach the Dance, Gymnastics and Games skills required for PE sessions and extend/support learning for those who are SEND and G&T. 	

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	Impact and how sustainability will be achieved?	Cost linked to the action
<p>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p> <p>Staff CPD Programme</p> <p>Re-visit staff CPD needs and support from PE Lead</p> <ul style="list-style-type: none"> Informal discussions with staff and staff voice PE Learning Walks to help identify needs- arranged for Term 3 and 6 PE lead to work with Charlotte Allison Consultancy, GAT PE leads and SJA PE lead to share ideas and good practice. Teachers to work with coaches to gain skills to teach new sports and enhance the provision in Sport at our Academy. Power of PE plans being used by staff for teacher-led PE lessons. <p>GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-Ordinator Network Development Days</p> <p>Day 1: 28th November 2024</p> <p>Day 2: 20th March 2025</p> <p>Day 3: 3rd July 2025</p> <p>Support to include:</p> <p>1 x In-school, bespoke days of support</p> <p>Play Leaders training with KS1: 17th March 2025</p> <p>Dance Workshop 25, 26th and 27th November.</p>	<ul style="list-style-type: none"> Teachers Teaching Assistants PE Lead 	<p><i>Key indicator 1:</i></p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p><u>Impact for Staff</u></p> <ul style="list-style-type: none"> Identification of strengths and areas needed for development Bespoke CPD to meet staff needs. Staff aware and follow PESSPA Safe Practice guidance. Staff confidence when teaching PE has increased and will continue. Staff have gained experience and specialist knowledge of teaching PE from coaches and will be sustained in their teaching in future years. Liaised with coaches to make accurate joint assessments. Staff have worked together to plan a curriculum map suitable for our pupils. PE Lead networking with other PE Leads to discuss impact of PE, gain knowledge of PE updates and latest information and feed back to staff, share best practice. Training for EYFS staff for PD development and develop own practice. Power of PE Planning used by all staff to provide clear lesson plans, progression and inclusive lessons. These will continue to be used in future years. <p><u>Impact for Pupils</u></p> <ul style="list-style-type: none"> Pupils follow PESSPA Safe Practice guidance. Pupils enjoyment for PE sessions increased due to range of new sports that they have not been exposed to previously. This has built confidence for them to try other new sports. Dance days allowed children who may not have engaged in sessions previously to experience teaching from specialist 	<p>£2000 GAT support package</p> <p>£11856 JB Coaching (staff CPD)</p>

<p>JB coaches to support teachers</p> <p>On-going monitoring of practice by PE Lead– PESSPA Safe-Practice Learning Walks Working alongside teachers with the children to plan and deliver high quality Fundamental Movement Skills Programme</p> <p>Assessment and progression</p> <p>PE Lead to provide support for staff, especially new staff, on the use of PE Assessment Use of Insight as an assessment tool Coaches and teachers to make assessments together Develop and implement use of PE progression maps to provide continuity across key stage and into KS2 (when move to Junior academy)</p> <ul style="list-style-type: none"> • Review curriculum map and adapt to suit current cohort • STEP training used to enhance and develop sessions for all SEND pupils so every session is accessible to them. • EYFS staff training for PD development and enhanced provision in outdoor area. 			<p>coach. All pupils, including SEND and even those who previously said they disliked dance, were engaged in all parts of the session. Pupils were able to express themselves through movement with the support and guidance of a highly skilled coach. They worked collaboratively and independently to produce a final piece which told a story through dance. Pupils performed their sequence to an audience of children and adults and positive feedback was provided by them.</p> <ul style="list-style-type: none"> • Teachers working with coaches can support and challenge pupils in different ways. • STEP training seen by PE Lead in sessions. Reminders of this training sent out regularly and new members of staff received training documents from PE Lead. This supports those with SEND needs to ensure full access to curriculum. • Lessons provide pupils with sustained vigorous physical activity accessible to SEND and disadvantaged pupils. • Enhanced outdoor provision in EYFS. • Quality first teaching provided in PE sessions. • Pupils developed enhanced fundamental skills in lessons and practiced in after school clubs and at playtimes. <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Pupil voice • Staff voice • Lesson observations • Lesson plans • Resources checked and new purchased • Curriculum development time with PE Lead at SJA • GAT membership purchased • Impact seen by PE Lead in PE sessions • Central Development Days attended by PE Lead and provided feedback to staff with updates. • Joint assessments by Teachers and Coaches • Response from pupils attending dance 	<p>£1260 dance</p>
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<p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.</p> <p>1. Academy staff to provide additional physical activity opportunities</p> <ul style="list-style-type: none"> Lunch time supervisors to continue to make lunchtimes active using games and equipment. TAs and MDSAs to apply the Active Playground Programme delivered by Allison Consultancy. 5 a day activities during the school day. Provide active lessons for other areas of the curriculum. Develop OAA opportunities as part of the curriculum in Geography and Maths in KS1. Fencing as an enrichment activity for 1 term for Years 1 and 2 Provide essential active breaks for SEND pupils <p>Engage 'coaches' to extend physical activity opportunities</p> <ul style="list-style-type: none"> Provide information to coaches regarding staff training from Alison Consultancy on children's active time in lessons. Provide additional healthy, physical activity opportunities outside of the curriculum time-after school clubs. <p>30 minutes a day</p> <ul style="list-style-type: none"> Continue to identify strategies and possible programmes to develop 30 minutes a day across the academy. Target and support any children who are reluctant or not achieving 30 minutes a day. Identify opportunities to support classroom based healthy, physical, active opportunities. <p>'5 a day' scheme</p> <ul style="list-style-type: none"> Continue to promote this across the academy. <p>Swimming</p> <p>Targeting non- engagement</p> <ul style="list-style-type: none"> Record children accessing activities using participation registers. 	<ul style="list-style-type: none"> Teaching Assistants MDSAs Sports Coaches All pupils 	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: increased participation in competitive sport.</p>	<p>day.</p> <ul style="list-style-type: none"> Feedback from pupils and parents for Sports day EYFS PD assessment data. <p><u>Impact for staff</u></p> <ul style="list-style-type: none"> 5 a day provides active start and brain breaks for all pupils including SEND. This impacts on pupil's focus during lessons whilst increasing daily physical activity. Lunchtime supervisors are experiencing less injuries and behaviour incidents when play activities are provided. Staff are including active lessons in Maths and Science which pupils enjoy and need to fully engage in lessons. Outdoor activities lead and PE lead have worked together to provide staff with ideas for outdoor active sessions for other curriculum areas. Staff can use activities from yoga sessions when pupils need calm and mindfulness time. <p><u>Impact for Pupils</u></p> <ul style="list-style-type: none"> Pupils are more active at playtime and engage in structured activities provided by staff. Children enjoy songs and actions during their 5 a day activity time. Pupils in EYFS have access to outdoor physical provision throughout each day. KS1 pupils' access OAA as part of Geography lessons. Pupils have enjoyed experiencing new and unfamiliar sports during curriculum time and after school. Many Pupil Premium children have joined clubs for free. This has provided them with the opportunity to experience sports and activities that they may not be able to afford outside of school. Yoga has provided children with calm, physical activity for the whole body and an opportunity to practice mindfulness which is important for the body and brain. All children have experienced competition within PE lessons and during Sports Day. 	<p>£2232 top up for Swimming (Year 2)</p> <p>£0 cost for yoga</p> <p>£0 for GAT local competition</p> <p>£42.99 for equipment</p> <p>£1755 for after school clubs</p> <p>£1440 for fencing enrichment activity</p>
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<ul style="list-style-type: none"> Use pupil voice to target additional ideas/ support to help non- engagers to take part in healthy, physical and active opportunities. Children to come in PE Kit on days they have PE <p>OAA opportunities</p> <ul style="list-style-type: none"> Provide cross curricular opportunities in KS1 for Maths, English and non-core subjects. KS1 to use maps of the outdoor areas in the Academy to support learning opportunities. <p>Yoga with Mindfulness</p> <ul style="list-style-type: none"> Donna Squires to offer this provision each week. Working with different year groups each term. Emphasise to children that this form of exercise builds strength and awareness to the body, mind and to breathing. <p>Competition</p> <p>Develop class competitions over the year within year groups.</p> <ul style="list-style-type: none"> Classes and children can compete against self and others. Compete in inter academy events throughout the year at SKA Arrange competition between Year One classes and Year Two classes during the Summer Term. 			<p>Some children experienced this during a football and Multi Skills event held at a secondary academy.</p> <ul style="list-style-type: none"> Pupils are meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. <p><u>Evidence</u></p> <ul style="list-style-type: none"> MDSAs trained in positive play and are engaging children in activities. Staff voice Pupil voice Insight assessment tracker. Feedback from JB Coaches Parent feedback that pupils are showing them and using yoga and mindfulness techniques at home. SEND inclusion and active learning to enhance physical skills <p>Football competition – Y2 at SKA 02.10.24 Athletics competition – KS1 at SKA 16.01.25 Multi skills competition – FS2 at SKA 06.03.25</p>	
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<p>Support the development of the whole child through the achievement of whole school outcomes because of a focus on PE, School Sport and Physical Activity.</p> <p>Focus on well-being of body and mind and being taught to move and exercise safely</p> <ul style="list-style-type: none"> Develop links with and support whole-school priorities. Understanding the relationship between engagement in healthy physical activity, the importance of healthy eating and mindfulness and its contribution to the development of the whole child. <p>Children to be taught how to exercise safely</p> <ul style="list-style-type: none"> Warm-up and cool down in PE sessions Strategies/rules for exercising safely Children to be taught skill of spatial awareness <p>Incorporate the skills of communication and language/oracy when taking part in Sport (link to whole school targets)</p> <ul style="list-style-type: none"> Team work Discussions about tactics Feedback to teacher/coaches about skills taught in lesson to check understanding <p>Developing core strength within EYFS to support gross motor and fine motor needed for writing</p> <ul style="list-style-type: none"> Gross-motor activities (Squiggle, dough gym, access to outdoor area) Trim trail Climbing wall Yoga Wake-up, Shake up Outdoor equipment (bats, balls, hoops, climbing trees, building blocks, balance blocks, bikes) Playdough Funky Finger activities <p>30 minutes a day activity</p> <ul style="list-style-type: none"> Specific activities timetabled to ensure our academy offer 30 minutes a day to all children (linked other areas of learning). 5-a-day Positive play activities Physical exercise as brain breaks A range of new sports to promote interest to all children including those who are reluctant to take part in sport. <p>Further develop Well-being</p>	<ul style="list-style-type: none"> All pupils Teachers Sports Coaches 	<p>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.</p> <p>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Impact for Staff</p> <ul style="list-style-type: none"> Pupils are exercising safely resulting in no injuries. Physical movement as brain breaks results in pupils being more focused. The practise of oracy skills within PE has a positive impact on communication in the classroom with adults. Pupils are more positive and show they have healthy minds in school. Healthy dietary choices provide children with greater concentration and stamina in the classroom. New PE Scheme provides clear, progressive lesson plans with challenge and support. <p>Impact for Pupils</p> <ul style="list-style-type: none"> Good core strength in EYFS has a positive impact on pupils' writing ability in KS1 The practise of oracy skills within PE has a positive impact on communication in the classroom with other pupils. New vocabulary learned in Sport extends their knowledge and understanding. Balanceability sessions improve core strength, coordination and balance. Pupils are exposed to new sports that they may not try outside of school. Pupils are acquiring the skills to make healthy choices with food and exercise. This has a positive impact on behaviour, concentration, strength and stamina. Pupils have informed parents about this leading to healthier choices for their family and future. An increased number of families walked/scooted/cycled to school during walk to school and bike to school week and have continued to make these choices during the warmer months. <p>Evidence</p> <ul style="list-style-type: none"> Phonics screening scores End of KS1 writing scores EYFS PD on track results 	<p>Cost of 5-a-day included in GAT package</p> <p>£0 for yoga</p>
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<ul style="list-style-type: none"> • Children to use Happy, Healthy Hearts Pumping mantra and understand how to keep this happening through movement and healthy lifestyle choices. (link to SJA) • Host a healthy lifestyle/sports week • Promoting healthy eating- lunchboxes, link to PSED, link to Science, • Mental well- being- yoga, Mental Health day discussions, promote exercise as strategy to ease stress, <p>Bike to school week (23rd – 27th Sept 2024) Walk to school week (20th – 25th May 2025) Healthy eating week (10th – 14th June 2025) Sports week (wb 23rd June 2025)</p> <p>After school clubs-</p> <p>Competition</p> <ul style="list-style-type: none"> • Encourage competition against self in PE and other areas of learning. • Continue to develop inter class competition termly within PE lesson • Develop teamwork and resilience. • Inter school competition – Multiskills (year 2 Summer Term) <p>Balance bikes</p> <ul style="list-style-type: none"> • Offered to all Reception children • Develop core strength and listening skills to develop ability to ride a balance bike. <p>Swimming for all Year 2 pupils</p> <ul style="list-style-type: none"> • Access to early swimming skills as many unable to afford lessons or time in a pool. <p>Yoga and mindfulness</p> <ul style="list-style-type: none"> • Provision from Donna Squires <p>PE scheme</p> <ul style="list-style-type: none"> • KS1 to use new scheme Power of PE across all year groups throughout the year (see PE Curriculum Map) <p>PE equipment</p> <ul style="list-style-type: none"> • Regularly check safety of equipment • Ensure correct equipment available to support learning in PE sessions. • Equipment for delivery of positive play activities. 			<ul style="list-style-type: none"> • Letter formation development • Discussions and responses in sessions • Mental wellbeing of pupils • Insight data for PE progression • Pupil voice • Work to school and bike to school week data. • Response from pupils after multi-skills competition • Lunchbox choices. 	
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<p>Increase the range of healthy physical activity opportunities outside of the PE curriculum to engage more children. 30 minutes a day Yoga Go noodle 5 a day Kids bop Active playtime/positive play activities Cross curricular active learning (Maths, English, Science, Geography, Music)</p> <p>Yoga Term 1-Y1 Term 3-YR Term 5-YR</p> <p>Monitor children and ensure adults focus on children not engaging in physical activity during these times. Target these children for after school clubs and playground activities. Sports Week</p> <ul style="list-style-type: none"> • Sports day • Link to whole school Values • Provide opportunity to broaden and develop talents and interests. 	<ul style="list-style-type: none"> • All pupils 	<p>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.</p> <p>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p><u>Impact for staff</u></p> <ul style="list-style-type: none"> • Pupils are more focused in lessons with regular physical activity. • Pupils show good engagement when other curriculum area lessons are physical. • Staff see pupils become more engaged after physical brain breaks. <p><u>Impact for Pupils</u></p> <ul style="list-style-type: none"> • Pupils have seen achievement in areas other than academic subjects. This has been important for those who find Maths and English more difficult. • Pupils have experienced new sports that they cannot experience in core lessons or within the community. • Pupils enjoyment of new sports will encourage more physical activity within the future. <p><u>Evidence</u></p> <ul style="list-style-type: none"> • After school club registers • Focus in lessons • Pupil voice • Staff voice • Feedback from Sports week • Curriculum map • After school club map • Lunchtime club register 	
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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
<ul style="list-style-type: none"> • .More pupils accessed inter-school competitions • Pupils provided with a range of new skill based sports during PE lessons to engage and excite all pupils with a focus on those children who are reluctant. • Inclusion and adaptations made for SEND using STEP programme. 	<ul style="list-style-type: none"> • Pupils had the opportunity to engage in a range of sports with children from other academies. This enabled them to compete against pupils with a variety of abilities, • Results from the pupil questionnaire showed that an increased number of children were enjoying the new sports taught in lessons by specialist coaches alongside own teachers. This led to all children actively taking part in PE lessons. Staff enjoyed the access to different sports to enhance their CPD and use this good practice to teach future lessons. • Staff are trained well and using this to adapt their teaching to ensure adaptations are provided for SEND needs. This ensures pupils can take part in all physical activity and make progress with fundamental movement skills. 	

Signed off by:

Head Teacher:	Keeley Lewis-Bettison – Head of School
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sharon Bell – Teacher, PE Lead
Date:	01.07.2025

