



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.

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
Continue to develop the play leader's knowledge and understanding on how best to engage pupils in physical activity and the benefit this has on the pupil as a whole.	More pupils were able to meet their daily physical activity goal with the additional play leader in place.	Next steps: Continue to develop the play leader's knowledge and understanding on how best to engage pupils with SEND in physical activity and the benefit this has on the pupil as a whole.
Develop further lunchtime provision to offer a broader range of sports and activities	A broader range of pupils were able to meet their daily physical activity goal with the additional RS coaching play leader in place at lunchtime. Many children took part in sports during lunchtimes that were led by the RS coach. There was a wider range of sports offered at lunch time, including; football, netball, hockey and golf.	Next steps: Develop further opportunities for sports and movement at lunchtime
Enable all children in school the opportunity to have specialist PE staff led sessions and to enable staff CPD sessions from peer observations and team teach.	All classes had at least one PE session ran by the RS coach. This ensured that the children were benefitting from high quality PE sessions. The Real PE scheme we were previously using for the second PE session is no longer being used. A comprehensive PE scheme of work is now provided by RS coaching for teachers to use. This ensures consistency between both PE sessions and	Next steps: Develop opportunities for CPD with the coach to upskill staff using the scheme.

Increase participation in competitive sports.	progression through the years. Many children in years 1-6 represented the school in competitive sports during the last academic year. We are now active members of the RS coaching sports competitions.	Next steps: Further develop our offer for participation in sports outside of school.
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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
Increase the range of resources available at lunchtime to increase the activity level.	Amy Melland – Audit lunchtime resources – Pupil voices to determine what equipment they would like – Create resource list – Set the sheds up with all resources clearly labelled – Talk through the resources and model how they can be used with the play leaders.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils will meet their daily physical activity goal with more pupils encouraged to take part in physical activities during lunch time.	Sheds for storage – PE resources– Storage boxes–
Upskill the play leaders to ensure they have the skills to engage children in physical play.	Amy Melland – observe and meet with play leaders to determine CPD needs – Model to the play leaders how to use the equipment to engage children in physical activity. – Determine if a zoned approach to play would be beneficial and would enable	Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport	A greater number of children will be engaged in physical activity during lunchtime.	Cover to allow for staff CPD.

Ensure all teachers are confident in delivering the RS scheme of learning.	staff to feel more confident in physical activity. -Work with RS coaching to model 'playground' games the play leaders can use to engage the children in. Amy Melland -Staff voice to determine CPD needs -Work alongside RS coaching to deliver CPD sessions for staff -Pupil voice to determine the PE journey of our children- what do they believe would improve PE?			
All children at Weston are given the opportunity to represent their school in competitive sports competitions.	Office -Arrange transport -obtain permissions slips All staff -All staff to support at least one outside competition	Key indicator 5: Increase participation in competitive sport	All children at Weston have been invited to represent their school in competitive sports competitions outside of school. Inclusive games and competitive games have been attended.	-Time for the school office team to arrange transport for the competitions and parental permissions to be obtained.
KS2 play leaders	Amy Melland & RS coaching	Key indicator 2:The	The KS2PL leadership skills are increased. The	-Release time to train the KS2PL

(KS2PL) are set up for lunchtime provision.	-Children identified to be KS2PL -Training given to the KS2PL -A timetable of activities is agreed with the KS2PL	engagement of all pupils in regular physical activity Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	KS2PL are confident in delivering sessions to KSI children. -The resources are being used ensure greater participation in physical activity.	-Monitoring of the KS2PL sessions
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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

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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?		
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		

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

Signed off by:

Head Teacher:	<i>Mark Hibbert</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Amy Melland</i>
Governor:	<i>Colin Glynn</i>
Date:	<i>20 / 11 / 24</i>