

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
Increase opportunities for pupils to engage in 30 minutes physical activity and develop in-school competitions	Re-markings of high frequency use spaces (100 square and hopscotch), to support physical activity at lunch time). Competitions are still to be developed, as part of a drive to increase opportunities and encourage all children to participate in 30 minutes physical activity during lunch/ break and to increase staff confidence to facilitate this.	Ensure that the markings are continually used and promote positive outcomes, including developing in-school competitions. Further develop line-markings to support the delivery of PE and to provide different spaces in Basketball and Football, which can be used for inter-year competitions, based on consultation / observation this year.
Develop and improve our PE curriculum through the use of the "Complete PE" scheme ensuring it is progressive and that staff are supported with pedagogy behind the dance units and embeds new key steps for gymnastics	<p>The scheme has been a success with teachers using it to plan and deliver lessons particularly in game skills. Lessons observed have adhered to the scheme.</p> <p>A gym specialist worked alongside staff throughout the academic year to support staff in planning our gymnastics curriculum and to model delivery. Teacher confidence grew. Teachers are now starting to plan and deliver their own bespoke gymnastics lessons following the coach and the key steps model.</p>	Ongoing monitoring to ensure adherence to scheme and that teachers plan and deliver in line with expectations we have set around the key steps model for gym, especially as staff move into new year groups. CPD to be put into place as appropriate. Next, we need to review dance units to ensure they suit the needs of the children and that staff have confidence to plan bespoke schemes that are tailored to our pupils needs.

<p>To offer a range of experiences and taster sessions to broaden children's sports capital & physical literacy – climbing wall, circus skills, world dance, Balancability, gymnastics club</p>	<p>The whole school accessed taster days in circus skills, African dance and Yoga. African dance was really good and the children enjoyed it, but doing Yoga earlier in the week would perhaps have had a bigger impact. Circus skills was less well received this time, due to the area chosen to carry it out and as some children are now familiar with it as we have circus skills equipment in school. The whole school also had the opportunity to try out a climbing tower. Although expensive, not many children had been on one before, moving forward it would be beneficial to offer similar types of activities, that will extend the children's realm of experience. Balancability was accessed by over 170 children, meaning all children have used a balance bike, supporting less confident/ younger children to build independence in scooting / cycling. A Level3 teaching assistant has been trained in balancability creating a lasting legacy. In addition to planned activity, we purchased scooters and wobble bikes, for use at lunch and break time with children in year 1 & 2. DSP children have access to scooters providing opportunities to develop physical fitness. Many child now scoot / ride to school.</p>	<p>To review variety of sports offered in after-school/ in school enrichment activities to further extend the range of activities the children are able to experience within a 3-year cycle, to ensure that children continue to feel inspired; and consider ways that popular activities can be replicated inhouse. Balancability continues to be a fun and effective way to get the children physically active and to build confidence towards pedal bikes. We need to monitor in house delivery of this to ensure that it remains effective and to factor in the ongoing maintenance of scooters and helmets to ensure pupils safety. We may need to purchases more bikes and wobble bikes to ensure that this is sustainable.</p>
<p>Use PESSPA to support whole school agendas – physical literacy, healthy eating, healthy schools award, mental health and well-being and toothbrushing.</p>	<p>Children have taken part in a scheme called SPARX to support wellbeing and healthy eating. The children were engaged in the scheme and grew in confidence as a result.</p> <p>After-school clubs in gym, gardening and cooking further support well-being, physical literacy and our health eating agenda. 47 girls and 37 boys took part in healthy eating club. Children said they had tasted new foods. 21 boys and 34 girls took part in gym club.</p>	<p>Ensure that SPARX is booked again and to give a different set of children the opportunity to take part within it.</p> <p>Consider range of in-house afterschool activity that continues to support our whole school health and well-being agenda.</p>

Subscribe to “Inspire together” our local PE network	We have continued to benefit from being part of our local partnerships offer and the advice shared by the local network. This year we continued to subscribe to the Healthy Schools Network, which has further supported our whole school healthy eating and well-being agenda.	Subscription renewals due for September 2024.
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Key priorities and Planning (2024/2025)

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
Develop and improve our PE curriculum through the use of the “Complete PE” scheme ensuring it is progressive and that staff are supported with pedagogy behind the dance units and the game skills units working alongside trained coaches	<p>All staff, particularly new staff joining school this year in terms of CPD and quality of practice.</p> <p>Pupils in terms of improving quality of PE provision.</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Pedagogy from the purchased scheme is explored and adapted to reflect the needs of our cohorts of children, ensuring that this is progressive and children have opportunities to build on prior knowledge and skills</p> <p>Staff have opportunities to see the scheme delivered by subject specialists and are confident in delivering a progressive PE curriculum, especially the game skills and dance units. The schemes are embedded and well-resourced to ensure lasting legacy.</p>	<p>Projected spend: £9900 (Coaching company SH active sports)</p> <p>Actual spend £9,405 (Coaching company SH active sports)</p> <p>This includes after school clubs and dinner time clubs; 30 weeks CPD using the coaching model.</p> <p>Dinner time and after school clubs for KS1.</p>

<p>To remark and add to the playground markings including setting up a PE games skill marked out area. (4 colour zoned grid, movement box, football pitch and a basketball court).</p>	<p>All pupils and all staff</p>	<p>Broader experience of a range of sports and outdoor physical activities offered to all pupils.</p> <p>Engagement of all pupils in regular physical activity</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Markings will remain on the playground for the foreseeable future supporting the children with access to different types of sports and sporting opportunities.</p> <p>Increased knowledge, skills and confidence in the teaching of PE for all staff.</p>	<p>Projected Spend: £5390</p> <p>Actual Spend: £7024</p> <p>in addition to playground markings a contribution was made to develop the indoor KS1 quad, which can now be used year-round for physical activity with small groups - especially to help some of our SEND pupils with small group/ one-to-one physical games, supporting physical development, gross and fine motor skills and emotional regulation.</p>
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Subscribe to “Inspire together” our local PE network + healthy Schools	All Teaching staff and pupils	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Increased participation in competitive sport</p>	<p>Access to reduced rates for activities, staff training and development including training for the Subject Leader (new to school this year) and to local competition networks.</p> <p>Increased knowledge, skills and confidence in the teaching of PE for all staff.</p>	<p>Projected: £1200</p> <p>Actual: £1200</p>
To offer a range of experiences and taster sessions to broaden children’s sports capital with activities including martial arts, street dance and laser tag	All pupils	<ul style="list-style-type: none"> • Broader experience of a range of sports and activities offered to all pupils • Engagement of all pupils in regular physical activity • Increased confidence, knowledge and skills of all staff in teaching PE and sport 	<p>Children experience different activities which spark interest and support staff to identify individual talents.</p> <p>Activities that children like can be offered as part of lunchtime provision, or after school clubs.</p> <p>Staff can support children to link with local groups to build on talents / interests.</p>	<p>Projected: £1360</p> <p>Actual: £221</p> <p>Cooking Club spend Plus, clubs delivered by SH Active Sports as above</p> <p>Martial Arts did not go ahead as dates could not be secured; clubs built into costs from SH Active Sports.</p>
<p>Actual Amount Received: £17,850.00</p> <p>Projected Total Spend: £17850.00</p> <p>Actual Amount spent: £17850.00</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
Develop and improve our PE curriculum through the use of the "Complete PE" scheme ensuring it is progressive and that staff are supported with pedagogy behind the dance units and the game skills units working alongside trained coaches	With the support of qualified coaches, teachers had the opportunity to see the delivery of the new PE scheme for both game skills and dance, and how this can be adapted to meet the needs of our children. The model that was rolled out was a coaching model of coach leading, paired teaching and the teacher teaching with feedback. As a result, teachers feel more confident when delivering lessons and have a much better understanding of the scheme and how it works.	Moving forward, this is an opportunity to see a lasting legacy of the quality of our teaching PE. The teachers have a secure understanding of the PE scheme and how to adapt it. They have delivered lessons, supported by the coach and have become more confident at moving the learning forward and making tweaks to lessons and planning. The PE lead has observed lessons and given feedback we will continue to monitor and give the appropriate support as and when required.
To remark and add to the playground markings including setting up a PE games skill marked out area. (4 colour zoned grid, 100 square movement box, hopscotch, football pitch and a basketball court).	<p>The playground has been remarked and this has been really helpful when delivering high quality PE lessons. Children have used the markings when playing games including ball skills, traditional games and multi-skills. The school has also use the markings when undertaking multi-skills days with other schools.</p> <p>Markings will remain on the playground for the foreseeable future supporting the children with access to different types of sports and sporting opportunities.</p>	Sadly, the markings have lost their colour and so as a consequence the provider will be coming back to remark the playground. I have given the company feedback regarding the current work and sustainability moving forward.

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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., 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 2024</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>Use this text box to give further context behind the percentage.</i>
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	E Smith
Subject Leader or the individual responsible for the Primary PE and sport premium:	G Palmer, Deputy Head Teacher
Governor:	E Harrop, Chair of Governors
Date:	15 th July 2025