



# 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>Working in partnership with Next Level Sports from February 24 again to support teachers in lessons (CPD)</p>	<p>Increased staff confidence. Improved PE lessons for children. PE data improved during summer term:  QA undertaken in summer term and informal staff voice shows that staff are more confident with their delivery. This is due to them seeing and being involved in a high-quality model before taking the session themselves.  Improved PE data during summer term.  Y1 – 82%  Y2 – 93%  Y3 – 76%  Y4 – 77%  Y5 – 82%  Y6 – 87%</p>	<p>Partnership to continue throughout 24/25 reduced to 2 days to support teachers that are new, teaching assistants that cover PE sessions and where QA was lower.</p>
<p>Joined NLS Competitions from February 24. Children had access to more sporting competitions.</p>	<p>Increased competitions entered during spring and summer term. Children had increased opportunity to attend competitions and practice for competitions with a coach. Children were well prepared for competitions and we often came in the top 3 at events entered.</p>	<p>Competitions are well supported by parents who support with travelling to and from events with their child. Children enjoy preparing and competing at events and perform well. They are well prepared through competition practices outside of their usual PE sessions. Competitions to continue next year.</p>
<p>Partnerships formed with many companies for extra curricular sporting activities including: football with Mansfield Town, athletics, basketball, judo, dance, gymnastics, cheerleading.</p>	<p>More children were able to access clubs that they don't have access to outside of school. PP children were funded by school. There was a high uptake from PP children attending extracurricular activities</p>	<p>Wide range of after school clubs to continue into the new academic year. Further enrichment opportunities such as Tough Runner, 5K and Colour Runs to be included.</p>
<p>Lunchtime Mini Leader Training provided by Glynn Hall. Children provided with activities (folder) and regular training sessions to practice before delivery.</p>	<p>Children able to access Mini Leader zone on the playground 1-2 a week. Midday supervisors have commented that the training has been highly effective and the best leaders that we've had.  Children are confident in delivering sessions, competitions and recording results. These are shared with classes and certificates or postcards used to present to children.</p>	<p>New training booked for children new to Y5 for 24/25. Further consideration from January 25 needed when children will be taking part in OPAL and have access to the whole school grounds.</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
<p><b>To support active breaks: NLS 2 days per week.</b></p> <ol style="list-style-type: none"> <li>1. Appoint Sports Ambassadors to lead active lunchtimes – Sept 2024 – complete timetable for them to lead lunchtimes from autumn 2.</li> <li>2. Provide new training for Sports Ambassadors for lunchtime provision for new Y5 children and top- ups for Y6 chn. Ensure these chn are timetabled to run sports clubs and competitions for more active lifestyles.</li> <li>3. Ensure class teachers have rota for Sports Ambassadors for leading active playtimes and lunchtimes.</li> <li>4. Zoned area at lunchtime for mini leaders to be able to lead activities ( re establish area from January on the introduction of OPAL)</li> <li>5. Regular training and meetings X 2 a month with Gylnn Hall.</li> <li>6. NLS to run 2 lunchtime clubs per week.</li> <li>7. Introduction of OPAL (Jan 25) to improve active lunchtimes and play (see separate OPAL action plan)</li> <li>8. Children to have access to all areas at lunchtimes within the school grounds. Mini Leaders to support with OPAL, set up.</li> </ol>	<p>Lunchtime supervisors / pupils as they will take part. Children will be more settled and engaged during lunchtime. Mini Leaders will feel a sense of pride when leading activities.</p>	<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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport</p> <p>Activities and challenges during their lunch break.</p> <p>Children active for longer within the school day.</p> <p>Less behaviour incidents reported at breaks and lunch time.</p> <p>Evidence: Surveys with staff children and parents.</p> <p>Lunchtimes have changed as a result of OPAL. Children have access to the whole grounds during lunch time, this has led to less behaviour and accidents occurring and children being more settled in the afternoons.</p> <p>Children are accessing the full grounds at lunchtimes. Children are more active running around the school grounds to get to different zones. OPAL to</p>	<p>£395 for external training for Y5 children to deliver the activities.</p> <p>OPAL used with last years funding.</p>

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continue.

<p><b>To increase the quality of teaching and learning with PE lessons:</b></p> <ol style="list-style-type: none"> <li>1. CPD for teachers through Next Level Sports. Teachers / teaching assistants to have one lesson a week with a coach.</li> <li>2. Teachers to observe / team teach one week and then to be observed the second week delivering part of the session. Class teachers to receive feedback from Sports Coach. Feedback to recorded on Nautilus.</li> <li>3. Relook at CPD planning structure with NLS. Ensure planning matches what is happening in lessons.</li> <li>4. Regular QA of class teachers and Sports Coach – one per half term and recorded on Nautilus to track impact that CPD is having.</li> <li>5. Additional sports coach slots twice per week to practice for upcoming competitions / football matches.</li> </ol> <p><b>To develop and improve staff knowledge of dance curriculum:</b></p> <ol style="list-style-type: none"> <li>1. MP/SR to share dance knowledge and support staff confidence before delivering their session.</li> <li>2. Teachers to teach dance one half term a year.</li> </ol>	<p>Class teachers and teaching assistants receive high quality DPE every week.</p> <p>Children will receive high quality PE lessons and benefit from having two teachers present in the lesson.</p> <p>Class teachers will be more confident in delivering PE and dance sessions.</p> <p>Dance and music sessions closely linked. Music lessons and knowledge enhanced through dance curriculum.</p> <p>Children will be well prepared for competitions.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Staff upskilled and confident in the teaching of PE in future years. Staff members whom have received CPD has changed as a result of QA. Further support has been given during summer term for TA's whom cover PE during PPA. This has led to increases confidence and improved teaching and learning within these classes.</p> <p>Teachers to show greater confidence in specific areas of PE as identified in the staff survey.</p> <p>Children engaging in high quality PE and are active for longer.</p> <p>Extra support with the coaching of key skills and developing these skills within game situations.</p> <p>Additional support in the differentiation and challenge of key skills.</p> <p>Staff able to identify good to outstanding practice and criteria required</p> <p>Evidence: PE planning, learning walks, staff survey, Nautilus records</p>	<p>£11, 025 for CPD</p>
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<p>3. SR to create Y3 dance planning for Spring 1.</p> <p>4. Y4, Y5, Y6 to teach Y2 dance curriculum.</p> <p>5. Y3 to teach new Y3 dance curriculum.</p> <p>6. KS1 + FS to teach their year group dance curriculum in the correct half term following LTP.</p> <p><b>To increase the confidence in staff abilities to include all children within PE lessons.</b></p> <p>1. RT to work with AW (Senco) and NLS SEN support to continue understanding and use of sensory circuits within school in order to increase participation.</p> <p>2. Selected children to complete sensory circuits in the mornings or when needed in the day.</p> <p>3. RT to look at different ways of differentiating and supporting learning of those children with additional needs with support of experienced sports coach from NLS</p> <p>4. SEND competitions planned for within the year including Bocca and dodgeball.</p> <p>5. Fun Fit sessions once per week for children lacking gross motor skills.</p>			<p>Support for class teachers and TA's where high levels of SEND have been identified. These children have individualised targets and planning for PE tailored towards their needs. These TA's will be able to carry on this learning next year.</p> <p>Children have had access to sensory circuits first thing in the morning during spring and summer term, this has resulted in them being regulated upon return to class. 1:1 TA's have been present therefore giving them ideas of how to lead sessions without the support of a coach.</p> <p>All children able to participate at their own level within PE lessons and sporting clubs. Staff showing greater confidence in differentiation and inclusion within PE lessons</p>	
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<p><b>To increase the range and quality of extracurricular sporting clubs</b></p> <p>Extracurricular sessions x2 lunchtimes per week and 2 X after school clubs per week. Lunchtimes to focus on football during autumn term for matches.</p> <ol style="list-style-type: none"> <li>1. After school to be for KS1/2 and to change termly depending upon upcoming competitions.</li> <li>2. Additional dance, gymnastics and cheerleading clubs working towards a dance festival.</li> <li>3. Additional sports coach slots twice per week to practice for upcoming competitions.</li> <li>4. Additional slot once per week focusing on children with poor gross motor skills or emotional needs.</li> <li>5. Scootering and Skateboarding sessions in preparation for OPAL</li> <li>6. Look at other sports for sports week in June</li> </ol> <p><b>To increase the amount of competitive sport opportunities for pupils.</b></p> <ol style="list-style-type: none"> <li>1. Membership of School Games.</li> <li>2. Enter School Games Competitions to focus on all abilities, including SEND.</li> </ol>	<p>Children will be well prepared for competitions.</p> <p>Children will be more active and meeting the recommended 60 minutes per day.</p> <p>When entering competitions children will use the rules and learn values such as fair play, honesty and respect for other teams and their team.</p> <p>Children will further develop our school value of courage when trying their best in competitions.</p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity</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>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, and as a result improved % of pupil's attainment in PE.</p> <p>Increased number of children taking part in extra-curricular activity.</p> <p>Evidence: Registers, pupil surveys, timetable on website</p> <p>Increased desire to perform well showing determination.</p> <p>Certificates presented after each event.</p> <p>Increase the number of children competing.</p> <p>Pupils motivated to be active and take part in competition.</p> <p>Drumba enrichment for all children as a result children were keen to take part in additional drumba sessions for extra curricular in the future.</p>	<p>£1,968.75 for lunchtime clubs  £2,598.75 for after school clubs  £300 for membership to School Games  £520 for membership Next Level School Games</p> <p>£360 Scootering / Skateboarding</p> <p>£699 - Drumba</p> <p>Total to date:  £17,167.50  (ASC to come off total)  £1767 generated autumn and spring term from ASC  £15,403.50 as of Easter – drumba to come off.</p>
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<p>3. Achieve School Games Mark Gold for the third year running.</p> <p>4. Member of Next Level School Games.</p> <p>5. Enter 25+ competitions over the year and achieve highly (top 3) in all of them.</p> <p>6. Continue to hold a competitive element within PE lessons. Units of games sessions to end with a competition either between members of the class or between classes in the same year group.</p> <p>7. Hold events in school to support raising money such as: Colour Run, Tough Runner, Penalty Shootout, 5k Race for Life</p> <p>8. Bike ability to take place for Y6 during summer term.</p> <p>9. Membership of school football league.</p> <p>10. New football kits – seek sponsorship from parents to support with funding.</p>				
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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
<p>Partnership with Next Level Sports – CPD support for class teachers and TA’s that deliver PE, extra-curricular activities.</p> <p>OPAL partnership and introduction of more active lunchtimes.</p>	<p>High PE outcomes across all year groups (above 70%) Improved PE teaching from class teachers because of all teachers being able to access an hour of CPD a week. Improved staff confidence and understanding of the PE curriculum due to CPD with Next Level.</p> <p>Wider access to extra curricular activities for all children especially sporting activities. The uptake of these are high.</p> <p>Improved break and lunchtimes for all children. Children have more areas to play at lunch with more equipment such as: rope swings, scooters, prams, mud and sand pits. Children are happier, First aid and behaviour incidents are less.</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	67%	<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]?	63%	<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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>83%</p>	<p><i>This data was 100% when children finished their school swimming lessons, this had decreased due to the addition of children within the Y6 cohort during 2025.</i></p>
<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>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	

Signed off by:

Head Teacher:	<i>Sam Robinson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Becky Turvey</i>
Governor:	<i>Kirsty Fairbairn-Wint</i>
Date:	23.07.25