

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£17,780
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2024/25	£17,780
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,780

Swimming Data

Please report on your Swimming Data below. 2024/25

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. 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 2020.</p> <p>Please see note above</p>	48%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	64%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	64%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	NO

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25		Total fund allocated: £17,780		Date Updated: July 2025	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					25%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
Improvement in the physical, social, emotional and mental health and wellbeing of children Lunch time Playleader	Lunch time clubs for KS2 girls and boys	£ 1,725 £2716	Lunch clubs run on 2 days per week for KS1 and KS2 children. These are mixed gender and mixed ability. Further clubs run by apprentice Sports coach for girls only.	Lunch time clubs will continue. Once girls and boys football teams are running this will be a priority for further coaching and all inclusive on the 2 nd session	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					43.5%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
SEN children taking part in a daily exercise which forms part of the school routine and aims to reduce anxiety and stress. To engage all children in regular physical	SCS Gym trail sessions to be run weekly for children identified with gross and fine motor skills need SCS specialist sports coaches to work alongside teachers to upskill and	£7,746 coaching	Increase SEN pupils’ attendance in PE lessons and sports clubs	Continue regular CPD sessions focused on inclusive PE practises and mental health benefits of physical activity, incorporating latest research and pupil feedback.	

activity, including PE lessons, sports clubs, physical activities	strengthen teaching quality			Develop a peer mentor or sports leader programme where older pupils support SEN pupils in participating in physical activities, fostering inclusion and leadership skills.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23.1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Get Set For PE objectives and planning scheme Moving on Up Keith Pullen PE specialist Outdoor equipment annual service	Clear plan on which year groups will be covering what sports. A progression of skills will take place throughout the school. Subject leader to attend training to explore ways to improve the quality of PE in the school in line with the PESSPA recommendations	£250 curriculum planning subscription £2000 £1,650 £200	Evidence of improved staff confidence and competence in PE delivery through CPD feedback PE and physical activity visibly celebrated across school, with regular recognition of participation, progress, and achievements through assemblies, newsletters, and displays Pupils taking on leadership roles (e.g., sports leaders)	<p>☑ Continue to use Get Set For PE and Moving on Up as core curriculum frameworks, reviewing and adapting annually to meet pupils' evolving needs.</p> <p>☑ Maintain partnership with Keith Pullen for ongoing staff development and curriculum support.</p> <p>Develop a pupil leadership programme to further increase engagement and responsibility in physical activity provision.</p> <p>Strengthen links with local clubs and community sports providers to support pupils' participation beyond school.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Additional achievements: Children have the opportunity to take part in new sports and participate in new competitions</p> <p>SCS to offer afterschool clubs</p>	<p>Archery Boxing</p> <p>Football</p>	<p>(included in PE lesson cost)</p> <p>(included in lunch cover costs)</p>	<p>Increased participation among underrepresented groups (e.g., girls, SEND pupils)</p> <p>Improved proficiency in targeted sports, evidenced by teacher assessments and pupil feedback.</p> <p>Participation in at least 3 new competitive events per year, with pupils demonstrating improved teamwork, resilience, and sportsmanship.</p>	<p>Continue partnership with SCS to maintain a diverse afterschool offer, ensuring clubs become a regular, expected part of school life.</p> <p>Strengthen links with local sports clubs and facilities to provide pathways for pupils beyond school and support transitions to community sport.</p> <p>Use Sports Premium funding strategically to support high-quality coaching, equipment purchase, and competition entry fees, ensuring value for money and impact.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE Coordinator to liaise with teachers and book children into local events.	<ul style="list-style-type: none"> • PE Coordinator to keep a track of number of children taking part in competitive sports. • PE Coordinator to attend meetings to keep up to date on North West Essex School Sports Partnership information. • Put all PE events onto school calendar so all school staff are aware of upcoming events. • PE coordinator to liaise with the office staff to organise transport. • PE coordinator to communicate with adults going to sporting events so they know the timings. 	£500 sports partnership subscription	Increased participation among groups with historically lower engagement (e.g., girls, SEND pupils, disadvantaged pupils) Positive pupil feedback indicating ease of access and enjoyment of fixtures. Teachers report increased motivation and engagement in PE linked to experiences gained at fixtures.	Develop ongoing partnerships with local transport providers to secure preferential rates or sponsorship Expand transport provision to include new types of sporting events, such as inclusive or adaptive sports, to broaden pupil exposure.
Transport to Sporting Fixtures & lessons	3 Minibus per half term	£900		

Signed off by	
Head Teacher:	<i>Mrs H Cagney</i>
Date:	<i>Sept '24</i>
Subject Leader:	<i>Mrs Cagney</i>
Date:	<i>Sept '24</i>

Governor:	Mr R Beard
Date:	