

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised 2025

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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 2024/2025, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

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 2025. 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 2022/2023	£0
Total amount allocated for 2023/2024	£17,130.00
How much (if any) do you intend to carry over from this total fund into 2023/2024?	£
Total amount allocated for 2024/2025	£17,180.00
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,180

Swimming Data

Please report on your Swimming Data below.

<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 2022.</p> <p>Please see note above</p>	82% (2.5.25) with 3 more potentials doing extra swimming lessons in summer term 2.
<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>	82% (2.5.25) with 3 more potentials doing extra swimming lessons in summer term 2.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	82% (2.5.25) with 3 more potentials doing extra swimming lessons in

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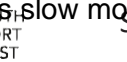




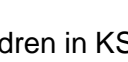
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	summer term 2.
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

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:	Date Updated:	
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:
			%
Intent	Implementation		Imp act
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?:
To encourage and engage slow movers in physical activity and improve gross motor skills.	Sports Coach to deliver Breakfast Club activity sessions twice per week	£4,712 (2 hours per week over 38 weeks per year)	Children are choosing to attend Breakfast Club so that they can take part in these sessions. We have also been able to use these sessions to offer soft starts to the day to reluctant attenders or children suffering with anxiety.
	To deliver interventions identified on SEND School Support Plans in KS2 for proprioception and vestibular development for targeted children. To deliver a specific PE intervention every Friday to address slow movers in KS1	£1,178	We have been able to offer targeted interventions to specific children with SEND by attending these sessions. SEND children have achieved their Support Plan Targets for physical development thanks to these interventions.
Created by:      Supported by:    			Children in KS1 have made accelerated progress through the Friday intervention group.
To ensure ALL children engage in physical fitness and improve their love of sports and activities.	All children to take part in a minimum of 2 hours PE each week to be delivered by highly qualified and experienced staff. To set children physical challenges designed to develop resilience and confidence.	£Budget	Every child in school receives a minimum of 2 hours physical exercise and more often than not this is exceeded.

To ensure the PE curriculum is well-resourced to facilitate high quality PE lessons and to ensure an active generation of children access physical activity outdoors.	Sports Captains (Y5&6 children) to identify equipment which we need to replace or purchase to enhance the outdoor play area.	£2,000	Our Sports Captains grow in confidence and enjoy the responsibility of spending their allocated budget to benefit all children.	
	Resources purchased through the Olympian fund-raising visit used to replace essential equipment.	£320	The children were motivated and encouraged by the visit of the Olympic Athlete this year and we benefitted from being able to purchase additional outdoor sports equipment.	
	To carry out a full audit of PE resources to identify key equipment that is needed. PE Subject Ambassador discussed with teachers a range of new equipment to broaden the provision and replace equipment	£3,000	Purchase of new equipment included netball nets, smaller scale goals so younger children can play football. Outdoor box for storage of equipment so Sports Captains can access resources independently and ensuring curriculum equipment is not lost or damaged and therefore available for lessons.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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?:	
<div> <div>  </div> <div>  </div> <div>  </div> </div> <p>To continue to embed a robust and bespoke assessment system for PE across the whole school.</p>	<div> <div>  </div> <div>  </div> <div>  </div> <div>  </div> </div> <p>Complete PE assessment tool continues to be used across all Learning Zones and is working well.</p>	<p>Inc in subscription</p> <p>£196.02</p>	Allows the next teacher to see what skills their new class have or need reinforcement in when planning their PE lessons. It also allows us to identify specific children for slow movers intervention	
To inspect all outdoor and indoor PE equipment to ensure safety.	Sports Safe to carry out annual safety inspection of all equipment.	£260	Ensure safety of the children	

To deliver training to Sports Captains with a view to them delivering outdoor sessions for all children at lunchtimes	Sports Captains training for 4 weeks for 2 hours delivered by Lewis Marr.	£260	Sports Captains all passed the course and became activity leaders implementing a rota of lunchtime games and events to encourage all children to be more active. This training helped to develop their confidence 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:
				%
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:
To ensure progressive and challenging PE curriculum across the school.	To renew membership of Complete PE for a further academic year.	£	Staff continue to be able to deliver high quality PE lessons with increased confidence. Subject Ambassador delivered updates and training at Team Meetings.	To continue To continue with staff cpd in PE next year.
To support teaching and learning and provide challenge and extension.	Staff to shadow LG Sports Coach for cpd experiences and targeted training.	£1,174	Teachers more confident in providing a range of activities in specific sports	Continue next year with a focus on areas for development.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:		

To offer children the opportunity to experience a range of different sports.	To join the Sports Cluster Group to take part in festival and events throughout the year.	£2315	Children flourish in competitive sport and also learn how to lose well and show sportsmanship. This provides an opportunity for them to live and breathe our school vision of KFC.	
	To join a football league to allow our children to take part in competitive football matches.			
	Year 5/6	£165	Our participation in the football league was well supported by parents/carers who organised transport to and from the matches. Our children grew in confidence and learnt life long skills such as team work, fellowship and how to support each other. They also learn how to deal with defeat.	
	Year 3/4	£165		
	To deliver Cricket taster sessions to ALL children in KS2		Our Cricket taster day led to an All Stars club being offered during the summer holidays which was well attended.	
	To run a wide range of different sports after school clubs delivered by Sports Coaches including: Taekwondo Boxing			
	To run a wide range of different sports after school clubs delivered by school staff including: Year 5&6 Football Year 3&4 Football Stanhope Striders Dodgeball Darts	£Budget	Our sports after school clubs were amongst the most popular over the course of the year. A wrap around care survey carried out in May 24 showed that children want more sport clubs.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
To organise a range of competitive sports events for our children to participate in.	The following festivals were attended: Diamond – Handball Sapphire – Curling & Boccia Amethyst/Opal/Sapphire – Multi-skills Ruby – Tennis Emerald – Tri-Golf Diamond – Rounders EYFS – Grab an Adult Ruby - OAA	£2,300	Children thoroughly enjoy the festivals and competitive elements . When Emerald won the Golf festival it gave them a real confidence boost and linked to our school vision of Confidence.	

Signed off by	
Mrs D Cross Head Teacher:	<i>Mrs Deb Cross</i>
Date:	18/7/25
Miss Hunter-Purvis Subject Leader:	<i>Mrs A Hunter-Purvis</i>
Date:	18/7/25
Mrs L Johns Academy Council Link	<i>Mrs L Johns</i>
Date:	18/7/25

