



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 2021/22	£17,860
Total amount allocated for 2023/23	£18,171
How much (if any) do you intend to carry over from this total fund into 2023/24?	£17,960
Total amount allocated for 2023/24	£17,960
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,960

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2023. Please see note above	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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?	No
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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

Academic Year: 2023/24	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: 15%
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?:
To encourage children to employ a growth mindset and aspire to try different sports with confidence	BMX assembly and workshops (Mike Mullen) Peter Thomspon - Skipping workshops	£645 £500	Pupils were inspired by high-quality external workshops (BMX and skipping) to challenge themselves and explore new physical skills. There was noticeable improvement in resilience, risk-taking, and engagement with unfamiliar activities.
To encourage active playtimes with a variety of equipment.	Balls, balance-based equipment, table-tennis equipment.	£1000	Increased participation and enthusiasm for physical activity observed during both structured PE sessions and unstructured playtimes.
Bark area to be replenished to ensure children can play on the structures safely.	Bark ordered and spread evenly under equipment	£500	Pupils used the new playground equipment more creatively and safely, particularly in the barked areas, promoting more physically active and collaborative play.
			Table-tennis and balance-based equipment supported development of coordination, balance, and fine motor skills.
			Continue to invite inspirational visitors to expose children to diverse sporting experiences and reinforce the growth mindset message across the curriculum.
			Monitor use of new equipment and replenish or rotate items to maintain enthusiasm and engagement.
			Train lunchtime supervisors or peer leaders to support safe, inclusive and active play in all areas of the playground.
			Embed growth mindset strategies explicitly into PE lessons to help children reflect on personal improvement and

				persistence.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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:
Promotion of PE through rewarding and reporting of sports competitions entered in awards assembly.	Regular reference to PE in school awards and assemblies.	£200	Pupils show greater awareness and pride in physical achievements due to the regular celebration of sporting success in assemblies.	Continue embedding <i>Spirit of the Games</i> language and values into all sporting and PE opportunities, including lunchtime games and inter-house events.
Introduce Spirit of the Games awards to raise profile of sportspersonship throughout school life.	Buy class Sportsperson trophy to be awarded each week.		The introduction of the <i>Spirit of the Games</i> awards has visibly promoted key values such as respect, determination, and teamwork across all year groups.	Involve pupils in maintaining and updating the PE display board to promote leadership and ownership of school sport.
Raise awareness of PE and participation throughout the school community.	End-of-year sports-persons of the year award. Engraving of trophy.	£50	Weekly class and annual sportsperson awards have boosted motivation and recognised a broader range of effort and improvement, not just sporting ability.	Create a rolling programme for checking and updating equipment, using the improved storage as a base for efficient access and upkeep.
PE equipment to be more safely accessible to children and adults.	Displays in hall of staff participation in sport and a PE display board.	£6000	PE's visibility across the school has increased, with children and families more aware of events and opportunities through displays and communication.	Consider linking the award system more closely to curriculum outcomes (e.g., resilience in gymnastics or collaboration in team games).
	PE shed to be replaced with a weatherproof and more secure structure		The new PE shed has improved accessibility and safety for staff and pupils, ensuring equipment is well-maintained and organised for regular use.	Engage parents more directly by highlighting award winners and sports events through newsletters or digital platforms.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
Advance the knowledge and understanding of the role of the subject leader.	Subject Leader network meetings.	£100	The PE subject leader has deepened their knowledge and leadership capacity through network meetings and dedicated release time, resulting in more strategic planning, targeted CPD, and better oversight of the curriculum. Staff have reported increased confidence and competence in delivering PE, particularly in areas modelled by external specialists and during in-school CPD (e.g. skipping techniques, inclusive games). The Twinkl PE subscription has supported lesson planning and assessment consistency across year groups. Equipment is regularly inspected and maintained, reducing safety risks and improving the quality of learning experiences. Pupils benefit from more structured, varied, and safe PE sessions, contributing to improved skill development and enjoyment.	Continue to provide leadership time for the PE lead to embed long-term planning, monitor delivery, and support staff.
To develop the skills needed to successfully teach and support PE.	PE SL supply cover	£1000		Develop an annual PE equipment audit cycle, led by the subject leader and supported by staff, to maintain high standards of safety and quality.
	Twinkl subscription	£1233.70		
	Specialist coaches to model skills. CPD for staff as required.	£500		Consider peer observations of PE lessons to further develop staff expertise and maintain momentum from CPD sessions.
	Peter Thomspon - Skipping workshops	£550		Evaluate the impact of external coaching input and plan future use to target specific areas of development (e.g., gymnastics, inclusive sports).
To ensure that PE equipment is fit-for-purpose and safe to use.	PE equipment inspection and servicing			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29%
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 support children in activities not usually undertaken in school, including through visits to residential centres.	All children to be able to attend their year group residential, irrespective of ability to pay for it.	£500	Children were exposed to new and enriching physical experiences, such as orienteering and climbing, during residential visits, fostering resilience, teamwork, and independence.	Continue to embed swimming provision into lower key stage planning to secure early progress and reduce pressure in Year 6.
Year 2 swimming to enable children to develop early swimming skills.	Ch to attend swimming lessons during the summer term - Parkside Pools	£1700	Year 2 pupils made early progress in swimming competence through structured lessons, giving them a strong foundation to meet end-of-Key Stage 2 swimming expectations.	Monitor swimming progress more regularly across KS2 to ensure all pupils remain on track.
All non-swimmers to be offered opportunity to swim to gain skills needed to achieve end of KS2 target.	Leys after-school club	£3000	Access to residentials for all pupils, regardless of financial background, promoted inclusivity and ensured equal opportunity for all children to benefit from outdoor and adventurous learning.	Build further links with external clubs and venues (e.g. local pools, outdoor centres) to create sustainable partnerships. Collect and use pupil feedback from residentials to refine future planning and maintain relevance and challenge. Consider developing in-school outdoor learning or adventure-based activities to complement residential opportunities and make them accessible more regularly.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				28%
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:
Promote interest in participation through inter-school competitions in a variety of sports. To prepare them for competitions. To offer KS1 children the opportunity for lunchtime sports provision led by Prem Sports	Sign up to Netherhall Sports Partnership offer. Use of minibus, where necessary. Take part in St Neots cross-country competition. Hire of minibus/taxis to take to tournaments Lunch time clubs, led by Prem sport	£1000 £30 £900 £3130	Pupils across key stages participated in a wider range of competitive sports, including cross-country, football, and other inter-school tournaments, helping to build confidence, team spirit, and resilience. Increased engagement and enthusiasm for sport was observed, particularly among pupils who had not previously represented the school in a sporting capacity. KS1 pupils benefited from structured lunchtime provision, giving them early exposure to team games and skill development in a safe, supportive environment. Use of transport facilitated broader access to events, especially for those without alternative means of travel, ensuring equity and increased overall participation.	Maintain school involvement in local sports partnerships to ensure access to a varied competition calendar and external expertise. Continue to offer competitive opportunities for all abilities, not just higher performers, to sustain inclusivity. Maintain lunchtime and after-school competitive games for KS1 and KS2 to provide regular opportunities to practise and apply skills. Encourage pupil sports leaders to support with internal competitions and act as ambassadors to promote participation. Review transport options and explore shared transport with other schools to reduce costs and maintain access to a range of venues.

Signed off by

Head
Teacher:



Date:	21/5/25
Subject Leader:	Katie Wakelen
Date:	30/6/25
Governor:	
Date:	