



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

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 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
<p><b>Improve the progression and achievement for all children by identifying CPD development areas via staff voice.</b></p>	<p>PE Lead was able to identify areas that needed support to ensure children have a well-rounded curriculum being taught to them.</p> <p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li>• PE Lead has been able to identify areas for support and has grown more confident in delivering appropriate CPD.</li> </ul> <p><i>Impact/ Outcomes for children:</i></p> <ul style="list-style-type: none"> <li>• Children have a well-rounded teaching and is being encouraged to develop their skills further.</li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• Staff Voice/ Staff discussions.</li> </ul>	<p>From the staff voice taken the PE Lead was able to identify that assessment and some Sports (e.g. dance and gymnastics) were an area that needed some support and improvement. From this the PE Lead conducted a staff training on the use of the Primary PE Planning (PPP) scheme and what the expectations are for assessing children in the PE lessons.</p>

**Improve the progression and achievement of all children by developing staff knowledge, understanding and confidence in the delivering and assessing of a good PE lesson.**

All staff have a more in depth understanding of the Primary PE Planning assessment scheme and how to use this to progress children's abilities further. Children are being challenged to grow their skills and being given opportunities to develop their abilities.

*Impact/ Outcomes for staff:*

- *Staff to have a great understanding of the PE curriculum.*
- *PE Lead to gain a deeper understanding of the needs on the PE curriculum.*
- *Staff can confidently assess children throughout the lesson to help progress their level of understanding.*

*Impact/ Outcomes for Children:*

- *Children will be supported to deepen their skills and be challenged to progress them further.*

*Evidence:*

- *Learning walk evidence.*
- *Staff voice/ discussions.*

From the staff meeting on assessment and the use of PPP the PE lead demonstrated a Year 1 Dance Lesson with all members of staff. The key focus was to show how to progress the skills being taught to develop their learning and the expectation of the pace (ensuring all pupils are moving/being always active). PE lead has been able to see from lesson observations that the pace has increased in most classes and that all children are being active throughout. Next steps is to 'fine tune' this and work more closely with those teacher to support them in delivering a lesson.



<p>2</p> <p><b>Improve equipment available to offer inclusive access to all children that will encourage them to participate in physical activities.</b></p>	<p><i>identify ways to motivate and include all pupils in physical activities.</i></p> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <li>• <i>Students receive a range of competitive sporting opportunities throughout the year.</i></li> <li>• <i>Students gain a passion and a love for a sport that they may not have an opportunity to play.</i></li> <li>• <i>All pupils including Send have an opportunity to participate in at least 1 competitive sports tournament.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Photos from tournaments.</i></li> <li>• <i>Certificates and trophies awarded to the children.</i></li> <li>• <i>Attendance.</i></li> </ul> <p>Staff members have a wider range of equipment to help develop children's skills. For example, different sized balled, climbing frame and different sized bats. Children also have a wider range of equipment to encourage physical activities. For example, cricket, football, and netball.</p> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li>• <i>Staff have a wider range of</i></li> </ul>	<p>We have found that having a wider range of equipment has mean that member of staff are not limited and can use different resources to challenge and develop the skills being taught. Having a large range of resources has meant we can offer extra clubs during school hours to the children, for example, athletics club and football club.</p>
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<p><b>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.</b></p>	<p><i>equipment to support them in hosting extracurricular clubs outside and in schooling hours.</i></p> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> <li><i>• Pupils have a wider range of equipment to choose from to encourage them to participate in sporting activities.</i></li> <li><i>• Pupils have a range of extracurricular clubs available.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li><i>• Sports Premium Breakdown Spreadsheet.</i></li> </ul> <p>More children are participating in extra-curricular activities. We have found that children are transferring their enthusiasm from the club to their PE lessons.</p> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li><i>• A large group of children participating in extracurricular sporting activities.</i></li> <li><i>• Encourage children to participate in PE lessons at a deeper level.</i></li> </ul> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <li><i>• More pupils participating in a sport.</i></li> </ul>	<p>PE lead conducted a pupil voice to identify areas of interest. Areas that were identified were football and cricket. From this PE lead created different opportunities through tournaments, Sports Ambassador lunch duties and clubs to increase pupil engagement in sports. We have found that throughout the year more pupils have asked to participate. A key demographic that we have been targeting were children who do not exercise frequently and do not understand the importance of regular exercise.</p>
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<p><b>Support and develop leadership opportunities for Sports Ambassadors.</b></p>	<ul style="list-style-type: none"> <li>• <i>Transferring these skills and enthusiasms into the PE curriculum.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Findings from investigation.</i></li> <li>• <i>Learning walk information.</i></li> <li>• <i>Registers from clubs.</i></li> </ul> <p>Sports Ambassadors (SA) are able to confidently lead lunchtime clubs and take on further responsibilities such as sports day and special physical events (Paralympian Event).</p> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li>• <i>Assigning lunch clubs to sports ambassadors to relieve time from staff.</i></li> <li>• <i>Support members of staff in sporting activities (clubs, sports days and other sporting events)</i></li> </ul> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> <li>• <i>Sports ambassadors take on a role of responsibility.</i></li> <li>• <i>Children integrate with other year groups.</i></li> <li>• <i>Support pupils to become more confident in other aspects of their lives.</i></li> </ul>	<p>We have weekly meetings led by the SA to identify activities for the coming week. The SA direct the meeting by suggesting different activities that they have identified as a key interest of the pupils.</p>
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	<i>Evidence:</i> <ul style="list-style-type: none"><li>• <i>Sports Premium cost breakdown spreadsheet.</i></li><li>• <i>Meeting notes.</i></li></ul>	
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**Academic Year: 2024/25****Date Updated: 04/07/25****Budget Summary for 2024/25****Underspend (Figure carried forward) - £20****2023/24 Premium - £19,300****Total Funding Available - £19320**

## Key Indicators

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas\*

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

## 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, Evidence and how sustainability will be achieved?	Cost linked to the action
<p><b>Improve the equipment available to students at lunch and playtimes.</b></p> <ul style="list-style-type: none"> <li>• Staff to complete an order form.</li> <li>• Staff to complete a pupil voice to identify pupils' interests.</li> <li>• PE Lead to order new equipment using the order forms.</li> </ul>	<p><i>Teaching staff and PE Lead.</i></p>	<p>Key Indicator 2: increasing engagement of all pupils in regular physical activity and sport.</p>	<p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li>• <i>From these events staff are able to identify ways to motivate and include all pupils in physical activities.</i></li> </ul> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <li>• <i>Pupils will receive all the new equipment based on their interests to encourage them to participate in more physical activities.</i></li> <li>• <i>Pupils will be more active during lunch and break times. Therefore, increase their regular daily physical activity.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Photos from playtime.</i></li> <li>• <i>Order form.</i></li> </ul>	<p><i>£4069.53</i></p> <p><i>(A range of new playground equipment, including balls, skipping ropes and boxes to contain the equipment)</i></p>

<p><b>Improve the equipment available in the sensory room to help pupils regulate their emotions.</b></p> <ul style="list-style-type: none"> <li>• Nest staff to complete an order form.</li> <li>• PE Lead to order the equipment.</li> <li>• Nest staff to complete a equipment survey to identify what equipment the pupils may need to help involve them in their daily learning.</li> </ul>	<p><i>Nest Teaching Staff and PE Lead.</i></p>	<p><i>Key indicator 4:</i> Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li>• <i>From ordering the new equipment all staff members will be able to support pupils to regulate themselves and to bring them back to their learning quicker.</i></li> </ul> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <li>• <i>Pupils will be able to regulate themselves in a manner that suits their needs, allowing them to return to their learning promptly.</i></li> <li>• <i>Pupils will have new equipment to explore their sensory learning in a variety of ways.</i></li> <li>• <i>Pupils will be able to use a variety of equipment to be physical in a range of ways.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Photos from playtime.</i></li> <li>• <i>Order form.</i></li> </ul>	<p><b>£3185.99</b> <i>(Textured mats, climbing equipment, lights.)</i></p>
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<p><b>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</b></p> <ul style="list-style-type: none"> <li>• Children participate in range of sporting activities both in and out of school.</li> <li>• PE Lead to register for different activities throughout the year.</li> <li>• PE Lead to organize transport for the events.</li> </ul>	<p><i>Teaching and support staff and PE Lead.</i></p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li>• <i>From these events staff are able to identify ways to motivate and include all pupils in physical activities.</i></li> </ul> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <li>• <i>Students receive a range of competitive sporting opportunities throughout the year.</i></li> <li>• <i>Students gain a passion and a love for a sport that they may not have an opportunity to play.</i></li> <li>• <i>All pupils including Send have an opportunity to participate in at least 1 competitive sports tournament.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Photos from tournaments.</i></li> <li>• <i>Certificates and trophies awarded to the children.</i></li> <li>• <i>Attendance.</i></li> </ul>	<p><i>£2045</i> <i>(£1790 for Mini-buses, £135 for Pay to Play games and 120 for tournaments )</i></p>
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<p><b>Strategic development of the role of the new PE Lead.</b></p> <ul style="list-style-type: none"> <li>PE Lead to participate in Staff CPD Lead by Allison Consultancy and GAT.</li> </ul>	<p><i>PE Lead</i></p>	<p><i>Key indicator 1:</i> Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li><i>PE Lead to gain a deeper understanding of the PE curriculum.</i></li> </ul> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <li><i>Pupils will receive high quality teaching being taught.</i></li> <li><i>Sports Ambassadors are offered in-depth training on how to encourage students to participate in lunchtime activities.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li><i>Notes from GAT seminars.</i></li> <li><i>Attendance from GAT Seminars.</i></li> </ul>	<p>£2650 (£2000 Sports Premium Package with GAT and £650 for PPP subscription)</p>
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<p><b>To improve the equipment available to students at lunch, playtimes and after school club.</b></p> <ul style="list-style-type: none"> <li>PE lead to order a new Goal End. This is to be placed into the playground. PE lead has observed that there are many football enthusiasts in the school and offering them a built in Goal end into the paved playground allows them to participate in playing a football game all year round.</li> </ul>	PE Lead	Key Indicator 2: increasing engagement of all pupils in regular physical activity and sport.	<p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li><i>Staff witness pupils' passion of different sports and can use this in their PE lessons to encourage and help develop skills further.</i></li> </ul> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <li><i>Pupils will receive all the new equipment based on their interests to encourage them to participate in more physical activities.</i></li> <li><i>Pupils will be more active during lunch and break times. Therefore increase their regular daily physical activity.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li><i>Photos from playtime.</i></li> <li><i>Order form.</i></li> </ul>	<p>£4678.00 (One goal end)</p>
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<p><b>Support and develop leadership opportunities for Sports Ambassadors.</b></p> <ul style="list-style-type: none"> <li>• Training for sports ambassadors.</li> <li>• Weekly meetings with sports ambassadors.</li> <li>• Establish a payment system for sports ambassadors (Use of Dojo)</li> <li>• Daily check in to ensure sports ambassadors are completing their job effectively.</li> <li>• Sports ambassador hoodies.</li> </ul>	<p><i>PE Lead, Cover supervisor and Sports Ambassadors.</i></p>	<p>Key indicator 3: Profile of PE and Sport is raised across the school as a tool for whole-school improvement.</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li>• <i>Assigning lunch clubs to sports ambassadors to relieve time from staff.</i></li> <li>• <i>Support members of staff in sporting activities (clubs, sports days and other sporting events)</i></li> </ul> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> <li>• <i>Sports ambassadors take on a role of responsibility.</i></li> <li>• <i>Children integrate with other year groups.</i></li> <li>• <i>Support pupils to become more confident in other aspects of their lives.</i></li> <li>• <i>Student to receive further physical activity delivered by Sports Ambassadors.</i></li> <li>• <i>Friendships are created throughout the school.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Sports Premium cost breakdown spreadsheet.</i></li> <li>• <i>Meeting notes.</i></li> </ul>	<p><i>£192 (Hoodies)</i></p>
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<p><b>Top up swimming.</b></p> <ul style="list-style-type: none"> <li>Identify children who have not passed the 25m.</li> <li>Arrange extra swimming lessons for year 5 and 6.</li> <li>Arrange transport to and from splash.</li> </ul>	<p><i>Teaching staff and PE Lead</i></p>	<p><i>Key indicator 4:</i> Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li><i>Ensure all children have had at least 2 opportunities to pass the 25m.</i></li> </ul> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> <li><i>Pupils have been given another opportunity to achieve their 25m.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li><i>See swimming data attached.</i></li> <li><i>Swimming data in PE Lead folder.</i></li> </ul>	<p>£2670 (£1440 for Transport and £1230 for Swimming lessons)</p>
<p><b>Trophy engraving.</b></p> <ul style="list-style-type: none"> <li>Identify children who have not passed the 25m.</li> </ul>	<p><i>PE Lead.</i></p>	<p><i>Key indicator 3:</i> Profile of PE and Sport is raised across the school as a tool for whole-school improvement.</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li><i>Teachers do not have to persuade children to participate in games.</i></li> </ul> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> <li><i>Pupils have become more competitive and excited to participate in sports day to ensure they will the house trophy.</i></li> </ul>	<p>£20.76 (Trophy engraving)</p>

<p><b>Improve the equipment available to the year 1's in their outdoor area.</b></p> <ul style="list-style-type: none"> <li>• PE Lead to complete an order form.</li> <li>• PE Lead to order new equipment using the order forms.</li> </ul>	<p><i>PE Lead</i></p>	<p>Key Indicator 2: increasing engagement of all pupils in regular physical activity and sport.</p>	<p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Said trophy is engraved and inside the trophy case.</i></li> </ul> <p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> <li>• <i>Staff identified that having a wider range of equipment available to the children has positively impacted their ability to take turns, their gross motor skills, burn off excess energy and have found the behavior has made a positive turn as well.</i></li> </ul> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <li>• <i>Pupils have received a wider curriculum allowing them to explore through different ways.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Photos from the year 1 outdoor area.</i></li> </ul>	<p><i>£753.18 (bikes, balancing beams, climbing frames)</i></p>
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			<ul style="list-style-type: none"><li>• <i>Order form.</i></li></ul>	
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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><b>Improve the equipment available to students at lunch and playtimes.</b></p> <ul style="list-style-type: none"> <li>• Staff to complete an order form.</li> <li>• Staff to complete a pupil voice to identify pupils' interests.</li> <li>• PE Lead to order new equipment using the order forms.</li> </ul>	<p><i>From these events staff can identify ways to motivate and include all pupils in physical activities. Pupils will receive all the new equipment based on their interests to encourage them to participate in more physical activities.</i></p> <p><i>Pupils will be more active during lunch and break times. Therefore, increase their regular daily physical activity.</i></p>	<p>Behavior has improved greatly at playtime and lunchtime. Incidences have decreased between students and friendships between year groups have improved. Students are becoming more active during lunch and playtimes. Pupils who were reluctant to go outside are now keen to participate in group activities.</p>
<p><b>Improve the equipment available in the sensory room to help pupils regulate their emotions.</b></p> <ul style="list-style-type: none"> <li>• Nest staff to complete an order form.</li> <li>• PE Lead to order the equipment.</li> <li>• Nest staff to complete a equipment survey to identify what equipment the pupils may need to help involve them in their daily learning.</li> </ul>	<p><i>From ordering the new equipment all staff members will be able to support pupils to regulate themselves and to bring them back to their learning quicker. Pupils will be able to regulate themselves in a manner that suits their needs, allowing them to return to their learning promptly.</i></p> <p><i>Pupils will have new equipment to explore their sensory learning in a variety of ways. Pupils will be able to use a variety of</i></p>	<p>Children within our internal provision and the wider school community use it to regulate themselves, brain breaks and occupational therapy sessions to help get them into the 'green' zone ready to learn.</p> <p>The sensory room has become part of the 'internal' provisions timetable for the children to use and gain their sensory input whilst sensory seeking.</p>

<p><b>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</b></p> <ul style="list-style-type: none"> <li>• Children participate in range of sporting activities both in and out of school.</li> <li>• PE Lead to register for different activities throughout the year.</li> <li>• PE Lead to organize transport for the events.</li> </ul> <p><b>Strategic development of the role of the new PE Lead.</b></p> <ul style="list-style-type: none"> <li>• PE Lead to participate in Staff CPD Lead by Allison Consultancy and GAT.</li> </ul>	<p><i>equipment to be physical in a range of ways.</i></p> <p><i>From these events staff can identify ways to motivate and include all pupils in physical activities. Students receive a range of competitive sporting opportunities throughout the year.</i></p> <p><i>Students gain a passion and a love for a sport that they may not have an opportunity to play.</i></p> <p><i>All pupils including Send have an opportunity to participate in at least 1 competitive sports tournament.</i></p> <p><i>PE Lead to gain a deeper understanding of the PE curriculum. Pupils will receive high quality teaching being taught. Sports Ambassadors are offered in-depth training on how to encourage students to participate in lunchtime activities.</i></p>	<p>More pupils are coming to members of staff to ask if they can participate in an outer-school competition. We have found that if teacher promote the competition at the start of each unit that we have a competition for throughout the year pupils increase their efforts in the lesson to be considered to participate in the competition.</p> <p>PE Lead has a deeper understanding of the expectation of how PE lessons should be taught and shares this with members of staff across the school to ensure the same high level of teaching is consistent. Sports Ambassadors are more confident in leading other students to play during lunchtime. More pupils are participating in games at</p>
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**To improve the equipment available to students at lunch, playtimes and after school club.**

- PE lead to order a new Goal End. This is to be placed into the playground. PE lead has observed that there are many football enthusiasts in the school and offering them a built in Goal end into the paved playground allows them to participate in playing a football game all year round.

**Support and develop leadership opportunities for Sports Ambassadors.**

- Training for sports ambassadors.
- Weekly meetings with sports ambassadors.
- Establish a payment system for sports ambassadors (Use of Dojo)
- Daily check in to ensure sports ambassadors are completing their job effectively.
- Sports ambassador hoodies.

*Staff witness pupils' passion for different sports and can use this in their PE lessons to encourage and help develop skills further. Pupils will receive all the new equipment based on their interests to encourage them to participate in more physical activities. Pupils will be more active during lunch and break times. Therefore, increase their regular daily physical activity.*

*Assigning lunch clubs to sports ambassadors to relieve time from staff. Support members of staff in sporting activities (clubs, sports days and other sporting events). Sports ambassadors take on a role of responsibility. Children integrate with other year groups. Support pupils to become more confident in other aspects of their lives. Student to receive further physical activity delivered by Sports Ambassadors. Friendships are created*

lunchtime.

Members of staff witnessed the pupils' passion for football and identified that we need a clear designated space for pupils to play. Goal ends were installed into the playground to allow them to play without interrupting others. A schedule was made to ensure arguments between year groups did not occur. This allowed for a seamless playtime with pupils being active and limiting the number of disputes. Pupils are active for longer

Younger pupils found it hard to identify who said Sports Ambassadors were and would not contribute with playtime activities. Since receiving the Sports Ambassador hoodies, we have found that more pupils are participating in lead play as they can identify who they are clearly. This means more students are being active during playtime.

<p><b>Top up swimming.</b></p> <ul style="list-style-type: none"> <li>• Identify children who have not passed the 25m.</li> <li>• Arrange extra swimming lessons for year 5 and 6.</li> <li>• Arrange transport to and from splash.</li> </ul>	<p><i>throughout the school.</i></p> <p><i>Ensure all children have had at least 2 opportunities to pass the 25m. Pupils have been given another opportunity to achieve their 25m.</i></p>	<p>By providing additional swimming sessions for pupils to practice the key skills needed to swim 25 meters, more pupils have successfully passed the required exercises.</p>
<p><b>Trophy engraving.</b></p> <ul style="list-style-type: none"> <li>• Identify children who have not passed the 25m.</li> </ul>	<p><i>Teachers do not have to persuade children to participate in games. Pupils have become more competitive and excited to participate in sports day to ensure they will the house trophy.</i></p>	<p>We have raised awareness of inter-school competitions.</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?	46/60 77%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	46/60 77%	<i>The swimming coaches teach front crawl, backstroke and front stroke.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>53/60 88%</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><i>We identified children who did not pass their 25 meters and provided them with top-up swimming sessions in year 5. This allowed them a further chance to achieve their 25 meters.</i></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>	<p>We hire an external company that is fully qualified to teach the children how to swim and water safety.</p>

Signed off by:

Head Teacher:	<i>Lindsay Edwards</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tamsin Pratt, PE Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	

### Budget Summary as of 04/07/25

<b>Total Funds (Including any underspend)</b>	-	<b>£19,300</b>
<b>Total Spend so Far - Identified in Plan ('Blue' figures)</b>	-	<b>£20264.46</b>
<b>Left to Spend</b>	-	<b>£0</b>