



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
1. To ensure there are a variety of opportunities for children to be active throughout the school day.	<ul style="list-style-type: none">A group of children have been organized to lead play activities in KS1 and KS2. They have supported with resource organization of their own activities and general playtime resources.Provision was reviewed through observation and pupil voice each half-term.	Pupil voice led to new clubs like hockey and cheerleading extending into Y3/4.
2. To promote active travel to and from school.	<ul style="list-style-type: none">Bikes and scooters used in F1 and F2.Bikeability training takes place for Y5 children. Year 6 did bikeability training last year.Promotion of active travel has led to fewer cars around the school site and more pupils travelling actively to school.The school took part in the Sustrans Bike Walk and Big Wheel in March.Active travel increased by nearly 40 pupils during the promotion weeks in the Spring and has remained high.This was shown in walking, bikes and scooters.	In 2024/25 trial wider concepts to develop an environment around school which promotes active travel.

<p>3. To ensure the profile of physical activity is raised across school.</p>	<ul style="list-style-type: none"> • There has been one lifestyle promotion event with parent participation. This was the Spring Fun Run where over 100 parents and family members participated with children from F2 to Y6. • Stephen Logan has trained to be a Level 1 football coach. Paul Beevor already has this qualification. • Louise Thickett has qualified as a level 1 netball coach and will do level 2 next year. 	<p>Paul Beevor, Stephen Logan and Louise Thickett will aim to lead some club next year with pupil and parent participation due to their coaching levels.</p>
<p>4. To use sporting clubs to support good or better attendance.</p>	<ul style="list-style-type: none"> • School attendance to the end of the Spring Term end was 95.2%. Pupil premium children's attendance was 94.2%. The national average was 94.2%. • Persistent absence for the same time frames was 12.5% for the school. The same figure 16.7% for pupil premium children. The national average by the end of the Spring Term was 20%. 	<p>Consider having further impact with pupil premium children.</p>
<p>5. Improve CPD of teachers in order to improve the teaching of P.E.</p>	<ul style="list-style-type: none"> • ECT teacher met development targets in PE as a result of Jmat teacher support. • The sports lead developed knowledge and practice through Jmat meetings to enhance the teaching of PE. 	<p>Consider the use of multiple training opportunities for ECT teacher</p>
<p>6. To ensure PE teaching includes clear models for learning and sufficient practice time.</p>	<ul style="list-style-type: none"> • Teachers use clear and accurate models in a range of PE contexts. • Teachers allow time for children practice skills for a sufficient period. 	<ul style="list-style-type: none"> • The PE policy has been adapted to provide clear guidance to staff on modelling and practice. • The use of practice will be further developed next year as we work on retrieval in PE.
<p>7. To increase children's involvement in school in a</p>	<ul style="list-style-type: none"> • From Y1 to Y6, a range of gymnastics, dance and games are taught. In games, there is 	<ul style="list-style-type: none"> • Consider the teaching of OAA for the next PE Grant.

<p>range of sports.</p> <p>8. To increase participation in competitive school sports.</p>	<p>netball, basketball, football, dodgeball, handball and rugby. As well as this, athletics and striking and fielding games are taught in the summer. This includes, cricket, rounders and tennis.</p> <ul style="list-style-type: none"> • In 2022/23, there were two different active clubs offered to Y2 to Y4 children. In 2023/24, there were four different active clubs offered to Y2 to Y4. • 21 pupil premium children participated in active after school clubs in 2023/24 out of a total of 44 pupil premium children Y3 to Y6. This was 48%. For all pupils, 158 pupils participated in active after school clubs in KS2 out of 231 children. This was 68%. • 68% of KS2 children attended an active club during 2023/24. This was lower in Y3 than other year groups. • In 2022/23, Y2, Y3 and Y4 were involved in three different competitions. In 2023/24, they took part in six competitions. • Children are prepared for competitions through the curriculum or after school clubs. • 100% of pupils in KS2 children took part in competitive sports with children from other schools. 	<ul style="list-style-type: none"> • Develop active clubs for Y3 participation as this has now improved in Y4. • Staff have planned the curriculum or extra-curricular activities based on upcoming competitions so that children have the chance to practice the required skills. This has supported competition success. Our school was able to win the Ray Matthew's Cross Country Shield, the Barlow Salmon's Football, the Josh Whaley Football Shield, the Claire Miller Cricket Shield and the Matt Burrow's Rugby Shield. • We take all KS2 children to compete in Wath Area Cross Country at the start of the academic year. As well as this, we have teams competing in athletics, netball, cricket, football, rugby, gymnastics and cheerleading at a variety of age groups.
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Total Income from PE Grant 2024/25: £19,440

Total amount allocated: £19,440

Total spent: £19,440

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
1. To embed pupil-led active playtimes.	PE Leaders, sports leaders, other children, staff on playtime duty and SMSAs.	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	<ul style="list-style-type: none"> • There are a variety of planned, pupil-led activities in KS1 play spaces. • There are a variety of planned pupil-led activities in KS2 play spaces. • Activities give the children a taster for sporting clubs to follow. • Pupils enjoy a wide-range of playtime activities. 	£4,000 resourcing
2. To embed active travel to and from school.	Children travelling to and from school, parents, carers and staff.	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	<ul style="list-style-type: none"> • Bikes and scooters used in F1 and F2. • Bikeability training takes place for Y5 and Y6 children. • Promotion of active travel leads to fewer cars around the school site and more pupils travelling actively to school. Before active travel 	£555 – resourcing

			<p>campaigns, 39% of children travelled to school in active ways. After this, it was 46%. Before active travel campaigns, there were 30 scooters & bikes in the shelter. After this, there were 50.</p> <ul style="list-style-type: none"> Pupil voice shows enjoyment of active travel. All children in pupil voice preferred active travel. They said they were happier, more energetic and ready to start the school day. 	
3. To embed raising the profile of physical activity across school.	Children, parents, carers and staff	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	<ul style="list-style-type: none"> There have been two active lifestyle promotion events with parent participation. A parent and pupil running club was launched but changed into a pupil club due to pupil demand. 	£500 to fund the events and any associated costs in terms of resourcing.
4. To use sporting clubs to support good or	Children with lower attendance, their families, school attendance lead and	Key indicator 2: The profile of PESSPA being raised across the school as a tool	<ul style="list-style-type: none"> Attendance for all pupils is 95.6% 	£1,500 resourcing to support work with

better attendance for all pupils and pupil premium children.	other school staff.	for whole school improvement	<p>national average [94.8%] and persistent absence is 9.5% national average [18.8%].</p> <ul style="list-style-type: none"> Attendance for disadvantaged children is 92.9% [end of year target 92.6%]. Persistent absence for disadvantaged children is 26.6 [target 27% or less]. 	disadvantaged pupils.
5. To embed improved CPD of teachers and HLTAs in order to improve the teaching of P.E.	ECTs, PE leads and wider teaching staff.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> All teachers have used the new PE Scheme to develop practice using supporting materials. ECT teacher met development targets in PE as a result of Jmat teacher support, use of the PE Scheme, supporting materials and Forge Videos. The sports lead has developed knowledge and practice through Jmat meetings to enhance the teaching of PE. 	£3,520
6. To develop children's use of retrieval of required knowledge from their current unit	Teachers, PE lead and children.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> All staff are planning and teaching from the new pe scheme, Complete PE. 	£3,825 for new PE scheme, resources and storage £1500 PE Scheme of work

and from previous similar units.			<ul style="list-style-type: none"> The PE lead has led training with staff in relation to the scheme. There is a clear structure for retrieval in PE which mirrors other subjects. 	
7. To embed strategic planning of after school clubs.	Children, staff, parents and sports coaches.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> Staff use the year overview to plan teaching and clubs towards competitions for their year group. Clubs and class learning help children to improve their skills for class competitions or those against other schools. New clubs offered to Y1, Y2 and Y3 were Lego Club, Running Club, Art Club and Netball Club. 70% of pupil premium children attended after school clubs in 2024/25. 55% of these pupil premium children attended sporting clubs compared to 48% in 2023/24. During inspection, pupils spoke with 	£600 spent on sports coaches and £1740 staffing costs for clubs and resourcing.

			enthusiasm about after school clubs.	
<p>To embed increased participation in competitive school sports.</p> <ul style="list-style-type: none"> a. Each year group from Y3 to Y6 runs three opportunities for children to compete across their year group which includes sports day. b. Children are prepared for competitions through the curriculum or after school clubs. c. Children from KS2 can explain the benefits of competitive sporting opportunities. 	Staff, sports coaches, children and parents.	Key indicator 5: Increased participation in competitive sport	<ul style="list-style-type: none"> • Each year group from Y3 to Y6 ran three opportunities for children to compete across their year group which includes sports day. • Children are prepared for competitions through the curriculum or after school clubs. • Children in KS1 took part in four sporting competitions and children from KS2 participated in sporting competitions on 15 occasions. • Children from KS2 can explain the benefits of competitive sporting opportunities. • Pathways to club access are opened through competition – Rotherham Harriers, Wath Rugby Club and Wath Cricket Club as well as Brampton United Football Club and Brampton Netball. 	<p>£1500 on team resources</p> <p>£200 staff CPD</p>

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
To embed pupil-led active playtimes.	<ul style="list-style-type: none"> There are a variety of planned, pupil-led activities in KS1 play spaces. There are a variety of planned pupil-led activities in KS2 play spaces. Activities give the children a taster for sporting clubs to follow. Pupils enjoy a wide-range of playtime activities. 	This will continue to be a focus as we believe it is a fundamental part of work. As we are able to access the field more frequently, we will focus on field-based as well as playground-based activities.
To embed active travel to and from school.	<ul style="list-style-type: none"> Bikes and scooters used in F1 and F2. Bikeability training takes place for Y5 and Y6 children. Promotion of active travel leads to fewer cars around the school site and more pupils travelling actively to school. Before active travel campaigns, 39% of children travelled to school in active ways. After this, it was 46%. Before active travel campaigns, there were 30 scooters & bikes in the shelter. After this, there were 50. Pupil voice shows enjoyment of active travel. All children in pupil voice preferred active travel. They said they were happier, more energetic and ready to start the school day. 	There will be an even greater focus on walking next year as an activity which means children can travel in active ways even in the Winter months.
To use sporting clubs to support good or better attendance for all pupils and pupil premium children.	<ul style="list-style-type: none"> Attendance for all pupils is 95.6% national average [94.8%] and persistent absence is 9.5% national average [18.8%]. Attendance for disadvantaged children is 92.9% [end of year target 92.6%]. Persistent absence for disadvantaged children is 26.6 [target 27% or less]. 	This work will be embedded next year.
To embed improved CPD of teachers and HLTAs in	<ul style="list-style-type: none"> All teachers have used the new PE Scheme to 	

order to improve the teaching of P.E.	<p>develop practice using supporting materials.</p> <ul style="list-style-type: none"> • ECT teacher met development targets in PE as a result of Jmat teacher support, use of the PE Scheme, supporting materials and Forge Videos. • The sports lead has developed knowledge and practice through Jmat meetings to enhance the teaching of PE. 	
To embed strategic planning of after school clubs.	<ul style="list-style-type: none"> • Staff use the year overview to plan teaching and clubs towards competitions for their year group. • Clubs and class learning help children to improve their skills for class competitions or those against other schools. • New clubs offered to Y1, Y2 and Y3 were Lego Club, Running Club, Art Club and Netball Club. • 70% of pupil premium children attended after school clubs in 2024/25. 55% of these pupil premium children attended sporting clubs compared to 48% in 2023/24. <p>During inspection, pupils spoke with enthusiasm about after school clubs.</p>	We will continue to develop the offer our after school clubs which we are already pleased with to enable even more pupils to be involved.
To embed increased participation in competitive school sports.	<ul style="list-style-type: none"> • Each year group from Y3 to Y6 ran three opportunities for children to compete across their year group which includes sports day. • Children are prepared for competitions through the curriculum or after school clubs. • Children in KS1 took part in four sporting competitions and children from KS2 participated in sporting competitions on 15 occasions. • Children from KS2 can explain the benefits of competitive sporting opportunities. • Pathways to club access are opened through competition – Rotherham Harriers, Wath Rugby Club and Wath Cricket Club as well as Brampton United Football Club and Brampton Netball. 	We will look to continue expand this offer without compromising the idea of children practicing before a competition.

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?	74%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	74%	
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	We take Y4 swimming, however we had led water safety talks in school with a number of year groups as the warmer weather has approached.

Signed off by: Paul Beevor [Headteacher] 14.07.25 & Chris Skelton [Chair of Governors] 15.07.25