



# 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 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 (2024/2025)

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

Activity/Action	Impact	Comments
Wide range of after school sports clubs to promote further engagement of children and to promote a healthy lifestyle and inclusivity.	Increase of children enlisting for after school sports activities including girls' football and athletics. High focus on all abilities signing up and a focus on inclusivity. Children have enjoyed competitive games with other schools in the surrounding area.	By adding different sports to our after-school activities, e.g. Athletics, this has attracted a wider range of pupils to attend, ensuring children reach the government recommended hours.
Implement Sensory Circuits. Staff trained (CPD) and timetable for named children, who would benefit, written up.	A huge impact on children who attend Sensory Circuits was observed. This has become a positive part of their routine and has many benefits e.g. helping to calm, helping with balance and co-ordination, supporting children with	Staff have been trained and enjoy supporting the children during these sessions. Feedback from staff has said children who attend have benefitted greatly, noting a positive change in behavior and emotional wellbeing.

Whole class PE: to use outside providers to introduce a wider variety of PE.	emotional and educational needs.  The children in Upper School were introduced to a new sport (Lacrosse) taught by staff of St Swithun's. Children enjoyed learning a new sport and to use their catching, passing and shooting skills in a different manner. Children also enjoyed attending swimming lessons at St Swithun's for a 6-week period.	Children had the opportunity to learn a new sport that is not taught at Sun Hill and several children have expressed an interest in joining a lacrosse class outside of school.
Developing partnerships with Perins and other local schools.	Our Boys and Girls football teams enjoyed playing matches against other local schools and attending Area Sports.	More children were meeting their recommended hours of exercise a day and enjoying healthy competition and being part of a team. This proved beneficial for mental health as well as physical health.
All school events to be planned and all children to participate in all school PE activities as well as a number of children participating in formal races, representing their school house.	A positive impact on all children. Children were able to engage in a wide variety of sporting activities in the morning and those selected in formal races in the afternoon.	Children recognized the positive impact on their physical and mental health and the importance of team work.

## 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
<p>1. <i>Recognition of children taking part in sporting activities inside and outside of school in one Celebration Assembly a term and weekly newsletter.</i></p>	<p><i>Office staff admin (for PE) ensuring up to date information is obtained for assembly and newsletter.</i></p> <p><i>Pupils and PE lead – who will be sharing their sports activity achievements during celebration assembly.</i></p> <p><i>PE lead to put message in the newsletter about sending in sporting achievements to share.</i></p>	<p><i>Promotion of a variety of sports and physical activities.</i></p> <p><b>Key Indicator 5</b> – Increased participation in competitive sport.</p>	<p><i>Profile of sport and other forms of physical activity continuing to be raised within the school. Regular reminders and observations of children being recognized to give encouragement to others.</i></p> <p><i>More pupils meeting their daily physical goal, more children are encouraged to take part in PE and Sport Activities.</i></p>	£1'000
<p>2. <u><i>After school clubs to include:</i></u></p> <p><b>Saints Academy</b> – girls' football.</p>	<p><i>After school providers and pupils taking part – supplementing and arrears to ensure these important after-school sports activities</i></p>	<p><b>Key Indicator 2</b> - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18</p>	<p><i>A wide range of extracurricular activities, including boys' football, mixed athletics, and dance, were offered to all pupils. These sessions promoted inclusivity and</i></p>	

<p><b>Soccer Schools</b> – boys' football.</p> <p><b>Soccer Schools</b> – mixed athletics.</p> <p>Intergr8 – dance club</p> <p>A whole school summer event with practice sessions leading up to the event.</p> <p><u>Lunch time sports to include:</u></p> <p>Football and playmaker activities.</p> <p><u>Whole class PE</u></p> <p>Sessions to include:</p> <p><b>Swimming Sessions</b></p> <p>Y5 and also Y6 children who did not meet the NC requirements for swimming and water safety.</p>	<p>continue.</p> <p>PE Lead planning time = for organization. Staff members and children taking part in whole school event. Supply required.</p> <p>Saints Academy and members of staff leading activity.</p> <p>PE Lead to co-ordinate and staff from providers of sessions.</p>	<p>engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p><b>Key Indicator 4</b> - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>encouraged active participation across the school. Morning activities ensured every child was involved, while afternoon races supported structured physical engagement. Pupils met the target of 60 minutes of daily activity, with at least 30 minutes during school hours. These opportunities boosted physical literacy, teamwork, and enthusiasm for sport.</p> <p>PE lead and a range of students trained to be playground</p> <p>All Year 5 pupils participated in dedicated swimming sessions as part of their PE curriculum. These sessions aimed to develop water confidence, swimming technique, and essential water safety skills. The program supported pupils in progressing toward meeting the National Curriculum requirements for swimming and promoted lifelong safety</p>	<p>£2'500</p> <p>£600</p> <p>£1'500</p> <p>£200</p>
<b>Key Indicator 1 – Increased</b>				



<p>a.) Development of role PE Lead to ensure PE curriculum delivered including PE Conference and working with Perins PE Department.</p> <p>CPD for staff – provision for SEND children.</p> <p>Teacher to observe a teacher teaching PE every half term.</p> <p>b.) Whole-school scheme of learning to support staff in teaching of PE.</p> <p>To be involved in competitions with local schools including Perins</p>	<p>Teacher's therefore resulting positive impact on children.</p> <p>PE lead to have time with staff to initialize CPD to support teachers with the new SOL.</p> <p>PE Lead, PE Administrator and providers (Perins and Saints)</p>	<p>confidence, knowledge and skills of PE lead and staff teaching PE.</p> <p>Addition of new equipment to support the introduction and development of new sports and group activities.</p> <p><b>Key Indicator 3-</b> The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p><b>Key Indicator 2 -</b> The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p><b>Key Indicator 4 -</b> Broader experience of a range of sports and activities offered to all pupils.</p>	<p>and enjoyment in aquatic environments.</p> <p>Regular meetings and email correspondence with the PE Lead at Perins facilitated collaboration, including the use of Perins' sports leaders to run sessions with our pupils. This partnership enriched the PE offer, provided leadership opportunities for older students, and enhanced pupil engagement in physical activity.</p> <p>A new PE Scheme of Learning was introduced to improve consistency and clarity in lesson delivery. This supported increased teacher confidence and subject knowledge across all year groups. As a result, pupils benefited from more structured, engaging, and progressive PE lesson</p>	<p>£5'995.00</p> <p>£800.00</p> <p>£2'500.00</p>
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<p><i>Area Sports, Badminton, cross country events and football.</i></p> <p><i>Saints to continue to run inter house competitions and end of unit competitions.</i></p>		<p><i>The purchase of equipment to support these areas</i></p>	<p><i>Pupils were ready to partake in a range of inter-school competitions, including Perins Area Sports, badminton, cross country, and football. These events promoted teamwork, resilience, and sportsmanship while raising the profile of competitive sport across the school. Participation also strengthened links with local schools and enriched pupils' sporting experiences.</i></p> <p><i>Conversation had with Saints Pe to run inter-house competitions for the next academic year.</i></p>	<p><i>£3'000</i></p>
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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
Wide range of after school sports clubs to promote further engagement of children and to promote a healthy lifestyle and inclusivity.	Increase of children enlisting for after school sports activities including girls' football and athletics. High focus on all abilities signing up and a focus on inclusivity. Children have enjoyed competitive games with other schools in the surrounding area.	A wide range of after-school sports clubs was introduced to promote healthy lifestyles, inclusivity, and greater pupil engagement. As a result, there was a noticeable increase in participation, particularly in girls' football and athletics. The inclusive approach encouraged children of all abilities to take part, and many enjoyed representing the school in competitive fixtures with local schools.
Implementation of a whole-school scheme of learning to support staff in teaching of PE.	<i>A new PE Scheme of Learning was introduced to improve consistency and clarity in lesson delivery. This supported increased teacher confidence and subject knowledge across all year groups. As a result, pupils benefited from more structured, engaging, and progressive PE lesson.</i>	A whole-school PE Scheme of Learning was implemented to support staff in delivering high-quality PE lessons. This initiative improved consistency across year groups and boosted teacher confidence and subject knowledge. As a result, pupils experienced more structured, engaging, and progressive PE lessons that supported their physical development and enjoyment of sport.

<p><i>To be involved in competitions with local schools including Perins Area Sports, Badminton, cross country events and football.</i></p>	<p><i>Pupils were ready to partake in a range of inter-school competitions, including Perins Area Sports, badminton, cross country, and football. These events promoted teamwork, resilience, and sportsmanship while raising the profile of competitive sport across the school. Participation also strengthened links with local schools and enriched pupils' sporting experiences.</i></p>	<p>Although students could not compete in Cross Country or Area sports due to weather conditions. Our students enjoyed representing the school in other extracurricular activities.</p>
<p><i>A whole school summer event with practice sessions leading up to the event</i></p>	<p><i>Encouraged active participation across the school. Morning activities ensured every child was involved, while afternoon races supported structured physical engagement. Pupils met the target of 60 minutes of daily activity, with at least 30 minutes during school hours. These opportunities boosted physical literacy, teamwork, and enthusiasm for sport.</i></p>	<p>A whole-school summer event, supported by practice sessions, encouraged full participation and enthusiasm for physical activity. All pupils were actively involved in morning activities, with structured races in the afternoon helping them meet daily activity targets. The event boosted physical literacy, teamwork, and enjoyment of sport across the school.</p>
<p>Implement Sensory Circuits. Staff trained (CPD) and timetable for named children, who would benefit, written up.</p>	<p>A huge impact on children who attend Sensory Circuits was observed. This has become a positive part of their routine and has many benefits e.g. helping to calm, helping with balance and co-ordination, supporting children with emotional and educational needs.</p>	<p>Staff have been trained and enjoy supporting the children during these sessions. Feedback from staff has said children who attend have benefitted greatly, noting a positive change in behavior and emotional wellbeing.</p>

<p>Lunchtime sports to include: Football and playmaker activities.</p>	<p><i>PE lead and a range of students trained to be playground leaders which will enable them to run sessions.</i></p>	<p>Students enjoyed the practical training sessions surrounding the playground leader roles. All students trained to run activities at lunchtime. PE lead is now able to train upcoming Y5 cohort to become Playground leaders.</p>
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## 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 meters?	<b>45 pupils (78.95%)</b> demonstrated the ability to swim confidently and competently over a distance of at least 25 meters.  <b>12 pupils (21.05%)</b> were identified as not yet meeting this standard.	At the end of the academic year 2024-2025, swimming competency was assessed among the current Year 6 pupils (from swimming lesson taken when they were in Year 5). Out of a total of 57 children, <b>45 pupils (78.95%)</b> demonstrated the ability to swim confidently and competently over a distance of at least 25 meters, using a range of strokes effectively. However, <b>12 pupils (21.05%)</b> were identified as not yet meeting this standard. These figures highlight the importance of continued investment in swimming provision and targeted support to ensure all pupils leave primary school with essential water safety and swimming skills.

		<p>This is based on information obtained at the end of Year 6.</p> <p>High % of children attend swimming clubs and lessons at local swimming pools furthering their swimming ability.</p>
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	Yes/No	<p>This is based on information obtained at the end of Year 6.</p> <p>High % of children attend swimming clubs and lessons at local swimming pools furthering their swimming ability.</p>
	Yes/No	N/A

	Yes/No	No. Swimming lessons provided by external provider (St Swithun's School)
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Signed off by:

Head Teacher:	<i>Sue Griffiths</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Matthew Wright – P.E and Sports Lead</i>
Governor:	<i>Katy Toms</i>
Date:	31.07.2025