

The Primary PE and sport premium

Planning, reporting and
evaluating website tool

2024/2025

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.

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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
Catch Up swimming lessons have been provided for Y6 pupil	There was a 26% increase on last year and the number of children meeting the expected standard was closer to national.	Continue to monitor this and use the SP to fund top up swimming to ensure that a higher percentage of children reach the National Average.
Sport after school clubs	After school clubs have been provided by teaching staff as well as learning support assistants from Reception to Y6. This has given the children opportunities to attend netball, football and multisport throughout the year. These have given the children the opportunity to develop their skills and develop their teamwork and their gamesmanship. Children have then been given the opportunity to represent the school in competitions against other local schools.	Continue with this, asking children what sports they would like to be offered. Continue to enter competitions against other schools. Widen the clubs offered and look at specialists providing clubs.
Embed the PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum.	Staff feedback reveals that they feel more confident delivering the curriculum.	PE lead to further support, coach and to further develop assessment.

Pupils having access to competitive and adventurous sports.	Increased opportunities for pupils within school and provide them with a broad range of experiences.	To increase participation in inter and intra school competitions. Provide more enrichment days for sports like curling and dance led by specialists. Continue to offer adventurous sport residential opportunities. Provide opportunities in lower key stage 2 and possibly in KS1 for skiing, kayaking and rock climbing and balance-ability for Reception.
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Key priorities and Planning

Funding approximately £17600

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
To raise the profile of PE across the school, to support whole school development and engagement through adventurous days.	Teachers and pupils in Y3, Y4 and Y5.	<p>Key Indicator 3: Raising the profile of PE and sport across the school for whole school improvement.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The introduction of adventure days for Years 3, 4, and 5 has raised the profile of PE and supported whole-school development by engaging pupils in meaningful physical challenges beyond the classroom. These experiences have the potential to significantly enhance pupils' confidence, resilience, teamwork, and well-being, while also promoting positive attitudes towards physical activity and school life.</p> <p>Looking ahead, the sustainability of this initiative is secured through our commitment to</p>	<p>Clip and Climb including transport £370.</p> <p>Ninja Warrior £130.00</p> <p>Total £500.00</p>

			embedding annual adventure days within the curriculum for each year group. By establishing long-term partnerships with reputable providers and allocating funding to support equitable access, we will ensure that all pupils continue to benefit from a broad, inclusive, and enriching physical education offer year on year	
Purchasing of PE platform to support the delivery of PE and staff CPD – Get Set 4 PE.	Teaching staff and all pupils	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	All teaching staff accessed the PE scheme to support their planning and delivery throughout the year. As a result, the quality of PE provision improved, with lessons being more structured, progressive, and inclusive. Staff reported increased confidence and subject knowledge, which directly contributed to higher-quality physical education experiences for pupils.	Total £1609.20

			To ensure sustainability, staff will continue to have access to high-quality planning materials and CPD videos embedded within the scheme. This ongoing support will maintain consistency in lesson delivery, enable staff to refine their practice, and allow new staff to upskill quickly. The investment in this scheme ensures long-term capacity building within the teaching team, promoting a sustained culture of high-quality PE across the school.	
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To provide a wider range of sporting clubs for children to attend after school.	All pupils.	Key indicator 4- Broader experience of a range of sports and activities offered to all pupils.	Children will have increased opportunities to be active for longer periods during the school day, which supports their physical health, concentration, and overall well-being. These opportunities have enabled pupils to have the chance to discover and develop their individual talents and	Total £2792
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			<p>interests, contributing to their broader personal development.</p> <p>By embedding regular opportunities for physical activity into the daily routine—through structured playtimes, active learning, and enrichment—children continue to have access to high-quality physical experiences. Ongoing staff training and resource investment help sustain a whole-school culture that values physical activity and promotes the development of pupils’ talents and interests year on year.</p>	
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<p>To provide top-up lessons to children to swimming lessons in Year 6 ensuring the maximum number of children, who leave at the end of KS2, can swim.</p>	<p>Pupils in Y6.</p>	<p>Key indicator 2- Engagement of all pupils in regular physical activity.</p> <p>Key indicator 5 - raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim</p>	<p>We want all Year 6 pupils to leave primary school able to swim at least 25 metres, meeting national curriculum expectations with confidence and competence. To achieve this, we aim to provide targeted top-up swimming lessons that build essential swimming skills, water confidence, and water safety awareness for those who need additional support. We want to continue working closely with local swimming providers to deliver high-quality, inclusive sessions. By assessing pupils' needs early, we can ensure that every child has equitable access to swimming provision and the opportunity to succeed by the end of Key Stage 2.</p>	<p>Total £2550</p>
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<p>To increase the number of competitive opportunities for pupils, including the use of transport</p>	<p>Pupils from Y3-Y6.</p>	<p>Key indicator 2- Engagement of all pupils in regular physical activity.</p> <p>Key indicator 4- Increased participation in competitive sport.</p>	<p>Children have begun to take part in competitive sports across a range of sporting activities, both within the Stoke-on-Trent borough and across the ATT Trust. Participation in these events promotes teamwork, resilience, sportsmanship, and a sense of pride in representing the school, contributing positively to pupils' physical and personal development.</p> <p>A calendar of sporting events is developing d to support regular opportunities for inter-school competition. Continued collaboration with local schools and the Trust will support sustained participation, while staff commitment to organising and accompanying pupils will help embed a culture of competitive sport as part of our wider curriculum offer.</p>	<p>Total £1760</p>
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To increase the recognition of children's successes outside of school.	All pupils	Key indicator 4- Increased participation in competitive sport.	Recognition, reward and celebration to motivate all pupils to participate in competitive sport.	£250
Ensure enough equipment for all children to participate in PE lessons and competitive sports (football goal posts, netball stands and replacement of old equipment for PE and competitions.	KS1 pupils for goals and KS2 pupils for sportswear.	Key indicator 4- Increased participation in competitive sport. Key indicator 2- Engagement of all pupils in regular physical activity.	Children will have access to equipment, will be able to use the equipment in PE, after school clubs and in competitions. Thereby, being able to receive teaching for how to do football skills, practice them and work on skill.	Total £498

Y6 Residential To enhance understanding of alternative sports by attending a residential that provides this offer. Provide a significant contribution, so all can attend and to fund transport.	Year 6 Pupils	<p>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2- Engagement of all pupils in regular physical activity.</p>	<p>All children will have had the opportunity to access and participate in a residential visit designed to broaden their experience of alternative and outdoor adventurous sports. This has enhanced pupils' understanding of physical challenge, teamwork, and resilience in unfamiliar environments. Pupil voice reflects increased awareness, enjoyment, and enthusiasm to further engage in these types of activities, which are not typically available within the school setting.</p> <p>By providing significant financial contributions, including fully funded</p>	Total £2247.50 + £3298.30
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			<p>transport, the school has ensured equitable access for all pupils.</p> <p>Moving forward, residential experiences will continue to be planned as part of the school's wider curriculum offer.</p> <p>Funding will be prioritised annually to support inclusion, with ongoing use of pupil voice to shape future provision and ensure that the experiences remain relevant, engaging, and impactful.</p> <p>.</p>	
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<p>1 Day Dance course</p> <p>- This course will look at improving subject specific knowledge of Dance and how to link Dance effectively to topics in school. The course will also cover effective teaching, learning and assessment strategies for Dance. Cover required for staff.</p>	<p>Subject leader and 2 additional members of staff.</p> <p>Pupils across the academy.</p>	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>The one-day Dance course and follow-up after-school training will equip staff with enhanced subject knowledge, practical strategies, and increased confidence to deliver high-quality Dance lessons. Staff will gain a clearer understanding of how to link Dance to curriculum topics, plan progressive sequences, and assess pupil progress effectively. As a result, children will benefit from more engaging, inclusive, and purposeful Dance lessons that promote creativity, coordination, self-expression, and physical well-being. Increased staff confidence will lead to more consistent</p>	<p>Total £1000</p>
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			delivery across year groups, enriching the PE and wider curriculum offer. .	
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Forest School Training – Forest School Level 3	KS2 staff member and all pupils.	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2- Engagement of all pupils in regular physical activity.</p>	A dedicated staff member undertaking Forest School Level 3 training will gain the professional expertise, confidence, and resources needed to lead and embed high-quality Forest School provision across the academy. This will enable the	Total£1095
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			<p>delivery of engaging outdoor learning experiences that promote physical development, resilience, problem-solving, teamwork, and a deeper connection with the natural environment. All pupils will benefit from planned, regular access to outdoor learning opportunities that extend beyond the classroom. Forest School sessions will enhance well-being, support personal development, and foster independence in a purposeful and stimulating setting.</p> <p>Having a trained Forest School practitioner within the academy builds</p>	
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			<p>long-term internal capacity and reduces reliance on external providers. The staff member will be able to lead sessions, train colleagues, and contribute to curriculum planning, ensuring that Forest School becomes a sustained and embedded part of the school's enrichment and physical activity offer.</p> <p>.</p>	
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Key achievements 2045- 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 raise the profile of PE across the school, to support whole school development and engagement through adventurous days.	<p>Pupils in Years 3, 4, and 5 participated in adventure days at external venues such as Clip and Climb and Ninja Warrior. These experiences offered opportunities to develop resilience, confidence, teamwork, and physical coordination through activities not accessible within the school environment.</p> <p>The impact of these days was clear: pupils engaged in physical challenges that extended beyond their usual experiences, helping to build self-esteem, encourage risk-taking in a safe environment, and promote physical and mental well-being. These opportunities also fostered stronger peer relationships and supported personal development, aligning with our wider curriculum intent.</p>	<p>To ensure sustainability, we are committed to embedding an annual adventure day for each year group as part of our enrichment offer. From 2025/2026, pupils will access a range of experiences such as canoeing, climbing, and high ropes—broadening their horizons and ensuring equitable access to outdoor and adventurous activities. We will continue to review partnerships with local providers to ensure both value for money and high-quality provision.</p>

	<p>Year 6 pupils have been provided with top-up swimming lessons to ensure the highest possible number leave primary school able to swim at least 25 metres. These targeted sessions have supported pupils in developing essential swimming skills, water confidence, and water safety awareness. As a result, a higher percentage of children are meeting the national swimming requirements by the end of Key Stage 2.</p>	<p>We can continue to prioritise targeted swimming interventions in Year 6. Continued partnership with local swimming providers, combined with timely assessment of pupils' needs, will ensure that future cohorts have equitable access to lessons and the opportunity to meet end-of-key-stage expectations in swimming</p>
<p>Y6 Residential To enhance understanding of alternative sports by attending a residential that provides this offer. Provide a significant contribution, so all can attend and to fund transport.</p>	<p>Top-up swimming lessons have supported Year 6 pupils in developing essential swimming skills, water confidence, and an understanding of water safety. As a result, a higher proportion of pupils are now able to swim at least 25 metres, meeting the national curriculum expectations by the end of Key Stage 2. These targeted interventions have not only improved swimming proficiency but also built pupils' self-esteem and resilience in a new learning environment.</p>	<p>To maintain and build on this progress, it will be important to continue early assessment of pupils' swimming ability, enabling targeted support to be put in place where needed. Sustained partnerships with local swimming providers will ensure consistent, high-quality delivery.</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?	59%	<i>This represents significant progress compared to the start of the academic year. In September, only 3 pupils (11%) were able to swim confidently over 25 metres. By the end of Year 6, although not all pupils reached the 25-metre benchmark, notable improvements were observed across the cohort. Four children who were initially extremely anxious and unwilling to enter the water were, by the end of the year, able to swim with the support of flotation devices, demonstrating increased water confidence and foundational swimming skills.</i>

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	52%	<i>This improved significantly over the course of the year. By the end of Year 6, 14 pupils were able to use a range of strokes effectively, including front crawl and backstroke, and successfully completed many elements of the National Swimming Awards. This represents 52% of the current Year 6 cohort, demonstrating strong progress in swimming proficiency and confidence in the water.</i>
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What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	52%	<i>This improved significantly over the course of the year. By the end of Year 6, 14 pupils were able to do this.</i>
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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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	Sara Bloor
Subject Leader or the individual responsible for the Primary PE and sport premium:	Richard Nicholls
Governor:	Iain McDonald
Date:	23/07/2025

