



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 (2023/2024)

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

Activity/Action	Impact	Comments – Actual spend
Provided high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities through: implementation of new outdoor and indoor team sports, including purchasing new basketball equipment; annual sports day; attending competitive sports event at local secondary school.	Children show improved fitness, motivation for sports, social skills, team skills and a healthy competitive spirit. Staff have gained ideas and skills through observing and shadowing sports coaches; improved sustainability through upskilling.	£3795
Provided staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across the school by membership to Get Set 4 PE Scheme and shadowing local tennis and football coaches.	Staff have become more confident in teaching PE sessions, having a greater understanding of the theory and of how to embed sports skills in the children. The children have had the opportunity to take part in new sports, expanding their horizons and increasing their confidence to try new activities.	£1200

Encouraged pupils to take on leadership or volunteering roles that support sport and physical activity within the school through developing our Playground Pals programme in Year 2	Year 2 children developed their leadership and organisational skills whilst supporting the younger children. This gave them a sense of responsibility and the younger children learnt from their older role models promoting sustainability of the Playground Pals programme.	£755
Provided Targeted activities or support to involve and encourage the least active through the school's in house Outdoor Activities Programme which ran throughout the year.	All children were given the opportunity to explore and learn through nature, with freedom to direct their own learning and assess risks. Children showed increased self-esteem, confidence and independence.	£8983
Embed physical activity into the school day by encouraging active travel to and from school and having active playgrounds and break times (Active 30) by: continuing daily dash initiative, encouraging the daily use of bikes and trikes (new painted roadway), reorganised playground equipment and storage to make areas more accessible for physical exercise (incl bike storage for children who cycle to school)	Children improved their fitness and stamina and were more ready and focused to learn in the classroom. We have identified a need to have more opportunities to allow for risky play, large physical exercise and collaborative play – investigated programs that promote and support positive play and have chosen the Opal Play Programme for 2024-25	£7366
Provided and improved equal access for all pupils to a range of sports and physical activities through trips to outdoor facilities enabling equal access for all to take part in challenging physical exercises.	Gave all children a chance to achieve and progress their physical skills whilst outside in nature, also supporting well-being. Children progressed their teamwork skills and grew in confidence at tackling challenging tasks. Staff were able to learn skills from outdoor experts.	£2125

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

- Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.
- Key indicator 2 -The engagement of all pupils in regular physical activity
- Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement
- Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.
- Key indicator 5: Increased participation in competitive sport.

Total amount carried over from 2023/24: £0		2024/25 Fund Allocation: £16,880		Total fund allocated to spend in 2024/25: £16,880	
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	
Provide high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities by:					
Provide children with a wide range of indoor physical activities during winter months and bad weather. Safely maintaining indoor equipment, particularly to promote competitive team sports	All pupils	Key indicators 4 & 5	Maintaining minimum hours of physical exercise during winter months. Children experience variety of competitive sports at a young age. Motivating children at a young age to continue competitive sports at key stage 2	£0	
Annual school sport's day including a range of activities and games, which ensures inclusivity and involves and encourages the least active	All pupils, staff & sports lead	Key indicators 3, 4 & 5	Developing children's team skills, learning to take turns, encourage others and develop empathy. Opportunity to share learning with parents and carers.	£0	
Collaborate with the Godalming Learning Partnership for external KS1 sports activities held at local secondary schools. Giving children opportunity to participate in competitive sports.	All pupils & staff	Key indicators 4 & 5	Improved social skills by participating with other schools Promoting spirit of healthy competition. School staff observe sports coaches and gain ideas.	£2100	
Provision of all-weather PE for 2-hours per week through use of Get Set 4 PE Programme using online resources in indoor hall.	All pupils & staff	Key indicator 2	All children access high quality PE for 2 hours a week for the entire academic year.	£0	

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
Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across the school by:				
Continue a structured PE programme through annual membership to Get Set 4 PE Scheme from EYFS to Year 2	All pupils & staff	Key Indicators 1-5	<ul style="list-style-type: none"> • More confident staff to support pupils • Embedded sports skills through regular PE sessions • Increased understanding of different activities, vocabulary and understanding of healthy lifestyles 	£200
Local village tennis club professional coaches visit school to support Key Stage 1 teaching staff	All pupils & teachers		<ul style="list-style-type: none"> • Opportunity to try and experience a new activity that they may not have tried before • Changing children’s mindset to ‘have a go’ • Expand the children’s horizons and experiences of sport to help them find a local sustainable sport activity 	Tennis club provide this for free

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
Encourage pupils to take on leadership or volunteering roles that support sport and physical activity within the school:				
Opal Play development support, quality assurance and award programme and using equipment and resources	All pupils	Key indicators 2 & 4	<ul style="list-style-type: none"> • Improved sense of responsibility and organisational skills • Older children model the role of playground pal to younger less confident children to promote sustainability in the programme 	£5848

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
Short term use of qualified sports coaches to work with teachers to enhance or extend current opportunities:				
Local village tennis club professional coaches visit school to support Key Stage 1 teaching staff	All pupils & teachers	Key Indicators 1 & 5	<ul style="list-style-type: none"> • Opportunity to try and experience a new activity that they may not have tried before • Changing children’s mindset to ‘have a go’ • Expand the children’s horizons and experiences of sport to help them find a local sustainable sport activity 	£0

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
Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities by:				
Aim to introduce new sports such as tag rugby through new Opal Play Programme	All pupils	Key indicators 2, 4 & 5	<ul style="list-style-type: none"> • Increased understanding of different activities, vocabulary and understanding of healthy lifestyles 	See overall cost for Opal Play above

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
Provide Targeted activities or support to involve and encourage the least active by:				
Pupils in all year groups engage in the school’s in house Outdoor Activities Programme throughout the year Outdoor areas to be maintained to a high standard to ensure that all activities can be undertaken safely and within managed risks. Ensure that safety inspections are carried out	All pupils	Key indicators 2 & 4	<ul style="list-style-type: none"> • Children are given freedom to direct their own learning and try things out • Children learn in and from nature • Provides an ethos of self-esteem, confidence and independence • Opportunity for exploration and to take supported risks 	£8732

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
Embed physical activity into the school day by encouraging active travel to and from school and having active playgrounds and break times (Active 30) by:				
<p>Ensure staff encourage continued active participation for all year groups in our Daily Dash building stamina and a love of running/jogging for late life (10 x 10 mins = 1 hour 40 mins per child per week)</p> <p>Children understand the benefits of regular physical activities and the fun they can have.</p>	All pupils & staff	Key indicators 2 & 3	<ul style="list-style-type: none"> • Children becoming more active with the confidence to join in with different activities • Positive impact on behaviour with children returning more engaged and ready to learn • Children’s stamina has increased with increased agility • Children have fun and want to continue exercise 	£0
Increase physical activity at break and lunchtime through purposeful play – through Opal Play development support, quality assurance and award programme and using equipment and resources	All pupils	Key indicators 2 & 4	<ul style="list-style-type: none"> • Children participating in more active play with greater offering of physical activities • More positive playtime experience with happier children • Children more tolerant and understanding with collaborative play 	Opal play cost shown in above section

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
Provide and improve equal access for all pupils to the range of sports and physical activities by:				
Opal Play Programme	All pupils & staff	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	<ul style="list-style-type: none"> • every child is supported by knowledgeable staff to endlessly create and challenge themselves • Encourage children in confident creative expression • Teamwork – working together to build stronger relationships • A pathway to out of school clubs and activities • Give every child the chance to participate, progress and achieve in sports 	As above

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

Signed off by:

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Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Helen Szczepanski</i>
Governor:	<i>Susan Edwards</i>
Date:	22/11/24