



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.

What went well?	How do you know?	What didn't go well?	How do you know?
New curriculum	The children are now being taught a wider curriculum with a wider range of sports and games being taught. For example the same invasion game is not taught year after year now.	Physical activities throughout the day	Speaking to the staff and children. The timetables are very full and there are not times in the timetable for regular physical activity. We did talk about how the lessons are more active now and children move around more in class opposed to be sat at
Sports visits	We had a visit from a local sporting celebrity from the TV show <i>Gladiators</i> . It		

<p>Bikeability Girl's football</p>	<p>really raised the profile of PE for the school.</p> <p>Bikeability was again a huge success. With more children passing their level 2s. Year 6 this year will be ready for Level 3.</p>	<p>TLG</p>	<p>tables.</p> <p>TLG hasn't updated its curriculum for a while and the staff feel that it's getting a bit stale.</p>
<p>More competitions</p>	<p>The children were able to compete at more competition and festivals.</p>	<p>Swimming</p>	<p>Swimming data - 65% of children are leaving school with the adequate skills. We need boosters for Y6 and start children swimming earlier.</p>
<p>S4K Link - more afterschool clubs and curriculum PE.</p>	<p>S4K sports coaching company delivered several after school sports clubs and curricular support. This included CPD for teachers and physical literacy lessons for EYFS and Y1. S4K have also delivered half term camps for the children.</p>	<p>Commando Joe</p>	<p>CJ is becoming a little old and needs some updating for the children and staff that teach it.</p>

<p>Olympic Arts week</p>	<p>Olympics Arts week was very popular for the children and led to a very creative and physical week. The children had the opportunity to participate in an Olympic sport and learn about the different nations participating in the Olympics.</p>		
<p>Mindfulness workshop</p>	<p>On the ball coaching delivered some special mindfulness sessions and the children used some of their strategies to support their learning.</p>		

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Promote girl's football.</p> <p>Promote SEND</p> <p>To promote rugby.</p> <p>To find alternative locations for swimming.</p> <p>To find a new PE planning provision.</p> <p>To enter as many competitions as possible.</p> <p>To get mini leaders supporting lunch times.</p>	<p>To contact a local professional club to see if we can have a visit.</p> <p>To find a Paralympian/athlete of SEND to promote SEND inclusion in sport.</p> <p>To enter a tag rugby league.</p> <p>To investigate to see if we can find a swimming pool company that can come to us.</p> <p>Speak to local schools/ESSP to find a more suitable provision. TLG is looking outdated.</p> <p>To continue to give as many children a chance to represent the school as possible but also to be competitive and win some competitions.</p> <p>To train mini leaders to support lunch staff. To get more children active at dinnertime.</p>

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
ESSP coach paid for in school to deliver Outdoor education team-teach alongside staff. (Autumn 1) SEND and PP were targeted for this club	<i>Teachers involved in supporting the delivery of Outdoor education. ESSP staff.</i>	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Outdoor was delivered to Y1s with a club alongside for KS2. SEND and inactive children were targeted to take part in the club. The teachers gave excellent feedback and enjoyed the CPD opportunity. We received the planning for the lessons.	<i>Part of the ESSP package. £2600.</i>
CPD Derbyshire PE conference CPD.	<i>PE coordinator Staff Children</i>	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	I have attended various meetings throughout the year to discuss how PE should be delivered in schools. The changes in legislation and CPD in gymnastics, SEND, dance, boxercise and Athletics.	<i>Part of the ESSP package.</i>

<p>In September a staff questionnaire handed out to see where the teachers needed support and what area of the P.E. curriculum.</p>	<p><i>Teachers and coaches/outside providers.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>These staff questionnaires are sustainable because they gave us an idea of how we can develop staff confidence in delivering PE, which will lead to children increasing their PE skills and knowledge. Y4 asked for additional support for the subject of Tag Rugby and were given an extra coach for these lessons.</p>	<p>£0</p>
<p>S4K coaches delivered various curricular PE lessons throughout the year.</p>	<p><i>P.E. coordinator and class teachers.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>S4K support teachers in CPD in lessons which they needed some extra support in delivering.</p>	<p>£1500</p>

<p>In June we implemented a new PE scheme to bring teachers confidence and motivation for PE.</p>	<p><i>P.E. coordinator and class teachers.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Complete PE has been brought in to support the delivery of PE from 25/26. It was a one off fee plus a small retainer fee each year (£300.) The price is significantly lower compared to TLG. TLG had become outdated with no new resources being added.</p>	<p>£975</p>
<p>TLG - Provided planning scheme to all members of staff. This planning scheme includes warm ups, skills, progression, resources, videos of activities and assessment opportunities. All staff have their own login for this planning, meaning they can access it at all times throughout the year.</p>	<p><i>P.E. coordinator and class teachers. TLG staff.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff have lesson plans for all PE lessons they teach throughout the year, meaning they can deliver an outstanding PE lesson that targets key skills, understanding and children. This ensures every child in the school is active during their 2 hours of physical education. All PE lessons provided link to the competitions the school partake in, meaning children can embed their understanding and skills into game situations and</p>	<p>£1999</p>

			<p>competitive sport.</p> <p>It was decided that we need a new PE scheme and from 25/26 Complete PE will replace TLG. It is much more cost effective at 20% of the TLG price.</p>	
<p>DRUMBA scheme continued for the third year for staff to deliver to their class for at least 1 of their PE topics and used cross-circularly as a music/dance topic to increase physical activity for all children in a variety of lessons and subjects.</p>	<p><i>All staff.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Drumba continued to have a big impact as the children were participating in high energy endurance lessons. We have also received new and fresh planning for the next academic year. Drumba has also been used as an intervention to support children with mental health issues.</p>	<p>£1200</p>
<p>In September an equipment audit was carried out and the school purchased new equipment to ensure staff had all the necessary equipment</p>	<p><i>P.E Coordinator and teachers.</i></p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>New P.E. equipment was purchased throughout the year to support curricular PE.</p>	<p>£1800</p>

to teach P.E.				
Teachers continue to support children meet the outcome of an additional 30 minutes exercise throughout the day. Lots of discussions with subject leads in regards to making lessons more active to support this.	<i>P.E Coordination and teachers.</i>	2. Engagement of all pupils in regular physical activity.	Teachers have spent time to give the children brain breaks throughout the day and to make their lessons more active such as carousel learning.	£0
PP children to receive a free club during the academic year.	<i>All staff</i>	2. Engagement of all pupils in regular physical activity.	PP children targeted through Soccerstars, S4K clubs, teacher led clubs.	£0

SEND children targeted to take part in at least 1 club per year.	<i>All staff</i>	2. Engagement of all pupils in regular physical activity.	SEND children targeted through Soccer stars, Boxercise, Nerf club and teacher led clubs.	£0
SEND club	<i>Mr Johnson Mrs Mabbott SEND Children</i>	2. Engagement of all pupils in regular physical activity.	A club for SEND children was delivered for some SEND children. The club was based around success where the children took part in a mini Olympics with lots of opportunities to score points and build confidence.	£100 (equipment)
To observe P.E. and monitor how active children are during the day. To observe P.E. lessons.	<i>Staff Children</i>	2. Engagement of all pupils in regular physical activity.	PE coordinators to use specific days of coordinator time to do a PE learning walk and pupil voice to see how PE is being taught at school. To monitor how active classes.	£0

Mini leaders	<i>Children</i>	2. Engagement of all pupils in regular physical activity.	Mini leaders have been trained and have delivered physical activities to children during lunch times all through the year.	<i>£220 for the hoodies.</i>
Photos of children being active celebrated using a display board in the corridor - in and out of school achievements.	<i>Children</i>	3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	This year, all children who participate in sports clubs outside of school have been celebrated for this. We have been putting the photos on display for all to see.	<i>£0</i>
The purchase of Commando Joe to improve team working skills and resilience of all children	<i>Children All Staff</i>	3. The profile of PE and sport is raised across the school as a tool for whole school improvement	The continued implementation of Commando Joe across the school. One week of lessons for 2 half terms along with a continued programme throughout the year. Commando Joe was used this year in the first few weeks of term to support the getting to know each other and build early links in the class. This helped support	<i>£1500</i>

			<p>friendships and gave teachers a real opportunity to see children demonstrate reliance skills early on in this year so that they can support them and see gaps in their learning earlier than previously. This is sustainable as this is the last year of the contract and we have all the equipment and resources to take part in the programme cost free.</p>	
<p>P.E. profiles. The children have had the opportunity to write their own P.E. profiles about their own sporting achievements. This is a poster of their sport, memorable events and a picture of them playing in that sport.</p>	<p><i>Parents/children. The children received a template from the P.E. coordinator to fill in either online/handwritten.</i></p>	<p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>This year, all children who participate in sports clubs outside of school have been celebrated for this. We have been putting the photos on a display in the corridor that all children see when they walk passed. This has encouraged more children to participate in more clubs outside of school, especially clubs</p>	<p>£0</p>

			that they didn't know were available until seeing other children's photos.	
To raise the profile of sport, PE and Send we had a visit from Mel Clarke an Paralympian archer who finished 2 nd at London 2012.	<i>P.E. coordinator, staff and children.</i>	3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	Mel's story was very inspirational and cross curricular. It taught children that they could all achieve. It added to the school mantra of growth mindset. No matter how many times Mel was knocked down, she continued. This was evident in sports day when a SEND child was determined to take part even though her parents didn't want her too. Children have been reminded of the story when they face challenged in the classroom.	£350

Derby County Ladies visit	<i>Girls</i>	3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	We had a special visit from the Derby County ladies team to raise the profile of girls sport. We had an assembly and a football session on the field with the girls.	£0
Bikeability for Y5 and Y6 pupils. Learn to ride Level 1 Level 2	<i>Children Bikeability staff.</i>	4. Broader experience of a range of sports and activities offered to all pupils.	More children had the opportunity to take part in Bikeability, which meant more children learned the key skills to ride bikes in their local area and to and from school.	£2600 (as part of the ESSP silver package.)
New long term plan developed in order to gain a more balanced curriculum. Different invasion games taught in different years.	<i>P.E. coordinator</i>	4. Broader experience of a range of sports and activities offered to all pupils.	The change in the LTP gave children an opportunity to learn new sports, which helped them learn new skills that are transferable to different parts of the PE curriculum. In KS2, the LTP is more closely linked to the KS1 curriculum, with more invasion games linked to throwing and catching but also lots of	£0

			<p>opportunity to build on the KS1 subject of attacking and defending. We are already seeing how this is sustainable, as children are clearly linking the skills learned in KS1 and building them from Year 3 rather than choosing football and hockey as the invasion games. Also, we looked at the data from EYFS and how we needed to support children with fine motor skills, so we added another gymnastic topic and the use of gymnastic equipment to build that hand strength to support the literacy curriculum.</p>	
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<p>The children have competed in the following sports/activities.</p> <p>Football league for Y4/5/6</p> <p>Girl's football league for 4/5/6</p> <p>Tag Rugby league</p> <p>Swimming gala</p> <p>District finals for boys football, girls football, basketball and cross country.</p> <p>Intra events throughout the year.</p> <p>Tag Rugby</p> <p>Gymnastics</p> <p>For each</p>		<p>5. Increased participation in competitive sport</p>	<p>All children who have attended a competition this academic year have developed a range of skills. Some of these skills are specific to the sport or activity that they were taking part in. However, they also gained skills in behaviour regulation, both in victory and defeat, and demonstrated their growing maturity and sportsmanship during results reading. We can already see why entering a wide range of competitions has both impacted and been sustainable. Over the last 5 years, we have developed and put a lot of time into pushing physical activity in school. The cross country, football, boccia, and gymnastics successes demonstrate that our</p>	<p><i>£60 for the football leagues.</i></p> <p><i>Competitions were part of the ESSP package.</i></p>
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<p>competition the children took part in a club to train so that they were ready for each competition/performance</p>			<p>extracurricular activities are supporting our children to achieve in their various sports. The children are learning new sports and activities and are choosing to join local clubs in the community to develop themselves further.</p>	
<p>To raise the competition levels in school through intraschool competition.</p> <p>Sports day</p>		<p>5. Increased participation in competitive sport</p>	<p>These intraschool competitions have enabled more children to participate in events that they would usually not have the confidence to put themselves forward for. This has increased the children's passion for PE and specific sports, increasing their desire to take part in more competitive sports than at the start of the year.</p> <p>These intra-school competitions have also</p>	<p>£0</p>

			<p>had a positive impact on general PE lessons, as they have often tied into the specific skills of the topic. This has meant that the children have an end goal to work towards in their PE lessons, improving concentration and participation.</p> <p>These intraschool competitions also allow children to embed their understanding of competitive sports, furthering their knowledge of different sports.</p> <p>All children participated in every race for our sports days, meaning that everybody was physically active. We also had some sixth-grade children helping with the setting up and overall management of</p>	
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			<p>the day.</p> <p>The intraschool competitions are really popular in school and are free. The school already has the equipment in place and encourages competitive spirit in school.</p>	
Supply teachers to cover teaching staff for competitive sport.	<i>Children</i>	5. Increased participation in competitive sport	In order to compete in school competitions we have used supply to cover the teachers.	£500

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?	70%	<i>30% of the Year 6's are Pupil Premium. 18% of the Year 6's are SEND. Parents can't afford the £25 a month for local lessons.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	67%	<i>30% of the Year 6's are Pupil Premium. 18% of the Year 6's are SEND. Parents can't afford the £25 a month for local lessons.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>82%</p>	<p><i>The children performed really well in the safe self-rescue.</i></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>No (but we tried - this led us to finding a more appropriate lessons in order to give children more hours in the pool.)</p>	<p>We have booked a school pool for next year which will ensure that children will receive much more time in the pool and that all children will be taught by specialised swimming teachers rather than class teachers.</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</p>	<p>The teachers received new planning for this academic year and our new PE scheme has Swimming England planning online.</p>

Signed off by:

Head Teacher:	<i>Susan Dainty</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Liam Johnson</i>
Governor:	
Date:	17/07/2025