

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£19,590
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2024/25	£19,590
Total amount of funding for 2024/25.	£19,590

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024. Please see note above	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	65%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	45%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <u>No</u>  <i>School will offer to current Year 5 pupils who did not learn to swim in Year 4</i>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year: 2024-25</b>	<b>Total fund allocated: – Aug 24: £19,590</b>	<b>Date Updated: October 2024</b>		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 55.33%
Intent	Implementation	Impact		
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils will be offered a variety of sporting activities at lunchtimes to promote engagement and develop competence to excel in a broad range of physical activities. School will reutilise professional Sports Coaches expertise to model sporting activities at lunchtimes for key staff and pupil play leaders to implement.	<p>Rota to ensure children, particularly disadvantaged, get regular opportunity to participate.</p> <p>Lunchtime supervisors and upper KS2 pupils (play leaders) to be upskilled by coaches so they are confident to lead playground activities in the absence of coaches.</p> <p>Introduction of ‘zoned’ playground areas and additional equipment purchased for lunchtimes to ensure quality provision of modelled sports. Senior leaders to liaise with the school council to gain pupil voice on their interests.</p>	<p>£3740 (CB) £3600 (ACE)</p> <p>£1500</p>	<p>Regular lunchtime audits and pupil voice will demonstrate an increase in number of children, particularly disadvantaged children, who participate in physical activity at lunchtime, and being able to talk about the games/new skills they are learning.</p> <p>Lunchtime supervisors and Play leaders will be confident in articulating the rules for their games and able to lead other pupils in game play.</p> <p>Pupils will be confident and develop competence in using the appropriate equipment correctly for the various games. This will be evidenced through pupil voice</p>	<p>Key lunchtime supervisors to be identified to support physical activity at lunchtime and pass on skills to new joiners in addition to leading activities at lunchtime in the absence of Sports Coaches.</p> <p>Begin to develop skills of lower KS2 pupils so they can adopt the roles at lunchtime as older children leave for secondary.</p>

			and lunchtimes observations.	
All pupils to take part in the 'daily mile' to increase daily physical activity and promote fitness and health.	At the end of lunchtimes, all pupils will participate in walking/jogging for 15 minutes. This will equate to approximately 1 mile.	Lunchtime staff	The Daily Mile is fully inclusive, and all pupils will be taking part in an additional 15 minutes of exercise per day. Pupils will be fitter, and healthier.  Through pupil voice, pupils will share a sense of achievement and accomplishment each day.	During the Summer months, pupils will utilise the larger field areas.  Pupils will build up to walking/jogging a mile each day.
Additional lessons for Year 5 children Spring or Summer 25 – those that cannot swim at least 25m	Identify children that need further teaching and practice. Organise swimming sessions Spring/Summer 2025 at Gig Mill pool	£2000	An increase in current Year 5 children who can swim at least 25m.	Continue swimming in September 2025 for those children moving into Year 5 (current Year 4) who cannot yet swim 25m.

<b>Key indicator 2: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 2.56%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff training on specific key skills and games, identified through self-evaluation tools, so that teachers have the confidence and level of expertise to teach all areas of PE effectively and confidently.	Source appropriate training for staff internally, including peer coaching/within the Trust/from outside agencies, as required.	£500	Staff survey/self-evaluation audits show increased confidence and positive feedback from teachers from baseline audit.  Lesson observation and end of term assessments show improved skills progression throughout school	Staff complete an audit of own skills through self-evaluation as baseline and review following the training.  Key staff identified as 'experts' in different aspects of PE skills so that they can support less confident teachers/teachers new to teaching throughout the next academic year.  Ensure an efficient and manageable assessment of pupils' PE skills is in place that identifies areas for development to enable target teaching.
<b>Key indicator 3: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 25.19%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Balance Ability lessons for Reception for 12 weeks Autumn 24 so that Reception children, including disadvantaged, learn how to ride.	RB Gym and Sport to teach weekly in Autumn 2024; baseline assessments and final assessments carried out to measure impact.	£2275	A high percentage of children will be able to ride the balance bike by the end of the 12 weeks and in addition develop independence, social skills and a sense of well-being. Further progression of skills	For next year, staff to assess which pupils are able/unable to ride a bike. Balance bikes to be purchased and staff who completed the course this year to create planning and

			for children will be riding a pedal bike.  In Autumn, 67% of reception pupils did not have the required skills to ride a balance bike effectively. At the end of the programme 100% of these pupils were able to do so. There was a further 33% of pupils who progressed and were able to ride a pedal bike.	disseminate that training for staff in reception next year.
Forest School offered for Reception children led by outside Forest School Lead to enable children to experience outdoor, fun activities, whilst learning social and team work skills.	Forest School arranged for Spring term 2025 once a week – all Reception children to participate	£2640	Children, particularly disadvantaged, have the opportunity explore the outdoors, improve their physical health, increase creativity, reduce their stress levels and enhance their cognitive learning.	Train a current member of staff to lead on Forest School in future – this would impact a greater number of pupils at Withymoor.  Gather pupil voice as a baseline and following the sessions to measure progress of skills, enjoyment and confidence in the sessions.
<b>Key indicator 4: Increased participation in competitive sport</b>				Percentage of total allocation:  17%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Offer clubs after school that children are interested in, especially for disadvantaged children and those who would not normally participate.	Questionnaire to find out what sports pupils would like to do in school as an after school club. Source provision using teachers/TAs in school and/or professional providers to supplement current in-house	£2335	To increase the number of participants in after school clubs. Increase variety of clubs on offer so that more children are attracted.	Develop current staff to lead on after school clubs in order to reduce the cost for parents/carers, increase variety and frequency and involve a wider group of children.

	Sports Coach offer.			PE and Sports Premium co-ordinator to monitor and track children's participation in sporting activities, during and after school (including weekend clubs), particularly those disadvantaged or SEND to provide clear analysis of the uptake to further develop opportunities for disadvantaged/SEND pupils.
Participate in inter-school tournaments/sports activities, where available to showcase skills and confidence in pupils.	<p>PE lead to pro-actively engage with other schools for competitions.</p> <p>PE lessons/after school and lunchtime clubs to include more competitive sports in order to identify and nurture talent.</p> <p>Skills Builder to focus, in relation to competitive sport on 'staying positive', 'aiming high', 'leadership' and 'teamwork' so that talented children build their mental and emotional skills as well as physical.</p>	£1000 (coach/minibus)	<p>Pupils with a talent in particular sports are identified and supported to reach their full potential.</p> <p>Culture in school developed so that children have passion and motivation to win, but also the skills of resilience, team spirit and positivity, which are three of our school values.</p> <p>Withymoor Primary School to win several inter school competitive events, and showcase the sportsmanship and skills shown by the pupils.</p>	<p>To continue to develop Skills Builder/school values in school that support Skills Builder.</p> <p>To continue to build inter school tournaments that become a regular fixture for the school.</p>



Signed off by	
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