



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 2024.**

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
Continue to train additional Play leaders for break/lunch times, to encourage development of coaching, leadership, organisational and team building skills – together with a sense of “fair play”	Increased pupil engagement at break/lunch; development of leadership, teamwork and communication skills in Year 6 pupils. Raised profile of PE across school.	Year 6 pupils lead structured activities such as skipping and throwing games, increasing purposeful play. Consider extending training to Year 5 for continuity. Sustainable with annual training cycle and resource packs
New staff to develop a strong knowledge of sports and how to teach this effectively CPD for staff	Improved confidence and consistency in PE delivery across staff; better assessment and planning linked to KPIs.	CPD includes observations, co-teaching, yoga training, and planned assessment sessions. Sports coach supports development, building a sustainable whole-school model.
Enable sports to be carried out at lunch times (pupils to transfer skills developed in PE lessons)	Pupils apply taught skills in unstructured settings; increased physical activity and improved social interaction.	Daily structured sports activities led by coach enhance engagement and allow pupils to independently lead games. Encourages SEMH development and links learning to play.

<p>Invest in playground markings to enhance PE lessons, outdoor play & learning as suggested by our School Council and pupil voice.</p>	<p>Improved play organisation, increased physical activity, reduced behaviour issues, and enhanced learning through zoning.</p>	<p>Zones support purposeful use of space for physical, quiet and group play. Markings used in PE lessons and during break times. Pupil voice reflected in the design. Long-term benefit from one-off investment.</p>
<p>Widen the direct experiences pupils have of sports</p>	<p>Broader range of sports experienced; raised PE profile and mindset development; increased staff understanding of alternative activities.</p>	<p>External coaches and sport providers offer one-off events (e.g. basketball days). Whole-school sport days planned by teachers build engagement and curriculum coverage. Opportunities promote pupil well-being and enrichment.</p>

Key priorities and Planning 2024-25

Key indicators:

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

Total: £18730

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
Internal CPD: support the effective teaching of pupils with SEND in PE	Teachers – develop inclusive strategies Pupils with SEND – greater engagement and access to PE	1, 4	CPD sessions focus on scaffolding, adaptive practice and accessible PE activities. Builds sustainable staff capacity to deliver inclusive PE. Positive impact on engagement, confidence and participation for SEND pupils.	- 6 hrs planning/observation - Approx. 40 hours total @ £40/hr = £1600 - Cover/release time for SEND-focused lesson studies: ~20 hrs @ £40/hr = £800 - Materials/CPD resources: £470

<p>External CPD: PE Lead coaching with Active Essex to complete CAS Toolkit (Creating Active Schools)</p>	<p>PE Lead – strategic leadership of PE and PA Whole school – reviewed and enhanced physical activity provision</p>	<p>1, 3</p>	<p>Coaching supports the PE Lead to complete the CAS Toolkit – an audit and improvement tool assessing PA across curriculum, culture and community. Leads to a strategic, sustainable action plan aligned to national best practice.</p>	<p>PE Lead coaching: 6 sessions (12 hrs) @ £40/hr = £480 - Release time for toolkit completion, staff interviews, audits: 30 hrs @ £40/hr = £1200 - Active Essex CPD fee & toolkit licence: £2583.10</p>
<p>Develop internal extracurricular clubs with a focus on raising the profile of dance</p>	<p>Pupils – increased participation Target groups – PPG, girls, less active pupils</p>	<p>2, 3, 4</p>	<p>Dance is used as a key driver to increase pupil participation and elevate the status of PE beyond traditional sports. Dance clubs provide inclusive, creative, and culturally relevant opportunities that appeal to pupils who may not typically engage with competitive sports. Pupil voice informs club content. Opportunities to perform in assemblies and events further raise the profile of dance across the school. Sustainability achieved through staff confidence, reusable routines, and peer role models.</p>	<p>- 8 staff running clubs (avg. 1 hr/week for 12 weeks/3 terms) = 288 hrs - 288 hrs @ £40/hr = £11,520 actual staff time (Sports Premium covers £3,411.54</p>

<p>Purchase of PE equipment and resources - Installation of thermoplastic playground markings to enhance PE, play and outdoor learning</p>	<p>All pupils – improved access to active play Teachers – improved delivery of outdoor PE</p>	<p>1, 2, 4</p>	<p>Thermoplastic playground markings support high-quality PE delivery and structured outdoor play. They promote purposeful physical activity, reduce behaviour incidents, and create accessible zones for a range of games and movement breaks. Markings can be used for lesson warm-ups, Daily Mile routes, and independent play—providing long-term value. Sustainability is ensured through their durability and integration into daily routines and curriculum delivery.</p>	<p>Multi-Court Playground Marking £1280.00 Maths Maze Playground Marking £565.00 Snakes and Ladders Playground M £865.00 Twister Playground Marking £230.00</p>
<p>Educational platform subscription (Get Set 4 PE)</p>	<p>Staff – support with planning, sequencing and assessment Pupils – consistent, well-structured PE experiences</p>	<p>1, 2</p>	<p>High-quality scheme offering progressive units, knowledge organisers, and assessment tools. Enables consistency and long-term curriculum planning.</p>	<p>Annual licence: £754 - No release time needed due to built-in ease of use</p>
<p>External providers to deliver first aid and CPR training to pupils as part of wider health and wellbeing education</p>	<p>Pupils – increased life skills and confidence Staff – opportunity to observe and reinforce key health messages</p>	<p>3, 4</p>	<p>Pupils receive essential first aid and CPR training, helping to develop life-saving skills, confidence, and responsibility. This supports wider curriculum goals</p>	<p>- Approx. 96 hours of delivery (multiple year groups over several terms) @ £30/hr - Includes provider</p>

			around health, well-being, and safety. Sessions will be delivered in upper KS2, with content adapted for age-appropriate understanding. Sustainability is supported by embedding key messages into health education and refresher activities in future years.	delivery, resources, planning, and certificates for pupils - Staff to observe sessions and build into PSHE or science curriculum follow-ups
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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
Internal CPD: support the effective teaching of pupils with SEND in PE	PE Lead is developing inclusive teaching strategies that enable pupils with SEND to participate more confidently and effectively in PE. This increases engagement and ensures all pupils access a high-quality, inclusive PE curriculum.
External CPD: PE Lead coaching with Active Essex to complete CAS Toolkit (Creating Active Schools)	The new PE Lead, who began the role in the summer term, is receiving targeted coaching to develop a strategic overview of the school's physical activity provision. Through completing the CAS Toolkit with Active Essex, the PE Lead has been able to identify strengths and areas for development, leading to a sustainable action plan that embeds physical activity across the curriculum, culture, and wider community. This work will support long-term, whole-school improvement in 2025-26 academic year and raise the profile of PE and physical activity from the outset of their leadership.
Develop internal extracurricular clubs with a focus on raising the profile of dance	Dance has become a celebrated and inclusive part of school life, increasing participation—especially among girls and less active pupils. Performance opportunities raise the profile of PE and support confidence, creativity, and cultural expression. To further improve contributions and uptake next academic year, pupil voice will be used to shape club content, performance opportunities will be increased, and staff confidence in leading dance will be developed through targeted CPD. The aim is to broaden participation across all year groups and ensure dance continues to raise the profile of PE through creativity, collaboration, and cultural expression.

Purchase of PE equipment and resources - Installation of thermoplastic playground markings to enhance PE, play and outdoor learning	Pupils have benefitted from structured, inclusive play opportunities and active learning zones. The markings support daily physical activity, improved behaviour at breaktimes and lunchtimes, and enhanced the quality of outdoor PE lessons.
External providers to deliver first aid and CPR training to pupils as part of wider health and wellbeing education	Pupils have developed essential life skills in first aid and CPR, increasing their confidence, responsibility, and understanding of health and safety. This supports the wider PSHE and well-being curriculum and contributes to whole-child development.

Swimming Data 2024-25

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?	68%	A high number of children had never accessed swimming prior to school provision. Many pupils not meeting the 25m standard had extremely low starting points. This reflects the limited access to private or family-funded swimming lessons in our socially deprived community. Nonetheless, significant progress was observed, with many moving from complete non-swimmers to confident swimmers.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	64%	Pupils who are confident swimmers typically use front and back crawl with ease. However, due to a lack of early exposure and limited water confidence—often linked to socio-economic factors—many pupils needed more time to develop a broader stroke repertoire.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>34%</p>	<p>Low initial water confidence, combined with a lack of previous swimming experience, made it challenging for many pupils to achieve self-rescue objectives. In our socially deprived context, children often lack early life experiences in and around water, which delays progress in safety and survival skills.</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</p>	<p>While not used this year, we recognise the value of additional top-up sessions—particularly given our community context—and will explore this as a targeted intervention for future cohorts.</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>No</p>	<p>We use trained swimming instructors rather than school staff to teach swimming lessons for all pupils</p>

Signed off by:

Head Teacher:	<i>Mr Daniel Sheehan and Mrs. Maxine Harrington</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Toby Creegan</i>
Date:	18.7.2025