



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Impact Statement 2024-25

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 (2024/2025)

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

Activity/Action	Impact	Comments
1. Increase the level of participation in competitive sports.	A larger number of pupils have experienced competitive sports and had the opportunity to work as part of a team.	Children have been motivated to participate in after-school clubs which have been planned to support the competitions e.g. athletics. The profile of P.E. and sports has been raised through sharing the events in assembly and in newsletters.
2. Increase staff knowledge and broaden the range of activities offered to pupils.	Teachers feel confident when teaching new sports and have an increased knowledge of planning and teaching.	The children enjoyed being taught by sports experts and teachers felt confident in the delivery of a new scheme of work.
3. New orienteering course created.	OAA provision has improved in Portswood. Children experienced an opening day to learn the skills of map reading and teachers were able to listen to experts show how to teach the skills required.	Teachers have embraced the new orienteering units and it has been used by a significant number of classes in other curriculum lessons e.g. science and math. Children have enjoyed the opportunity to be

<p>4. All children have access to a free after-school club.</p>	<p>There are always high numbers of children signing up for sports clubs and children enjoy being active after school. All clubs are paid for by the school meaning there are equal opportunities for all to engage in sports.</p>	<p>active in lessons other than P.E.</p> <p>Children enjoy the opportunities to join a range of clubs. Some children have commented that after-school clubs are not always suitable so some alternative club times will be investigated.</p>
<p>5. Fundamental lessons introduced to support children not meeting P.E. expectations.</p>	<p>IDPE provided a half term course for children identified as requiring support with gross and fine motor skills. They then completed a course with a qualified coach to support their fundamental movements as well as skills such as co-operation and communication.</p>	<p>The children enjoyed the time to work as a small group on focused skills rather than in a class. The teachers also noticed an impact in both the children's skill levels in P.E. and in handwriting lessons.</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
<i>Training for P.E. lead.</i>	<i>P.E. lead (R.Byrne)</i>	Key indicator 1: Increase confidence, knowledge and skills in all staff in teaching PE and sport.	<i>R.Byrne to discuss training with JG and HU in order to support the planning of P.E.</i>	<i>£350 training.</i>
<i>Continued orienteering experience days</i>	<i>All teachers and staff.</i>	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.	<i>All teachers will be trained on uses of the orienteering course and children will have a renewed knowledge of the course and map reading. Group of children to be trained as OAA sports leaders to ensure this can continue to run at lunch times.</i>	<i>Approx. £2000</i>
<i>CPD and fundamentals training.</i>	<i>Teachers and children</i>	Key indicator 1: Increase confidence, knowledge and skills in all staff in teaching PE and sport.	<i>Coaches to teach new units of Dodgeball to new members of staff. This can then be transferred to planning</i>	<i>£3000</i>

<p><i>Sports clubs for all children</i></p>	<p><i>All children</i></p>	<p>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.</p>	<p><i>to ensure it can be taught by staff in the following years.</i></p> <p><i>J.Green to provide all clubs for each year group throughout the week with an additional girl's football club provided in response to pupil voice.</i></p>	<p><i>£5000</i></p>
<p><i>Improved playground equipment</i></p>	<p><i>All children</i></p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>Purchase further equipment to ensure children can be active throughout lunchtimes.</i></p>	<p><i>£2000</i></p>
<p><i>Participation in competitive sports</i></p>	<p><i>Selected children</i></p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p><i>Pay for cover to free teachers to attend events.</i></p>	<p><i>£1000</i></p>
<p><i>Range of alternative sports and experience days</i></p>	<p><i>All children</i></p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>P.E. leader to investigate a range of alternative sports e.g. scoot fit to support and engage a wide range of pupils including EYFS and KS1 to promote a healthy attitude to PE.</i></p>	<p><i>£3000</i></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?	68%	<i>There has been limited numbers of spaces available for school lessons and catch up at our local pool. In previous years, private lessons have been offered to individuals to ensure identified children are given opportunities to catch up with swimming.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	<i>A majority of children in the year group feel confident using different strokes within 25m even if they could not swim a full length.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</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>Yes/No</p>	<p>Due to the closure of the local pool we were unable to provide additional lessons to children below expected. Low uptake on previous offers of subsidized lessons means we have not offered any additional lessons.</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/No</p>	<p>Swimming is provided by swim teachers at the local pool therefore CPD for teaching swimming has not been provided to the teachers.</p>

Signed off by:

Head Teacher:	<i>Anthony Head</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Hannah Upfold P.E. lead and Class Teacher</i>
Governor:	NA
Date:	SEPT 2025