



# 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 (2024/2025)

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

**Commented [TM1]:** Should the heading for this section be for 2023/2024 as it is in the Terrington and Stillington reports?

Activity/Action	Impact	Comments
PE coordinator to continue and monitor PE with clear long-term plan and differentiation to ensure progression through the year groups.	<p>Teachers have benefited from CPD from level 5 ATA</p> <p>Long term plan progression maps provide a sequence of learning that builds upon pupils learning year on year and supports and provides guidance for all staff when planning PE</p> <p>We have a strong PE leader who develops the PE curriculum.</p> <p>Through discussion and planning meetings, Staff feel more confident planning PE.</p> <p>Monitoring shows an improvement in the teaching of PE.</p>	<p>PE subject leaders have created the progression maps for PE. These now need further refinement to make subject knowledge and vocabulary more specific.</p> <p>Monitoring will continue and staff be feedback to in order to improve practice further.</p> <p>We have a strong PE leader who has organized sports enhancement days and sports day.</p> <p>The PE leader has led PE sessions in school and has worked alongside external sports coach.</p>

<p>Training for Y5/6 children to lead sports activities at playtimes and lunch times.</p> <p>Year 6 children to lead activities in PE with the support of the adult.</p>	<p>Y5/6 pupils have benefitted from receiving sports leadership activities training and have led games in the playground.</p> <p>Sports engagement at playtimes has increased.</p> <p>Through observation, pupils are more active at playtimes and are accessing PE resources to support with games.</p> <p>Pupils have created a timetable for outdoor games to be led by the Y5/6's.</p> <p>Y5/6 pupils have the knowledge and confidence to lead games and core skills with younger children.</p> <p>Playtime behaviour has improved and incidents have reduced.</p>	<p>Y5/6 children received the sports leadership training and set up games at playtime to lead with the rest of the children. Adults supported the organization of these games and a rota was put in place when the children were on the playground.</p> <p>Children were more active at playtimes.</p>
<p>Coach and PE Coordinator to work alongside staff to help upskill their knowledge.</p>	<p>High quality PE taught in school which all children can access.</p> <p>SEND TA's are confident to support higher need children in all sports.</p> <p>Teachers have benefitted from CPD with qualified sports coaches and an improvement in the teaching of PE can be seen through observations.</p>	<p>Coaches to continue to lead a PE session weekly and deliver CPD for support staff to further improve provision.</p>
<p>A list of sports to be included for sports enhancement days and visits to different sporting facilities that are planned specifically on the long term plan.</p>	<p>Pupils have had a wider variety of sporting opportunities through our PE enhancement days.</p> <p>Children have taken part in:</p> <ul style="list-style-type: none"> <li>- Wheelchair basketball – Supported knowledge and understanding of inclusivity within sports and disability sports</li> <li>- Sports enhancement days termly</li> <li>- Sports day</li> <li>- Karate (Coach)</li> <li>- Inflatable Obstacle course</li> <li>- Rugby (coach)</li> <li>- Accessible sporting events</li> <li>- Forest schools</li> </ul>	<p>Enhancements to continue termly into the next academic year and are plotted within the long term plan for children to receive different enrichment activities.</p> <p>Transport was provided to sports enhancement days and children speak positively about these experiences.</p>

	<p>Free transport was provided to all pupils to enable to bring schools together to widen peer groups and allow pupils to take part in competitive sporting activities as a result.</p> <p>CPD for staff on different sporting activities.</p>	
<p>Join and take part in Malton Secondary PE partnership sport competitions</p>	<p>Children have enjoyed sports events which was evidence through pupil voice.</p> <p>Pupils confidence of sporting activities have improved.</p> <p>Pupils have demonstrated sportsmanship through observations and a clear understanding of team spirit.</p> <p>Children have taken part in a range competitive sports.</p> <p>Staff have received CPD of the running of competitive sporting activities.</p> <p>Pupils have widened their peer groups beyond the federation with cluster schools.</p>	<p>Children attend all Malton Sports sessions were given the opportunity to complete competitive sporting activities.</p> <p>Pupils meet children from other local schools and show strong team spirit during the competitions.</p> <p>Children with special needs enjoy the sporting events which are tailored to meet their needs through</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
PE coordinator to continue and monitor PE with clear long-term plan and differentiation to ensure progression through the year groups.	To enable pupils to gain a wide experience of a range of sports and create lots of opportunities for a healthy lifestyle. Keeping physically active will complement and supplement the school's approach to mental health.	<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity	Teachers benefit from CPD from level 5 ATA  Strong PE leader who develops the PE curriculum.	<i>£2000 – PE Coordinate Wage</i>
Extra swimming sessions for weaker swimmers from vulnerable families.	Children to gain confidence in swimming.	<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	To ensure all children when leaving Y6 can swim 25m	£1000
SLT time to plot the Sports premium funding and conduct paper work	To ensure the funding is correctly allocated throughout the year and monitor the spending.	<b>Key indicator 2:</b> The profile of PE and sport is raised across the school as a tool for whole-school improvement	Sports funding will be allocated with the interest and opportunities of the pupils considered to raise sport engagement across the school.	£300

<p>Training for Y5/6 children to lead sports activities at playtimes and lunch times.</p> <p>Year 6 children to lead activities in PE with the support of the adult</p>	<p>To encourage year 5/ 6 to be sports leaders.</p>	<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</b></p>	<p>To develop knowledge and confidence in leading games and core skills.</p> <p>Sports engagement at playtimes is increased.</p> <p>Children have increased fitness.</p>	<p>£200</p>
<p>Coach and PE Coordinator to work alongside staff to help upskill their knowledge.</p>	<p>To work with class teachers/support staff to upskill and improve confidence in teaching and planning PE during lessons.</p>	<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>High quality PE taught in school which all children can access</p>	<p>Total sports PE coach ½ day per week and afterschool club every 3<sup>rd</sup> Half term £4,563 for teaching assistants.</p> <p>1800 CPD session for teaching assistants and teachers</p>
<p>A list of sports to be included for sports enhancement days and visits to different sporting facilities that are planned specifically on the long-term plan.</p>	<p>Take into consideration what all stakeholders including the children would like to take part in and explore these opportunities.</p>	<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>To give children a wider variety of sporting opportunities through our PE enhancement days.</p> <p>Children have a wealth of sporting experiences.</p>	<p>£2000</p> <p>£1000 Release time for PE lead to tech and plan forest schools</p>
<p>Join and take part in Malton Secondary PE partnership sport competitions</p>	<p>To ensure children take part in competitive sports alongside local schools</p>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Children enjoying sports</p> <p>Children gaining an understanding of team spirit. Children take part in a range competitive sports.</p>	<p>Competition fee £525</p> <p>Transport £1500</p> <p>£1592 To release PE lead</p>

				to attend competitive events to develop knowledge to organize across the federation.
				<b>Total: £16,480</b>

## Key achievements 2025-2026

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

## 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?	71%	Children had extra swimming lessons over KS2 and went twice within this time.  Many of the children also swim outside of school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	71%	Children had extra swimming lessons over KS2 and went twice within this time.  Many of the children also swim outside of school.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>71%</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>No</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>Qualified swimming teachers from the pool are used to provide the lessons whilst school staff support these sessions. Staff members also get in the water to aid the teaching of swimming within the lower groups.</p>

Signed off by:

Head Teacher:	<i>Sarah Moore</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Louisa Cooke- PE Leader</i>
Governor:	<i>Corinne Cross- CofG</i>
Date:	02.07.25