

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 31st 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	£18,070
How much (if any) do you intend to carry over from this total fund into 2025/6?	£0
Total amount allocated for 2024/2025	£18,070
Total amount of funding for 2024/25. Ideally should be spent and reported on by 31st July 2025.	£18,070

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. 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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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	86%
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	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

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.

Academic Year: 2024/2025	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	30%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Educate children in the value and benefits of a healthy active lifestyle. Use active lessons to increase physical activity levels and learning. Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities. Raise awareness of the best places to take part in sport and physical activity outside of school. Provide opportunities for daily physical activity. To increase pupils' activity levels 	<ul style="list-style-type: none"> Through our broad PE curriculum, lessons and extra-curricular sport, our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Opportunity for all pupils to take part in forest school for one half term during the school year. Forest clearing and wood chipping and membrane and labour to make outdoor play area. Purchase Resources to ensure staff are equipped to teach the curriculum 	Forest School £4,800 Minibus £250 Forest clearing, wood chippings, membrane and labour. £800 PE Shed storage £570	<ul style="list-style-type: none"> Bronze ambassadors effectively deployed to set up and run lunchtime activities for KS1 and KS2 has shown an improvement in positive behaviour and a sense of fair play enhanced by using Bronze Ambassadors as role models in this way. Bronze Ambassador assembly shown increase in pupil awareness of importance of physical activity. Communication with parents about outside clubs has shown increase sport participation outside of school. 	<ul style="list-style-type: none"> Timetable movement breaks into every class's day to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time. Use pupil voice to know that the zoned areas for the playground are desirable for the children to encourage disengaged students to access it MDSA to continue to lead sports related activities at lunchtimes. New Bronze Ambassadors appointed for the upcoming year

<p>throughout the day.</p> <ul style="list-style-type: none"> To continue to work in partnership with 'Active Dorset' and our SGO to increase engagement of all pupils 	<ul style="list-style-type: none"> Select 5 Year 5 children to become Bronze Ambassadors and accompany them to training. Regular check-ins with the Bronze Ambassadors and support to organize and run break/lunch time physical activities. Ensure assemblies throughout the year focus on the importance of physical activity, Bronze Ambassadors to lead assembly. Advertise and encourage children to attend clubs outside of school, have leaflets etc on display for children and emails to parents/carers to make aware of sporting opportunities in our area. Use pupil voice to select new equipment for break and lunchtimes to encourage physical activity during these times. 	<p>Swimming & transport £300</p> <p>Staff £780</p>	<ul style="list-style-type: none"> SGO lead activity day showed increased enjoyment in new sports and improved children's attitudes towards physical activity. Use of zoned areas set up by MDSAs shown increased pupils activity at lunch and break eg. Parachute, den building, bouncy hoppers and construction areas. Increase in positive attitudes to health and well-being and noticeable enjoyment in participation during break and lunches. 	<p>and training given.</p> <ul style="list-style-type: none"> Continue signposting parents/carers to new sport clubs outside of school.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>15%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. Use PE and sport to develop the whole person including social, emotional and thinking skills. Focus on each area within PE lessons. Use PE teaching to aid fine and gross motor skill development. Use sporting role models to engage and raise achievement. Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, pupil reward and recognition of pupils) High quality PE lessons delivered during curriculum time. School staff better equipped/ more confident to teach PE in school. Monitoring use of GetSet4PE scheme and whole school PE 	<ul style="list-style-type: none"> Employment of after school sports coaches. Opportunity for staff to run sporting clubs after school. Use GetSet4PE assessment. Develop a new team of sports leaders & Bronze Ambassadors. Sports leaders to support the development of the new Bronze Ambassadors as mentors for the first term to ensure a smooth transition. Sports leaders & Bronze Ambassadors to help run and organise break and lunchtime physical activity. Help run and record the events for Sports Day. Support younger children. 	<p>Minibus £250</p> <p>Sports Day £1000</p>	<ul style="list-style-type: none"> Attainment and achievement has increased. PE, physical activity and school sport have a high profile and are celebrated across the life of the school. Noticeboard celebrating pupil's sporting achievements outside of school on display in school hall, encouraging others to take part in sport. Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Continued progression of all pupils during curriculum PE lessons. Sports leaders and Bronze Ambassadors are positive role models in the school. Due to grass being re-laid, sports day will be held in 	<ul style="list-style-type: none"> School staff better equipped/more confident to teach PE in school. Confident TA to take on the PE lessons to ensure high quality teaching of the curriculum for classes with a less confident teacher. Monitoring use of schemes and whole school PE coverage. Observation of teachers to identify areas of development in teachers' subject knowledge and confidence. This year's Bronze Ambassadors to develop younger pupils into becoming leaders themselves. Sports day to be held in September.

coverage			September.	
<ul style="list-style-type: none"> Sports leaders develop younger pupils into becoming leaders themselves. 			<ul style="list-style-type: none"> Year 6 Bronze Ambassadors worked alongside the new year 5 sports leaders to advise and support them in taking on this sport role. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. To increase the confidence of teaching staff in delivery of PE. Questionnaire to understand and track staff confidence in teaching PE. Staff PE kits to increase confidence. 	<ul style="list-style-type: none"> Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Purchase quality assured resources to support teachers and support staff. Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. Liaise with other local schools to share knowledge and expertise. Continue to use GetSet4PE as 	GetSet4PE £550 Resources £4600	<ul style="list-style-type: none"> Implementation of GetSet4PE has increased staff knowledge and understanding. All teachers now plan and teach PE more confidently using the new PE scheme. Enhanced quality of provision including Bronze Ambassador lunch time set ups and MDSA zoned areas. GetSet4 has provided a more inclusive curriculum which inspires and engages all pupils. 	<ul style="list-style-type: none"> Use specialist coaches to upskill staff where necessary. Survey to track staff's confidence and PE knowledge Book CPD to upskill staff's skills and knowledge of PE




	<p>the PE curriculum.</p> <ul style="list-style-type: none"> PE lead to observe PE lessons across KS1 and KS2 to assess confidence and progression. 		<ul style="list-style-type: none"> Continued progression of all pupils during curriculum PE lessons. PE kits support staff confidence and ability within PE lessons. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport. Providing additional links to Community Sports Clubs. Children participate in festivals/tournaments. Continue to develop relationships with community 	<ul style="list-style-type: none"> Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. Review extra-curricular activities through pupil voice. To keep the website/PE noticeboard up-to-date range of clubs currently on offer. To communicate with 	<p>Minibus Costs as included above.</p> <p>Resources £710</p> <p>Parkour £1400</p> <p>Butchers Coppice £400 accommodation</p>	<ul style="list-style-type: none"> Increased pupil participation and re-engaged students previously not interested in sports. Wider range of extra-curricular opportunities for children. High uptake of PP children to clubs. Improved behaviour and attendance and reduction of low-level disruption. 	<ul style="list-style-type: none"> Pupil voice has shown pupils would like PE focused Your Time activities to be an option. Provide staff with training and experience of new sports they could run for Your Time and extra-curricular activities. Consider options for a year 4 residential next year.

<p>coaches so a broad and wide range of activities can be offered to all age groups.</p> <ul style="list-style-type: none"> Focus on providing opportunities for KS1 to experience a broad range of sports and attend festivals with other schools. 	<p>parents about any clubs in school and out of school.</p> <ul style="list-style-type: none"> Children to attend the extracurricular clubs. School to enter children into sporting festivals/competitions. Links made with coaches and outside clubs. Use of equipment to provide opportunities during break and lunchtimes. Provide opportunity for year 4 to attend Butchers Coppice to experience adventure sports. 	<p>£600 activities</p> <p>Table tennis table £980</p>	<ul style="list-style-type: none"> Increased pupil awareness of opportunities available in the community through school communicating these opportunities to parents/carers via email. KS1 attended an intra multiskills festival which enhanced sports experience and gross motor skills. Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership, which are translated into games at lunch time. Coaches signposting children to community sessions. Children's experience of a wide range of sports has increased. Table tennis has increased disengaged and struggling pupils during break and lunchtime, improving positive behaviours. Opportunity for surf club 	
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			<p>however due to lack of uptake club was unable to run.</p> <ul style="list-style-type: none"> Due to lack of staffing, Butcher's Copice did not go ahead. Money spent on alternative experience for children. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Ensure participation in School Games competitions and festivals. Providing opportunities for 	<ul style="list-style-type: none"> Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. Regular (termly), intra-house sports competitions for pupils across different sports To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 		<ul style="list-style-type: none"> After school club registers shows high intake in sports. Friendly football matches for year 6 football club with local schools gave children experience in competitive sport but with focus on the process of the game rather than the score. Basketball festival attended by year 4 pupils. 	<ul style="list-style-type: none"> More opportunities for pupils to take part in competitive sporting events, including KS1. Organise more intra-house competitions/friendly games for children to experience an element of competition. Aim for Silver School Games Mark

<p>children with SEND, the least active and the least confident to attend competitions and events.</p> <ul style="list-style-type: none"> Select children who we feel would benefit most from the opportunities available. Enter external events to give pupils the opportunity to compete against other schools. Provide school with football kits to encourage competition in this sport. 	<ul style="list-style-type: none"> Poole Town Football Club to provide free kits. 		<ul style="list-style-type: none"> Castleball festival attended by year 3 pupils Rugby festivals attended by year 4 and year 6 pupils. KS2 Quidditch festival KS1 multiskills festival Focus on SEND and PP pupils attending the above festivals increased pupil confidence in sports. 	
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Signed off by	
Head Teacher:	
Date:	03.07.2025
Subject Leader:	
Date:	16.10.24
Governor:	
Date:	07.07.25