

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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](https://www.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 2024-25, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2026**

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 2021. To see an example of how to complete the table please click [HERE](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2024/25	£0
How much (if any) do you intend to carry over from this total fund into 2024/25	£0
Total amount allocated for 2025/26	£18,550
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2025	£ 18,550

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	Swimming lessons attended in Year 3. Lessons attended by Y6 to meet NC standard this year alongside Y3 children.
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 2025 Please see note above	72%
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	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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: 2025/26		Total fund allocated: £18,550		Date Updated:	
Key indicator 1: The engagement of all 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:
					£207.91 1%
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:	
There is a need to develop playtime equipment in EYFS, such as games and motor skills equipment to be used within playtimes and provision.	NP to liaise with EYFS staff to create an order for the equipment.	197.92 (Spring 1) 9.99 (Summer 2)	Equipment has been replenished to ensure all children have 30 minutes activity a day. Children are engaged in activities during provision and playtimes.	NP to work alongside staff to ensure this continues and replenish equipment when necessary.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£658.77 4%
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:
There is a need for fine and gross motor skills in EYFS.	NP to work alongside EYFS staff and order equipment and resources to develop fine and gross motor skills in EYFS throughout lessons and provision.	658.77 (Aut 1)	Children in EYFS have developed their fine and gross motor skills, this has improved throughout the year.	To continue using this equipment to continue the development of fine and gross motor skills.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1350 7%
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:

There is a need for joining a partnership to create broader expertise for staff and opportunities to children.	LWSP subscription to support subject leader.	1350	NP has gained expertise for leading PE. This has allowed us to become a Gold Award school by making adaptations to our sports provisions.	Due to budget constraints, this will not be renewed next year, but NP now has more expertise on how to create these opportunities for children.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £14,385 78%
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:
There is a need to offer a range of sporting opportunities to children through afterschool clubs and lunchtime provisions.	Use ACE clubs for 5 afterschool clubs and 3 lunchtime clubs a week.	4650 (Autumn) 3425 (Spring) 3410 (Summer)	Children have had a wide range of sporting opportunities through afterschool and lunchtime clubs. We have had positive uptake on these clubs throughout the year.	ACE clubs will continue next year but due to budget constraints, this will reduce to 2 afterschool clubs a week rather than 5. The other afterschool clubs will be teacher led.
There is a need to develop physical activities within EYFS.	Use an external provider for Forest School for a term to give children exposure to physical activities.	2900 (Summer)	Children in EYFS have engaged in Forest Schools during Summer Term and this has led to a broader experience in sporting activities.	This will not be renewed with an external provider, but staff in EYFS now have the confidence to run these activities with our school resources.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1946.71 10%
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:
There is a need for renewing equipment for Sports Day	Replenishing equipment, medals and stickers ahead of sports day	178.27	All children competed in sports day, increasing our participation in competitive sports. Children worked as a team and showed resilience and determination when competing.	Sports day equipment will be stored for next year. This will be used for practice ahead of sports day and replenished ahead of next year's event if required.
There is a need to replenish equipment to continue our lunchtime and afterschool club provisions.	Replenish equipment for lunchtime provisions, buy equipment ahead of September clubs beginning.	(399.20) Pom poms (Cheerleading) 1369.24 (Equipment replenish)	Children have a broader range of afterschool clubs to attend to develop their confidence and participation in competitive sport. Lunchtime provisions will be led by Y6 sports helpers to give them opportunities to develop their leadership skills.	Playtime leaders will continue next year following training with Leeds Rhinos. Afterschool clubs will be offered and competitive opportunities will be offered to all children.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Naomi Pritchard
Date:	
Governor:	

Date:	
-------	--