



# 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 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
<ul style="list-style-type: none"> <li>VAT plans updated and accessible to all staff</li> <li>Additional swimming for non-swimmers</li> <li>Tennis coaching and CPD for Foundation, Year 1 and Year 2</li> <li>Specialist dance teacher to provide dance classes for dance competition team</li> </ul>	<ul style="list-style-type: none"> <li>Staff had detailed plans provided by the VAT PE Lead which have aided planning and delivery of high-quality lessons</li> <li>Up to 35 swimmers per session can attend. Children in Year 5 and 6 were priority for additional swimming. Confidence in non-swimmers increased.</li> <li>Tennis coaching was offered to Foundation, year 1 and year 2 children. Tennis festival held for year groups 1-6. Many of our pupils and parents attended the tennis open day at Wantage Tennis Club as a result of this event.</li> <li>Dance teacher from ADS came and taught our after-school dance provision. We had 30 children attend the Oxford Festival of dance and the National qualifiers. 12 children qualified to the final. We have had a number of children join ADS as a result of having Miss Jillian in school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to update plans after CPD training to share with rest of school.</li> <li>Class teacher to flag any additional swimming needs for children in the class and organise additional swimming.</li> <li>Coaching for tennis has taken place all year, this has offered CPD to staff as well as coaching for the children.</li> <li>Dance has been well received with many children pursuing additional dance experiences outside of school. Increase in school performances.</li> </ul>

<ul style="list-style-type: none"> <li>• Football coaches for football clubs after school</li> <li>• Sports clubs for KS1 and KS2</li> <li>• Girls into football initiative</li> <li>• Play leaders training</li> <li>• Sponsored circuit with athlete</li> <li>• Cycling proficiency for all year 6 children</li> <li>• Cleals wheels</li> </ul>	<ul style="list-style-type: none"> <li>• Serious4sport run after school football 2 after-school sessions for year 1-6. Raising participation for all year groups for girls and boys equal opportunities.</li> <li>• Children in KS1 and KS2 are offered multi-sports clubs after school offering a range of sports. Children are given more choice and range of sports to try.</li> <li>• All girls from FS to year 6 had an afternoon of football to increase participation in the sport. Many girls in year 6 were keen to join the football team after this event, only 1 child was previously in a club.</li> <li>• Play leader training has seen at least 40 year 5 students be trained over a 6-week period by year 6 leaders. They have taught games learnt to foundation children over lunchtimes. Some year 5 children have already expressed they would like to be trainers next academic year.</li> <li>• All the children from nursery to year 6 took part in a sponsored event and had an inspirational talk from an athlete. Raising approx. £1700 for playground and sports equipment in school.</li> <li>• All the children were offered cycling proficiency training</li> <li>• Cycling on balance bikes for foundation and year 1 children</li> </ul>	<ul style="list-style-type: none"> <li>• This will continue in September</li> <li>• Sports clubs have been run by TA's</li> <li>• Sign up for this incentive is annually</li> <li>• Play leaders have been more productive in their play when they have a bank of ideas available.</li> <li>• This provided lots of new equipment for the children.</li> <li>• Increased co-ordination and control in riding balance bikes.</li> <li>• Look for new opportunities for the children</li> </ul>
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<ul style="list-style-type: none"> <li>Competitions</li> </ul> <p>VAT sports awards</p>	<ul style="list-style-type: none"> <li>We have entered local, vale, county and national competitions this year. The children have been given many opportunities and experiences. Increased participation with A, B and C teams. We have also had some training opportunities before competitions which has increased participation.</li> </ul> <p>Children from Year 6 were awarded sports awards at the VAT sports award celebration. The presenters included one pupil from our year 6.</p>	<p>locally so they can experience a range of sports.</p> <p>Giving children opportunities to celebrate their achievements over the year.</p>
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## 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
Athlete / sponsorship	Pupil – inspirational talk with athlete Pupil – Circuit training for all pupils Staff - inspirational talk with athlete	Key indicator 2 - The engagement of all pupils in regular physical activity  Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils	All pupils to be inspired to take part in physical activity	No cost paid through sponsorship
Play leader training	Pupils – Year 5 children to have high quality play leader training	Key indicator 2 - The engagement of all pupils in regular physical activity  Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils	Offered to all pupils in Year 5 as part of our leadership program across Year 5 and 6	Lunchtime support
Tennis coaching	Pupil – they will have the coaching Staff – CPD for teaching staff, TA's	Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport  Key indicator 2 - The engagement of all pupils in regular physical activity  Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils	More pupils encouraged to take part in quality PE and Sport Activities.	Tennis coach cost £26 per hour

Tennis roadshow	Pupil – they will have the coaching Staff – CPD for teaching staff, TA's	Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport  Key indicator 2 - The engagement of all pupils in regular physical activity  Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils	More pupils encouraged to take part in quality PE and Sport Activities.	Approx £400 for roadshow
Dance competition Team	Pupil – they will have the coaching / choreography	Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport  Key indicator 2 - The engagement of all pupils in regular physical activity  Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils	More pupils encouraged to take part in quality PE and Sport Activities.	Dance teacher cost £20 per hour

Sports Clubs at lunch time- all children in KS1 and 2	Pupil – they will have the coaching	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p>	More pupils encouraged to take part in quality PE and Sport Activities.	Cost of TA's to lead the clubs
Change 4 life intervention	Pupil – they will have the coaching	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p>	More pupils encouraged to take part in quality PE and Sport Activities.	Cost of TA to lead the intervention

<p>Cycling for Foundation and Year 1</p>	<p>Pupil – they will have the coaching</p>	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p>	<p>More pupils encouraged to take part in quality PE and Sport Activities.</p>	<p>Investigating costs currently</p>
<p>CPD for all staff, teachers, HLTA's and TA's from PE coordinator</p>	<p>Staff - CPD for teaching staff, TA's</p>	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Increased knowledge for all staff on how to deliver and support during PE lessons</p>	<p>CPD made available to all staff</p>

<p>Imoves -</p>	<p>Staff - CPD for teaching staff, TA's</p>	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Increased knowledge for all staff on how to deliver and support during PE lessons</p>	<p>Free resource for all classes</p>
<p>Whole school dance day. KS1 day KS2 day Taught by dance teacher and performed to parents at the end of the day</p>	<p>Pupil – they will have the coaching Staff – CPD for teaching staff, TA's</p>	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p>	<p>More pupils encouraged to take part in quality PE and Sport Activities.</p>	<p>Investigating costs</p>

Cycling proficiency	Pupil – they will have the coaching	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p>	More pupils encouraged to take part in quality PE and Sport Activities.	Led by parent helpers
Play ground lines	Pupil – break and lunch enhancement	<p>Key indicator 2 - The engagement of all pupils in regular physical activity</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p>	More pupils encouraged to take part in quality PE and Sport Activities.	A Browne to confirm quotes given

## 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	Comments
<ul style="list-style-type: none"> <li>• Play leaders training</li>   <li>• Tennis coaching and CPD for Foundation, Year 1 Year 2 and Year 3</li>   <li>• Specialist dance teacher to provide dance classes for dance competition team</li>   <li>• Cycling for Foundation and Year 1</li>   <li>• CPD for all staff, teachers, HLTA's and TA's from PE coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Play leader training has seen at least ?? year 5 students be trained over a 6-week period by year 6 leaders. They have taught games learnt to foundation children over lunchtimes. Some year 5 children will be trainers next academic year.</li>   <li>• Tennis coaching was offered to Foundation, Year 1, Year 2 and Year 3 children. Tennis festival held for year groups 1-6. May of our pupils and parents attended the tennis open day at Wantage Tennis Club as a result of this event.</li>   <li>• Dance teacher from ADS came and taught our after-school dance provision. We had 32 children attend the Oxford Festival of dance and the National qualifiers. Two separate groups – Year ¾ and Year 5/6 were entered. The Y5/6 team (17) dancers qualified for the national final. Learning a second routine and were placed 6<sup>th</sup> out 30+ teams. We have had a number of children join ADS as a result of having Miss Jillian in school and had opportunities to dance in the community.</li>   <li>• Cycling on balance bikes for foundation and year 1 children</li>   <li>• PE Coordinator has run a staff meeting and shared good practice for inclusion for SEND children. PE Coordinator has offered to support</li> </ul>	<ul style="list-style-type: none"> <li>• Play leaders have been more productive in their play when they have a bank of ideas available. They have been more confident leading playtime activities.</li>   <li>• Coaching for tennis has taken place all year, this has offered CPD to staff as well as coaching for the children. Next year we will extend this to Year 4 and Year 5.</li>   <li>• Continue with this provision and the two separate teams and potentially extend this to more children.</li>   <li>• Continue with this provision</li>   <li>• Continue with this provision</li> </ul>

<ul style="list-style-type: none"> <li>• IMoves</li> <li>• Repainting lines on Playground</li> <li>• Football coaches for football clubs after school</li> <li>• Competitions</li> <li>• Additional swimming for non-swimmers</li> </ul>	<p>Teachers with additional planning following advice and research about inclusion. PE Coordinator has provided support to lots of year groups with their planning.</p> <ul style="list-style-type: none"> <li>• Staff - CPD for teaching staff, TA's. Free resources and activities.</li> <li>• Lines painted on Playground</li> <li>• Serious4sport run after school football 2 after-school sessions for year 1-6. Raising participation for all year groups for girls and boys equal opportunities.</li> <li>• We have entered local, vale, county and national competitions this year. The children have been given many opportunities and experiences. Increased participation with A, and B teams. We have also had some training opportunities before competitions which has increased participation.</li> <li>• Non-swimmers identified and taken for additional swimming sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with this provision</li> <li>• This will continue next year</li> <li>• Look for new opportunities for the children locally so they can experience a range of sports.</li> <li>• Need to ensure previous assessments are looked at prior to swimming beginning. Some cohorts have smaller numbers and we have space to take 35 children swimming each session.</li> </ul>
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## 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?	44%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	44%	<i>Use this text box to give further context behind the percentage. e.g., 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</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>44%</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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/<u>No</u></p>	

Signed off by:

Head Teacher:	<i>Andy Browne</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Philly Sishton</i>
Governor:	<i>Sue Hunter (Chair of Governors)</i>
Date:	<i>15th July 2025</i>