



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 (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"> The children who have been keen and motivated to set up the challenges at break times, particular from Year 5, ensure they are identified to go on the Bronze Ambassador Training in October 2023. Early on in the Autumn Term 2023, select a group of children to join forces to come up with some new challenges and roll out to the whole school inc KS1/EY. Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. Use Purbeck PE Conference to review, evaluate and plan for the next academic year Introduce Wellbeing Days in the new academic year – 1 per term. 	<ul style="list-style-type: none"> This took place and the identified children (plus others as well) have been our best ever sports leaders – real role models in our school Again, this has been excellent across the whole school year – led by our wonderful sports leaders This has again been carried out and has had an excellent impact – but will need to be continued moving forwards. Both OH and AB attended the conference in Oct 23 and the session enabled us to plan ahead for the remainder of the year. This did not happen. To be added to list of tasks in 24-25 academic year. 	

<ul style="list-style-type: none"> • Swimming has been put into Yr 3 and 4 timetables as well as the continuation in Year 5 next academic year. • Sports Leaders – recruit new children so they can receive training from the existing sports leaders. • In September promote the playground clubs that the Sports Leaders run during lunchtime. • Survey our children to find out who would benefit from further physical activity interventions. • Dance – to incorporate the new ideas into the PE curriculum • Continuation of the new clubs inc C4L in the next academic year • Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme. • Further increase opportunities for EY children in and out of school • The enhanced extra-curricular program to run again. Continue to engage with the SGO and TPS. • To continue to enter events that are held across the local area in a range of sports / physical activities. 	<ul style="list-style-type: none"> • This took place and was extremely successful for all pupils. To be continued in 24-25. • Time ran out on this one. This task is to be prioritised in Sept 24 – sadly without current sports leaders. • This was an excellent addition this year and was incredibly successful particularly for EY/Y1/Y2 pupils. The Y6 sports leaders led this expertly throughout the year. • This did not happen. To be added to list of tasks in 24-25 academic year. • OH attended dance training earlier in the year and introduced new concepts into different year groups. AW also taught dance to Y1. • New clubs all continued and were very popular. Sadly we had no additional funding to run the C4L club again. • This was done verbally with Y6 pupils – but written copies with more children needed going forwards. • EY children invited to more clubs this after (from Spr term onward). Continue to look for opportunities in future years. • A good range of opportunities available again. Continue to look for opportunities in future years. • We entered EVERY event we could this year and this had a really beneficial impact on the children from all 	
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<ul style="list-style-type: none"> • Review attendance data and identify pupils for appropriate opportunities. Continue to monitor which pupils representing school in competitive sport and allow us to identify those that have not. • To host football tournament for local schools – early Spring Term 2024. • Continue to attend Purbeck Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. • Further widen opportunities for pupils to take part in competitive sporting events • Investigate further use of inter house competitions/ children leading own events 	<p>year groups.</p> <ul style="list-style-type: none"> • Wide range of pupils identified to attend events. This has significantly improved over the past 2 years. • This did not happen. To be added to list of tasks in 24-25 academic year. • ALL meetings attended by MG • This year we attended every event wer possibly could including the Dorset Handball finals and the Dorset school games at Bryanston. • Some events this year. But more to be prioritised in 24-25. 	
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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 Total: £17,500
<p>To further raise the profile of PE and physical activity amongst the school.</p> <p>To continue to improve and increase physical activity levels.</p>	<p>Target the least active / PPG / low confidence pupils in particular..</p>	<p>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</p>	<p>Activity levels at playtime is good amongst previously less active children.</p> <p>Y6 sports leaders have been excellent leaders and role models across the school.</p> <p>Increase in % of pupils meeting CMO guidelines</p> <p>Extra curricular clubs delivered at both lunchtime and after school depending on demand/availability.</p> <p>Average attendance at clubs has remained high again this year across all year groups and pupil groups.</p> <p>Field now more accessible by the whole school for PE lessons, for after school clubs and for competitive fixtures.</p> <p>Other impacts seen:</p> <ul style="list-style-type: none"> - Positive attitudes to health and well-being from all pupils - Pupil concentration, commitment, self-esteem and behaviour enhanced - Positive behaviour and a sense of fair play enhanced by using sports leaders as role models - Pupils activity at lunch and break increased - ALL children taking part in daily additional 	<p>New equipment purchased:£150</p>

			<p>activities such as Daily Mile/Dance activities/Stormbreak etc</p> <ul style="list-style-type: none"> - Sports Leaders expertly lead active play across the school - Children across the school more active on a daily basis and enjoy being active - More children accessing PSP sporting events at TPS 	
<p>To further raise the profile of PE and physical activity amongst the school.</p> <p>To increase the percentage of children leaving KS2 with the ability to swim 25m and to enable the pupils' to have water safety knowledge.</p>	<p>Target least active/SEND/PP children</p> <p>To engage PPG / SEND who may not be able to access after school clubs in before school clubs.</p> <p>Provide additional sessions to the children who are yet to reach 25m in Year 5 and Year 6.</p> <p>Sports Leaders training – train up a new set of leaders to integrate into the current team. Focus Year 6.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Some of the children who were identified for a lack of engagement in physical activity have again represented the school in inter-school physical activity / sporting events and have taken up an extra-curricular club</p> <p>The 86% of children who can swim 25m using 1 stroke has decreased compared to the previous year. Look to provide booster sessions for those children towards the end of the year.</p> <p>The Sports leaders have engaged the younger children amazingly in the weekly clubs so their activity levels are higher. They have been excellent role models too.</p> <p>The sports leaders have developed their leadership skills which has then benefited other events they have helped to run</p> <p>Other impacts seen:</p> <ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Improved attainment and achievement, behaviour and attendance. - PE, physical activity and school sport have a high profile and are celebrated across the life of the school via assemblies/Dojo - SMSC improvements: Children have learnt to 	£1500

			<p>further respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <ul style="list-style-type: none"> - Continued progression of all pupils during curriculum PE lessons. - Pupil discussions have informed us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE lessons. - Successful sports day held – ALL pupils able to participate fully with families in attendance. 	
<p>To further 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 again support us in raising pupils' attainment.</p>	<p>Staff Their confidence in delivering PE lessons is improving:</p> <ul style="list-style-type: none"> • CPD opportunities provided through the PSSP CPD programme. • Use specialist coach for team teaching & staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff. • Sports coach used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus) 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Attendance at the Purbeck PE meetings/conference allows networking with other colleagues in the local area.</p> <p>Staff have learnt new activities, increased their subject knowledge and have new ways to address misconceptions or take progression further through knowledge gain and resources received.</p> <p>Staff are more confident in their delivery of PE lessons.</p> <p>Continued progression of all pupils during curriculum PE lessons.</p> <p>Staff are more confident at ensuring all need is covered and therefore there is a more inclusive curriculum which inspires and engages all pupils.</p> <p>Curriculum provision has been developed through new ideas incorporated to motivate the children.</p> <p>As a result of high quality teaching, more children have had the skills and the confidence to take part in the weekly PSSP sporting events.</p>	<p><i>AJM costs: £13000</i></p>

<p>To allow the children further experiences within the curriculum.</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs.</p> <p>Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport</p> <p>Children participate in festivals/ tournaments held through PSSP.</p> <p>Continue to develop relationships with community coaches so</p>	<p>All pupils: Provide the necessary equipment to ensure extra-curricular clubs can run.</p> <p>To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</p> <p>Review extra-curricular activities through pupil voice</p> <p>Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community</p> <p>Girls: To continue to promote girls football</p> <p>Least confident/least active pupils: Provide opportunities for these children to attend exciting, varied and a new range of activities through the PSSP.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>The continuation of our extended extra curricular provision has seen increased participation from those children who generally do not like team or competitive sports has increased.</p> <p>Sports day was very well attended by families</p> <p>Registers from additional clubs have shown an increase in participation particularly of vulnerable children. Increase in attendance of extra curricular clubs</p> <p>Reduction of pupils not meeting 30 minutes physical activity per day</p> <p>Increase in % of pupils attending community clubs</p> <p>Other impacts seen:</p> <ul style="list-style-type: none"> - Increased pupil participation in PE/clubs - Enhanced quality of delivery of activities - - Increased staffing capacity and sustainability - Improved behaviour and attendance and reduction of low level disruption in all lessons - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - We have developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership - school has been signposting children to community sessions. 	<p>£500</p>
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<p>a broad and wide range of activities can be offered to all age groups.</p>				
<p>Work to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible.</p> <p>Provide opportunities for all pupils to challenge themselves through inter/intra school sport</p> <p>To participate in PSSP/School Games competitions and other events.</p> <p>To provide opportunities for pupils with SEND, the least active and the least confident to attend competitions, festivals and events.</p> <p>Enter external events to give pupils the opportunity to compete against other schools</p>	<p>All pupils: Continue membership of Purbeck sports partnership</p> <p>Identify pupils who would benefit from certain events.</p> <p>Attend all sports competitions, leagues, tournaments and festivals so pupils across different sports.</p> <p>Apply for the School Games Mark 2024.</p> <p>Use external coaches to run competitions to increase pupils' participation.</p> <p>To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>KS2: Over 65 % of KS2 pupils have represented our school in a festival / game / tournament.</p> <p>Many different events have been attended (we attended all events) this year). The number of events attended is higher again than the previous academic year including –</p> <ul style="list-style-type: none"> Tennis Football Netball Handball Tri-Golf Tag rugby Indoor Athletics Athletics Cross Country Multi-Sports Dare to Believe events Cricket Quidditch <p>School invited to Dorset School Games day at Bryanston</p> <p>Reported successes and experiences to parents via Dojo/school website.</p>	<p>£1750 (PSP costs)</p> <p>Supply/admin costs £200</p>

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"> • Attending all PSP events in 25-26 with overall goal of 80% of all pupils Y1-Y6 to attend an event. • Running a successful sports day for all pupils • Qualifying for Dorset Schools Games Day • Expand the curriculum with introduction of new units(i.e Golf) • Allowing all children in KS2 to go swimming this year 	<ul style="list-style-type: none"> • Over 65 % of KS2 pupils have represented our school in a festival / game / tournament. • Sports day was incredibly successful and very well attended by families. All feedback regarding changes made to make it more accessible received was positive • Provided our children the opportunity to compete on a county wide basis • Units enjoyed by pupils and teaching staff • More pupils have left our school this year able to swim 25m and use a range of strokes 	<ul style="list-style-type: none"> •

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 meters?	87% (26 out of 30)	<i>This shows the impact of providing swimming each year from Y3-Y6. Good quality instruction too from OH/Louise. High levels of involvement from families. Use of local pool we can walk too assists all of this. Good relationships established with pool and swimming teachers</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93national % (28 out of 30)	<i>See above – the teachers know the children well and are able to provide instruction/challenge at the correct level for all pupils.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	93% (28 out of 30)	<i>See above</i>
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	We have used professional swimming teachers for this role

Signed off by:

Head Teacher:	<i>Adam Burt</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Adam Burt – Headteacher/PE lead</i>
Governor:	<i>Linda Skinner – Chair of Local Govs</i>
Date:	15.7.25