



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
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 Improve the health of children in school by encouraging regular exercise alongside the other important aspects of a healthy lifestyle. To ensure 'active' playtimes so that all children are participating in additional physical activity every week. To encourage the use of scooters to travel to school to provide up to 30 minutes of activity to and from school.	• Timetables to show number of children participating in active playtimes. • All KS1 pupils to be involved in high quality activity weekly. WIDER IMPACT AS A RESULT OF ABOVE } Pupils are more active in PE lessons, e.g. take part without stopping to rest. } Standards achieved in PE NC are improving, see school data for % achieving end of KS target. } Attitudes to learning improved, better concentration in lessons. }	Investment in playtimes and equipment has meant that there are lots of opportunities for children to be active. Scooters are now a regular feature of break times and lunchtimes. Next year we need to look at facilitating scooter storage so that pupils can ride scooters to school. We also need to look at a class rota system to make sure all pupils access an adult led activity at lunchtimes once a week.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement A sports star from each key stage is chosen weekly and shared through social media (class dojo) so that all parents are aware of the importance of PE and sport.	• Parents will have attended assemblies or seen on schools social media. (parent comment book will be available afterwards) • Class Dojo/letters to parents contains lots of information about clubs/competitions/results and children are keen to be involved. WIDER	This is successfully embedded now into school life and sporting achievements inside and outside of school are celebrated. Class Dojo has had a great impact on sharing achievements and what happens in PE lessons with parents. We currently have a PE board but we are going to update this into a combined health and PE

Display boards around school changed regularly to promote children's achievements. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport In order to improve progress and achievement of all pupils the focus is on upskilling the staff by providing coaches to work alongside staff for the teaching of dance this year. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils A wide variety of regular afterschool clubs to be offered to all KS1 children to ensure children help foster a lifelong enjoyment of sport and PE. To target disadvantaged pupils, those with talents, EAL and SEN children.	IMPACT AS A RESULT OF ABOVE } Pupils are very proud to be involved in assemblies/photos on notice boards etc which impacts on confidence and self-esteem. } Overall increased self-esteem/confidence having an impact on learning across the curriculum. • The focus of lessons are now child centered and as a result pupils are engaged and are keen to learn and improve. • As a result, pupils made good or better progress both in lessons and over time (see teachers' planning and records). • End of KS1 results, how many expected, emerging, exceeding at PE (to track year on year) • Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE. (See pupil questionnaires) WIDER IMPACT AS A RESULT OF ABOVE } Skills, knowledge and understanding of pupils are significantly increased. } Pupils really enjoy PE and sport, are very keen to take part and demonstrate a real desire to learn and improve. • Evidence of pupils work in PE in CLICK books. • Registers of participation • Photographic record • Feedback from the pupils on the clubs to feed into which are provided. • Pupils are keen to participate and clubs are always full. • Improved standards	board to relaunch this as part of our next plan. Pupils at our school consistently do well in PE with 80% or over achieving expected each year for the last 3 years. Pupil voice is always very positive and it often comes back as a favourite subject in school. Staff have benefitted from having excellent PE lessons modelled by coaches and they work directly with them to teach sessions to ensure their confidence. We have changed coach for this upcoming year to offer a refreshed approach and to support us develop a new assessment system for PE. We continue to offer a really good range of clubs which are always full. These are equal opportunities for all and extra adult support is provided to remove any barriers to participation for SEN pupils.
--	--	---

Key indicator 5: Increased participation in competitive sport As a school we believe that getting girls into football will have the following impact: • Bring players together as a team, teaching teamwork and leadership skills. • Help girls build self-confidence and provide an outlet for body stigma. • Prepare girls for future social and professional interactions. • Provide a better environment for girls. • Improve physical health. <i>Research carried out by Childwise, which asks the opinions of children, found that less than half of girls (47%) believe they have had equal opportunities to play football, compared to two thirds (68%) of boys at the same age.</i> The Football Association has promised to give every girl in England equal access to football in PE lessons by 2024 it is our aim at Netherhall St James to support this.	• Positive attitudes to health and wellbeing • Track achievement in PE of those who attend clubs. WIDER IMPACT AS A RESULT OF ABOVE } Pupils will be enthused to sign up for clubs throughout their time at our campus ensuring they are involved in regular activity. • Improved positive attitudes to health and well-being and PESS • Timetabled sessions to show all pupils have opportunity to participate. • Pupils will have fun whilst playing and learning the sport (evident from pupil voice) • WIDER IMPACT AS A RESULT OF ABOVE } Improved standards in PE within curriculum time. } A wide variety of children, including disadvantaged groups are keen to take part. • Pupils will develop their agility, balance, coordination, muscle strength and endurance this is transferable to other sporting activities/PE lessons which will help them to develop a healthy active lifestyle as they grow up. • Pupils will develop a love of the game that will continue throughout their lifetime.	We had a big push on football and as a result developed a regular football team who attended training sessions after school which they really enjoyed. Whilst the afterschool team did not attract as many girls as we had hoped, lots had the opportunity to play at lunchtimes and during PE lessons.
---	--	--

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
To improve the health of children in school by encouraging regular exercise alongside the other important aspects of a healthy lifestyle. We will ensure ‘active’ playtimes so that all children are participating in additional physical activity every week; a rota will be in place so that the coach or lunchtime staff/teacher can hold a session for each class. We will encourage the use of scooters to travel to school to provide up to 30 minutes of activity to and from school.	<u>Active playtimes</u> Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity and be aware of timetable/rota Pupils – as they will take part. <u>Scooting to and from school</u> School leadership who will oversee logistics. Pupils – who choose to take part. Parents – as they will be involved if they want their child to take part in this new initiative.	Key indicator 2: 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	<u>Active playtimes</u> - All KS1 pupils to be involved in high quality activity weekly. <u>Scooting to and from school</u> - More pupils using an active way to get to and from school will increase fitness levels. WIDER IMPACT & SUSTAINABILITY AS A RESULT OF ABOVE These initiatives will be sustained by becoming a regular part of school practice. Pupils are more active in PE lessons, e.g. take part without stopping to rest. Standards achieved in PE NC are improving, see school data for % achieving end of KS target. Attitudes to learning improved, better concentration in lessons. Good habits of leading an active lifestyle will be formed from an early age.	£9828 for additional coaches to support lunchtime sessions and offer extra-curricular club after school. £10722 Yearly replenish of playground equipment to maintain high quality resources. This includes spending on scooter padlocks/chains which parents will use to lock up scooters. It also includes yearly maintenance of the scooters. £204 Spotify subscription to bring music into

To improve progress and achievement of all pupils We will focus on upskilling the staff by providing coaches to work alongside staff to use a new assessment tool that tracks pupil progress and allows teachers to identify and target pupils needs.	Curriculum lead and PE Coordinator who will oversee implementation of new assessment tool. Coach who will provide support Teachers who will work with the coach to implement new assessment Pupils who will take part on sessions	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	• The focus of lessons will tailored to the knowledge and skills the pupils need to learn as a result pupils will improve. • As a result, pupils made good or better progress both in lessons and over time (see teachers' planning and records). • End of KS1 results, how many expected, emerging, exceeding at PE (to track year on year) • Pupil voice shows impact of how pupils view their lessons and any feedback they give is fed back and taken on board for future sessions. (See pupil questionnaires) WIDER IMPACT & SUSTAINABILITY AS A RESULT OF ABOVE Skills, knowledge and understanding of pupils are significantly increased. Pupils really enjoy PE and sport, are very keen to take part and demonstrate a real desire to learn and improve. Teachers will take what they learn from working with the coach to then apply each year to lead high quality PE.	playtimes and PE lessons See above cost on coaches to support the teaching and assessment of PE
--	---	---	---	---

To increase participation in competitive sport We will ensure that we offer a wide variety of clubs which will give pupils a pathway to going onto to do competitive sport. We will have a particular focus on getting girls into sports like football. We will run in-house competitions throughout the year to provide pupils with the opportunity to celebrate their skills, to learn how to be good sportspeople and see competition as not being about winning but being the celebration of enjoying sport.	Curriculum lead and PE Coordinator who will oversee the running of competitions/clubs and make sure they are open to all. Coach/teachers who will run competitions/clubs Pupils who will take part in competitions/clubs. Sports coaches £9828 PE kit £81 Equipment £10722 Spotify £204 Total 2024/25 expenditure £20835	Key indicator 5: Increased participation in competitive sport	As a school we believe that getting girls and all pupils into team sports will have the following impact: • Bring players together as a team, teaching teamwork and leadership skills. • Help pupils build self-confidence and provide an outlet for body stigma. • Prepare pupils for future social and professional interactions. • Provide a better environment for equal opportunities. • Improve physical health. • Timetabled sessions to show all pupils have opportunity to participate. • Pupils will have fun whilst playing and learning the sport (evident from pupil voice) WIDER IMPACT AS A RESULT OF ABOVE] Improved standards in PE within curriculum time. A wide variety of children, including disadvantaged groups are keen to take part. Pupils will develop their agility, balance, coordination, muscle strength and endurance this is transferable to other sporting activities/PE lessons which will help them to develop a healthy active lifestyle as they grow up. Pupils will develop a love of a team sport that will continue throughout their lifetime.	As listed above cost of the coach to run clubs at lunchtime and after school
---	---	---	---	---

2024/25 allocation

2023/24 carry forward £5172

2024/25 allocation £17470

Total £22642

2024/25 expenditure

Coaches for CPD/lunchtime and afterschool clubs £9828

Equipment £10803

Spotify £204

Total £20835

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
To improve the health of children in school by encouraging regular exercise alongside the other important aspects of a healthy lifestyle. We will ensure 'active' playtimes so that all children are participating in additional physical activity every week; a rota will be in place so that the coach or lunchtime staff/teacher can hold a session for each class. We will encourage the use of scooters to travel to school to provide up to 30 minutes of activity to and from school.	• Increased Physical Activity: All KS1 pupils now engage in regular, high-quality physical activity, including structured, active playtimes led by staff on a rota basis. • Improved PE Performance: Pupils show greater stamina and participation in PE lessons, with measurable improvements in PE National Curriculum outcomes (see school data). • Enhanced Learning Attitudes: Children demonstrate better concentration and engagement in class, contributing to improved overall learning behaviour.	Long-term Healthy Habits: By embedding active lifestyles into daily routines, children are developing positive habits that support their physical and mental wellbeing from an early age. Sustainable Practice: These initiatives are now a consistent part of school life, supported by staff involvement and integrated into the weekly schedule, ensuring long-term sustainability. Scooting to School Initiative – Update and Next Steps: Although we were unable to fully implement our scooting initiative this year due to ongoing playground development, we are now in a strong position to move forward. The playground improvements are complete, and we have purchased secure scooter locks in preparation for launch. A recent parent survey showed a positive response, indicating strong interest and potential uptake. With this groundwork in place, we are ready to roll out the initiative from September 2025, encouraging more active travel to school and further supporting our aim of promoting healthy lifestyles.

To improve progress and achievement of all pupils We will focus on upskilling the staff by providing coaches to work alongside staff to use a new assessment tool that tracks pupil progress and allows teachers to identify and target pupil's needs.	• Improved Staff Confidence and Skill: Teachers are more confident in delivering high-quality PE lessons, with better subject knowledge and understanding of progression. • Consistent and Accurate Assessment: The new assessment tool provides clear, ongoing insight into pupil progress, enabling staff to make informed decisions about planning and differentiation. • Targeted Support for All Learners: Teachers can now quickly identify pupils who need additional support or challenge, leading to more inclusive and personalised PE lessons. • Increased Pupil Progress and Achievement: More pupils are achieving or exceeding age-related expectations in PE, as shown in school data. • Better Pupil Engagement: Lessons are more engaging and appropriately pitched, improving pupil participation, motivation, and enjoyment of physical activity.	• Sustainable Practice: The upskilling of staff and effective use of assessment are embedded into regular school practice, ensuring long-term benefits for teaching and learning in PE.
---	---	--

To increase participation in competitive sport We will ensure that we offer a wide variety of clubs which will give pupils a pathway to going onto to do competitive sport. We will have a particular focus on getting girls into sports like football. We will run in-house competitions throughout the year to provide pupils with the opportunity to celebrate their skills, to learn how to be good sportspeople and see competition as not being about winning but being the celebration of enjoying sport.	• Increased Pupil Participation: A wider variety of clubs has led to more pupils actively taking part in extracurricular and competitive sport, including those who were previously less engaged. • Improved Teamwork and Sportsmanship: In-house competitions have helped pupils develop teamwork, resilience, and fair play. Pupils are learning to celebrate effort and enjoyment, not just winning. • Stronger School Community: Competitive sport has fostered a sense of school spirit and belonging, with pupils supporting each other and celebrating shared achievements. Pupils regularly bring in awards for sport that have been achieved outside of school for us to celebrate. • Skill Development and Confidence: Regular opportunities to compete and perform have boosted pupils' physical skills, confidence, and self-esteem, helping them to apply these qualities in other areas of school life. • Sustainable Sporting Culture: By embedding a culture of inclusive, enjoyable competition within the school year, the foundations have been laid for long-term enthusiasm for sport and healthy lifestyles.	It has been exciting to introduce a range of new and engaging sports this year, including Boccia, axe throwing, and archery. These activities have brought a number of valuable benefits to our pupils: Inclusivity and Accessibility: <i>Boccia</i>, a fully inclusive sport, has been especially beneficial for pupils with additional needs, helping ensure that everyone can participate in competitive and skill-based activities. Development of Focus and Control: Sports like archery and axe throwing have improved pupils' concentration, patience, and self-discipline. These activities demand precision and focus, helping children to develop control over both body and mind. Increased Engagement: The novelty and excitement of trying something new has motivated a broader range of pupils to take part in physical activity — including those who may not normally engage in traditional team sports. Boosting Confidence and Achievement: Mastering new skills in unfamiliar sports has given pupils a real sense of achievement, boosting self-esteem and encouraging a 'can-do' attitude. Encouraging Respect and Safety Awareness: These sports have helped pupils learn and apply important values such as respect, responsibility,
---	---	--

		and awareness of safety — vital life skills they can carry beyond PE lessons.
--	--	--

Swimming Data – Not applicable as an Infant & Nursery School

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?	%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	
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	

Signed off by:

Head Teacher:	<i>KMcGrath</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Louise Berry</i>
Governor:	<i>Geoff Kernan</i>
Date:	08.07.25