

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2025** at the latest.

**** In the case of any under-spend from 2024/2025 which has been carried over this must be used and published by 31st March 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 2025. To see an example of how to complete the table please click [HERE](#).

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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 23-24:	Areas for further improvement and baseline evidence of need for 24-25:
Installation of bike sheds to continue promoting active living and active travel to school	
Catch – up swimming provided for YR 5 children greatly improving outcomes	Promote breakfast club with a link to sport/health - wellbeing to extend our offer of a broader experience in sporting activities for all (equipment / training) PE leader to liaise with Anne
Re-integration of sports teams	PE leader and BM to search for and apply for a playground development grant to promote physical literacy across school. Sports hall developments to include a physical literacy link to nurture grow flourish signage.
	Key indicator 4 – experience days in the AUTUMN 2025/2026 (use underspend)
	Broaden the range of sporting after school clubs with the employment of an after school – club coach (BB to link with children at risk of childhood obesity)
	Key Indicator 2 – Tracking and monitor those at risk of childhood obesity

Did you carry forward an underspend from 2024-25 academic year into the current academic year? Yes

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2024/25 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2026

Academic Year: September 24/25	Total fund carried over: £8020	Date Updated:31/1/25
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What Key indicator(s) are you going to focus on?	Total Carry Over Funding: £8020
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Intent	Implementation	Impact	
<p>Our whole-school physical and adventurous activity trips are designed to foster holistic development by offering enriching, challenging, and safe experiences beyond the classroom. We aim to promote physical well-being, cultivate resilience and character, and develop essential teamwork and leadership skills. These trips also inspire a love for the outdoors, enhance social and emotional learning, and broaden students' horizons, ultimately equipping them with vital life skills, a sense of adventure, and a foundation for a healthy, active, and fulfilling future.</p>	<p>To implement our whole-school physical and adventurous activity trips effectively, the Outdoor Education Coordinator (DK) will collaborate with teachers to map curriculum links and meticulously cost each trip, ensuring financial accessibility. We are committed to providing equal opportunities across all year groups, supported by comprehensive safety measures, thorough pre-trip preparation, and post-trip reflection. Clear communication with all stakeholders will ensure these trips are well-planned, impactful, and accessible, fostering holistic student development.</p>	<p>The effective implementation of these trips will have a profound impact on all children, ensuring they experience equitable access to a diverse range of physical and adventurous activities. This will lead to enhanced physical literacy, increased resilience, and the development of crucial teamwork and leadership skills. Children will gain a deeper appreciation for the outdoors, improved social and emotional well-being, and broadened horizons, fostering their holistic development and equipping them with valuable life skills for a healthy, active, and fulfilling future.</p>	

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.</p>	<p>Year 5 attending an intensive four -week swimming course. 1 hour per day. Greater outcomes shown in older children this year</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	<p>13.33%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>33.33% (% taken from children able to swim a variety of strokes without AB over 5M)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100 % of children have performed and attended basic self-rescue courses.</p>
<p>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?</p>	<p>Yes (Yr 5 swimming catch-up)</p>

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: 2024/25

Total fund allocated: £19400

Date Updated: 31.1.25

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:

6.44%

Intent	Implementation	Funding allocated:	Impact	Percentage of total allocation:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	£1250
New bike sheds have been installed to promote active travel and active living. Purchase safety padlocks for children bikes and scooters when in use.	Leadership to facilitate the planning, booking and installation. PE leader to promote use alongside WOW tracker. Bike Sheds installed* *padlocks to be purchased when up and running.	£250	New bike sheds have been installed to encourage active travel and support healthy, active lifestyles among pupils. The improved facilities aim to increase the number of children walking, biking, or scooting to school, promoting physical wellbeing and reducing car usage around the school site.	Sustainability and suggested next steps: Ensure bike shed remains useable and safe for children and staff to store bikes in. PE leadership to consider safer travel in the area with the local authority.
Playtime equipment to be purchased to promote independent physical activity. KS2 and KS1	Equipment purchased. playtime equipment separated to monitor effectiveness and sustainability.	£1000	New playtime equipment has been purchased and organised into separate sets to support monitoring of its effectiveness, usage, and long-term sustainability. This structured approach allows staff to assess which resources are most engaging and durable, helping to inform future planning and investment.	Teachers, children and LSA to be reminded about the cost of equipment and effective storage to be provided. Playtime and PE equipment to remain separate.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				29.98%
Intention	Implementation		Impact	£5817
<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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Lead of PE to continue to meet with staff to identify children who are least active and create active plans for those children including after school and during school interventions.</p> <p>See Key Indicator 2 – action plan (BB)</p>	<p>PE meet with staff members to discuss children who are not attending clubs and who are below expected through our assessment tool and create a plan for those children. PE leader to develop a plan to deliver interventions to those identified at risk.</p> <p>Over time to be paid to staff members offering after school active plans.</p>	<p>£ 1300</p>	<p>The PE Lead continues to work closely with staff to identify the least active pupils and develop tailored activity plans to support their physical engagement. This includes targeted interventions both during the school day and through after-school clubs, ensuring all children have opportunities to improve their health, confidence, and participation in physical activity.</p>	<p>PE leader to carefully monitor and track improvements termly considering children’s well-being, health and BMI.</p> <p>Consider the amount of active health sessions offered to those on active health plans.</p>
<p>Catch up – swimming YR5 (summer term)</p>	<p>Swimming data to be evaluated and either whole class or target children to attend an additional 3 - week intensive swimming course at Bradford University.</p>	<p>£ 4517</p>	<p>Swimming data will be carefully evaluated to identify pupils who need further support. Based on this, either the whole class or selected target children will attend a 3-week intensive swimming course at Bradford University, aiming to boost water confidence, improve swimming ability, and ensure more pupils meet national swimming expectations.</p>	<p>Review current swimming assessment data to identify pupils below national expectations. Confirm booking details with Bradford University and organise logistics for the selected group. Communicate with parents and ensure consent forms are collected in advance. Monitor progress throughout the course to evaluate impact.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21.91%
Intent	Implementation		Impact	£4250
Your school focus should be clear what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding	Evidence of impact: what do changed?	Sustainability and suggested
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 do now? What has changed?	Sustainability and suggested next steps:
New resources and equipment to be purchased to enable a broad curriculum. PE leader to review curriculum provider suggested resources.	Resources purchased specifically for PE lessons and staff made aware of what is available old and new.	£2000	Resources purchased have allowed for the full breadth of curriculum to be accessed. Knowing the equipment is available and of high quality has allowed teachers to explore new aspects of PE.	Curriculum resources to be audited at the end of the academic year. New resources to be ordered where necessary including equipment to facilitate the curriculum delivery during directed play times by staff and children
Continued awareness of updates of PE and sport guidance.	Attended the West Yorkshire PE conference. Developments and guidance noted and considered.	£50	PE leader aware of current and on-going guidance for PE. Developments for the curriculum have been put in place to meet the needs of our children and teacher development.	Attend the annual West Yorkshire PE leaders conference to keep up to date with latest initiatives and trends
Re-new PE curriculum provider which supports teacher's confidence as well as a focus on the fundamentals of skill development (identified as a need for child progress in PE).	PE PRO APP purchase date May 2025.	£2,200	All impact will be evident in the next academic year.	Monitor the progress of children's progress as well as teacher confidence following the implementation stage-

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				41.66%
Intent	Implementation		Impact	£8083
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:	Sustainability and suggested next steps:
Experience days for every year group (rock climbing, water sports etc)	PE Leader sourcing experience days for each year group (EYFS – YR6) PE leader will ensure each year group are provided with a unique sporting/adventurous activity to attend in the <u>AUTUMN 2025/2026</u> . *to be carried over to 2025/2026		£8020	PE leader to make strong links with external providers to ensure strong future relationships and opportunities for children.

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	0

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:
Attend and help facilitate BD5 cluster sporting competitions (external coach to deliver and attend competitions)	PE leader to contact and help organise BD5 cluster sports comps as well as attend the SGO games.	£0	A greater number of children are accessing competitive and non-competitive sporting events. Inclusive sport has also been made available for children on the SEND register.	PE leader to remain up to date with the BD5 and SGO games competition fixtures.

Signed off by	
Head Teacher:	Paul Urry
Date:	31/01/25
Subject Leader:	Bonnie Bartlett
Date:	31/01/2025
Governor:	
Date:	