



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">- Increase participation of sports activities/games during lunch and break times.- Increased focus on a healthy lifestyle.- More opportunities for a range of extra-curricular activities including opportunities for SEN and reluctant children to take part. | <p>Increased number of children playing team sports at play times – hockey, skipping, football.</p> <p>-visits to the cook place – increased understanding of healthy eating/lifestyles</p> <p>Less able and reluctant children involved in Quidditch and wheelchair sports</p> | <p>Due to illness of SGO from local secondary schools and poor weather there has been less opportunity this year for inter school competitions.</p> <p>Will liaise with other local schools and coaching company to organize smaller competitions and involve federation to ensure children still get to participate in competitive sport should these barriers continue.</p> |

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 | | | | | Impacts and how sustainability will be achieved? | Cost linked to the action (approx. plan) |
|---|--|--------------------|------------------|------------------------|---------------|----------------------------|---|--|
| | | 1 | 2 | 3 | 4 | 5 | | |
| | | Skills of staffing | Regular activity | Raise profile of sport | Broaden range | Increase competitive sport | | Approx budget £30,000 |
| Top up swimming lessons and water safety lessons above minimal requirements. Provide transport so that the children can attend top up lessons. | Staff and pupils so that they can take part. | | X | | X | | Increased confidence in life-saving skills for all children | £3000 cost of transport across the federation for additional sessions. |

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| Provide all students with a minimum of two hours of PE a week and have extracurricular provision in addition to this. | Staff, pupils and parents to be informed of extra curricular activities for both schools | x | x | x | x | | Higher quality PE teaching. Increased staff confidence, activity levels engagement of children in sport and activity. | £5000 cost of high-quality coaching from Hawkes |
| Invest in CPD scheme of learning to maintain and improve skills of federation Staff | Teaching staff, PE lead | x | x | x | x | | Staff supported with planning, delivering and assessing of PE (alongside specialist sports teacher). Higher quality PE teaching. Increased staff confidence | £150 cost of renewal subscription of Complete PE. |
| Invest in local SGO offer and membership of SSCO to enable children to take part in competitive sport | Local SGO, Staff, pupils, parents | | | x | x | x | Increase opportunity to experience highs and lows of competitive sport especially for smaller schools which can participate in inter-school competitions within the local area and make links with local sports clubs and teams. | £5000 cost of transport and additional staff cover to ensure participation |

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| Invite local clubs in to provide broader range of experiences for less able/reluctant children | PE lead, staff, pupils, SENDCO. | × | × | × | × | × | Children become more engaged and more active within the local area and make links with local sports clubs and teams. | £2000 |
| To provide increased high-quality forest school sessions which provide additional physical activity throughout the week, inspiring children to try new things and to be active. | Forest schools leader, teaching staff, pupils, parents | | × | × | × | × | Resources are available so that forest schools can be accessed in future years. Staff work alongside forest school leader for CPD and sustainability | £5000 forest schools provider |
| Provide resources for engaging, high quality PESSPA | Pupils, teaching staff | × | × | × | × | | PE lessons are engaging and high-quality, equipment can be used in subsequent years for sustainability | £2000 for resources for both schools |

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"> - Invest in local SGO offer and membership of SSCO to enable children to take part in competitive sport - Invite local clubs in to provide broader range of experiences for less able/reluctant children | <ul style="list-style-type: none"> - Increase opportunity to experience highs and lows of competitive sport especially for smaller schools which can participate in inter-school competitions within the local area and make links with local sports clubs and teams. As a school, we took part and won a pantathlon competition. - Children become more engaged and more active within the local area e.g. geo-caching, balance bikes and make links with local sports clubs and teams. Ryedale Judo club provided weekly sessions and a student a national competition and gained a silver medal. | <ul style="list-style-type: none"> - Limited opportunities for Rosedale school. Suggest moving Federation days to a Friday to make sure that children from Rosedale school can participate in these sports. Use the premium to provide transport and staffing to ensure children take part in more competitive sports in larger groups. As well as this, host more events on site to enable SEN participation. - Invite local clubs and community sports clubs into school to ensure Rosedale's experiences are broadened i.e biking and yoga. Notice that girls attend less afterschool sport club than boys. Consider a sports survey to parents to gather further information. Consider a range of sports to encourage more girls to take part. |

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| - Provide resources for engaging, high quality PESSPA | - PE lessons are engaging and high-quality, equipment has been restored and can be used in subsequent years for sustainability. | - Purchase biking equipment for EYFS to encourage further gross motor skills. |
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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? | 80% | <i>Years 3-5 go swimming however, 20% of the children cannot swim competently, confidently and proficiently over a distance of at least 25 meters so we plan to use the budget to ensure these children meet the requirements of the national curriculum by the end of year 6.</i> <i>NA- Rosedale (no year 6s)</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 80% | <i>Years 3-5 go swimming however, 20% of the children cannot use a range of strokes effectively so we plan to use the budget to ensure these children meet the requirements of the national curriculum by the end of year 6.</i> <i>NA- Rosedale (no year 6s)</i> |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 70% | <i>Years 3-5 go swimming however, 30% aren't able to perform safe self-rescue in different water-based situations so we plan to use the budget to</i> |

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| | | ensure these children meet the requirements of the national curriculum by the end of year 6. <i>NA- Rosedale (no year 6s)</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? | No | Plans are put in place to ensure this happens. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | Swimming pool provided and supported staff members, who were in the pool, with actions of how to support children to swim. |

Signed off by:

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|--|-------------------------------|
| Head Teacher: | <i>Nichola Oxtoby</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Claire Owuor (PE lead)</i> |
| Governor: | <i>Sally Clifford</i> |
| Date: | 31.07.25 |