



# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

Updated July 2025



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.

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
<b>PSSP CPD:</b> Every teacher received CPD from PSSP during this academic year.	Teachers felt more confident in delivering the PE curriculum, therefore increasing engagement and progress of pupils.  <b>Key indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	In a survey carried out by the PE Leader to teachers, teachers have specified where they feel additional CPD from PSSP would benefit them. Next year, it will be organised that they receive support in their chosen area of need.
<b>Attendance at PSSP events:</b> <ul style="list-style-type: none"><li>Inclusive events (KS1 multiskills)</li><li>Half marathon</li><li>Frisbee Golf</li><li>Rounders</li><li>Change4Life</li><li>Indoor Rowing</li></ul>	Opportunities given to a range of pupils, including PP and SEN, to attend competitions. Pupils are engaged in their PE lessons and are excited to represent the school. We celebrate their achievements in assemblies and on social media.  <b>Key indicator 5:</b> Increased participation in competitive sport <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.	Next year, we look to attend more PSSP events and organize our own intra-school competitions.  Looking to add a greater variety of sports opportunities to next years calendar.
<b>External coaches:</b> <ul style="list-style-type: none"><li>Plymouth Argyle</li><li>Martial Arts</li><li>PSSP</li></ul>	Pupil engagement has increased, and they are excited for their PE lessons and to talk about these. They are offered opportunities to take part in new sports and develop resilience when tackling new challenges.	We will continue to book these coaches and increase the offering to include all year groups.

<ul style="list-style-type: none"> <li>First 4 sports</li> </ul>	<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.	
<b><u>Bikeability</u></b> Bikeability week for Year 5 and Bikeability Balance for EYFS.	49 children took part in Bikeability. 35 children took part in Bikeability Balance.	We will continue to provide this for our pupils next year. (With the exception of those who opt out)
<b><u>Sports Week</u></b> All children had the opportunity to try a brand new sport, as well as taking part in a range of athletics activities. Activities offered included: tug of war, boccia and water balance buckets. We held a Sports Day for all pupils where parents were invited to attend.	<b>Key indicator 5:</b> Increased participation in competitive sport  <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.  <b>Key indicator 3:</b> Encourage a wide range of sporting opportunities and physical activities and the chance to participate in competitive sports and extra curricular activities	Next year we will continue to build on Sports Week and offer a new range of exciting opportunities for children and enhance the experience for the community. (Refreshments like- ice cream, coffee and music)
<b><u>Girls football development</u></b> Establish a purposeful and positive environment for girls to play football in. Break times dedicated to girls only football with a safe space where they can feel part of a team.  The opportunity to play in competitive games for Girls in Years 3-6.  Girls to have their own dedicated kit – supplied by NIKE and won in a competition.	Regular attendance of 28 girls at the after-school club that was lead by PAFC women’s coach.  Children played in 2 tournaments and hosted their first ever girls football match at the school in the Devon Cup.  <b>Key indicator 5:</b> Increased participation in competitive sport  <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.  <b>Key indicator 3:</b> Encourage a wide range of sporting opportunities and physical activities and the chance to participate in competitive sports and extra curricular activities	Ensure the girls development continues and that children have the chance to play in more competitive sports- supported by Coach Daisy at PAFC.  Pitch markings need to be in place all year round (minus the summer term)  Intra-competitions with the other schools in the MAT to be completed.

## Key priorities and Planning 2024 -2025

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
<p><b><u>All children will be able to swim a minimum of 10m before the end of Y6.</u></b></p> <ul style="list-style-type: none"> <li>Swimming lessons for Year 5 pupils</li> <li>Top up swimming lessons to be provided for Year 6</li> </ul>	Years 5 and 6	<p><b>Key Indicator 1:</b> Engagement of all pupils in regular physical activity.</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.</p>	We will continue to take Year 5 to their swimming lessons in the Spring Term at the Life Centre, and top up lessons will take place in the Summer Term for Year 6s.	
<p><b><u>Increased activity levels throughout the school day</u></b></p> <ul style="list-style-type: none"> <li>Jump Start Jonny subscription</li> <li>Skipping workshop for break time and lunch time activities</li> <li>Two hours of planned PE lessons per week.</li> <li>Variety of extra-curricular clubs offered to pupils.</li> </ul>	All children including SEN, PP and EAL Teachers and support staff	<p><b>Key Indicator 1:</b> Engagement of all pupils in regular physical activity.</p> <p><b>Key indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>That children create and sustain a positive impact to movement and enjoy taking part in physical activity even when it's not prescribed PE lessons.</p> <p>We will carry out regular equipment audits and take into account pupil voice and teacher feedback.</p> <p>Pupil and parent voice will help us establish a good understanding of the curriculum area of PE.</p>	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>Tennis balls approx. £80</li> </ul> <p><b>Subscriptions</b></p> <ul style="list-style-type: none"> <li>Jump start Jonny £259</li> <li>PSSP £5250</li> <li>Skipping workshop TBA</li> </ul>
<p><b><u>Increased engagement of target pupils (SEN and PP)</u></b></p> <ul style="list-style-type: none"> <li>Equal opportunities in lessons through adaptive teaching and inclusive equipment.</li> <li>Inclusive events (internal and</li> </ul>	SEN, PP and EAL children	<p><b>Key Indicator 1:</b> Engagement of all pupils in regular physical activity.</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.</p>	<p>Maintaining a positive attitude towards PE through targeted provision for children that are less likely to take part in PE lessons.</p> <p>By including sports such as boccia and netball in the PE curriculum this year (where the majority of children begin at the same level), we are removing</p>	PSSP subscription: £5250



provided by PSSP) <ul style="list-style-type: none"> <li>• Extra-curricular clubs to encourage physical literacy</li> </ul>			the emotional barrier or potential feelings of shame and embarrassment.	
<b><u>Increase the profile of PE and sport in school.</u></b> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Displays</li> <li>• Sports Week</li> <li>• Assemblies</li> <li>• Letters</li> <li>• Parent updates about PE in school.</li> <li>• Competitions around the city.</li> </ul>	Whole school community	<b>Key indicator 2:</b> The profile of PE and sport is raised across the school as a tool for whole-school improvement  <b>Key indicator 5:</b> Increased participation in competitive sport	We will continue to celebrate sporting achievements both in and out of school to encourage a positive relationship with movement and sport in all pupils.  Sports Week will involve all children in a range of activities to introduce them to new sports. They will also take part in sports day.	<b>Sports Week:</b> Sports day awards approx. £10
<b><u>Provide a broad range of sports and activities.</u></b> <ul style="list-style-type: none"> <li>• Broad curriculum including different sports</li> <li>• Extra-curricular clubs</li> <li>• External coaches</li> <li>• PE coordinator to undertake CPD to deliver new activities.</li> </ul>	All pupils to include SEN, PP, EAL	<b>Key Indicator 1:</b> Engagement of all pupils in regular physical activity.  <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.	As previously explained, by introducing new sports to our curriculum, we are removing a potential barrier for children. Children have specific opportunities to take part in sports without the fear of not being good enough.  Sports Leaders who are in charge of monitoring and promoting sports across the curriculum. These children will champion sports, being role models to others. The impact will be a shared community presence where children have an autonomy to look after sports equipment.	<b>PSSP planned days (Through subscription)</b>
<b><u>CPD for teachers</u></b> <ul style="list-style-type: none"> <li>• PE coordinator to undertake CPD and deliver to staff- OAA and Dance</li> <li>• PSSP coach delivering CPD</li> </ul>	All teachers and pupils PE Coordinator	<b>Key indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	We hope that by delivering CPD to staff, we will see a positive impact on the number of children who are meeting or exceeding the national curriculum.  Staff will feel more equipped to	<b>PSSP subscription-</b> £5250

			delivery high quality lessons to children, therefore allowing children to feel empowered by physical exercise and want to do more.	
<b><u>OAA delivery</u></b> <ul style="list-style-type: none"> <li>• Staff able to teach and effective OAA curriculum</li> <li>• Find a programme that allows children and teachers to experience and effective OAA curriculum.</li> </ul>	All teachers and pupils	<b>Key indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport  <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.	Children experience a high level provision for OAA during PE lessons.	<b>Enrich subscription and installation</b> £1260 online system £200 Marker installation £735 Multi curriculum tool
<b><u>Plymouth Argyle Girls football provision</u></b> Promote and deliver effective football sessions specifically for girls	PE lead and girls in Year 3-6	<b>Key indicator 5:</b> Increased participation in competitive sport  <b>Key indicator 2:</b> The profile of PE and sport is raised across the school as a tool for whole-school improvement	Raise the profile of girls football. Change the attitudes of boys towards girls football so that it becomes a more inclusive sport within the school. Girls are able to play football in a safe, non judgmental environment with the aim to play competitive sports	£600 for two terms (old terms)

## 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
<p>We have employed the services of PSSP in the delivery of our extracurricular activities.</p> <p>CPD for staff across the school was completed including Team building sessions for Year 5 children transitioning into Year 6 to help improve cohesion, collaboration and inclusivity as they mix into different classes.</p> <p>PSSP delivery included:</p> <ul style="list-style-type: none"> <li>- Indoor rowing</li> <li>- Boccia</li> <li>- Frisbee Golf</li> <li>- Support towards the Schools Game Mark</li> <li>- Mount Edgecumbe OAA activities</li> <li>- Football Tournament for girls</li> </ul>	<p><b>Key Indicator 1:</b> Engagement of all pupils in regular physical activity.</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.</p> <p><u>Extra-curricular sport clubs</u></p> <p><b>Autumn Term 1 attendance:</b></p> <ul style="list-style-type: none"> <li>- Girls Years 3-6 football club</li> <li>- Boys Year 3-6 football club</li> </ul> <p><b>Spring Term 1 attendance:</b></p> <ul style="list-style-type: none"> <li>- 44 for running club</li> <li>- 9 Dance club</li> </ul> <p>SEN/PP children invited for indoor rowing and Boccia sessions.</p>	<p>We have booked this service again for next year, considering the wants and needs of our children and target groups such as girls, SEN and PP.</p> <p>There will be a greater focus on them offering Sports clubs after school where possible as this is an area for development.</p> <p>PE Leader to lead a club (Year 3-4 football boys or girls football- can this be supported by Year 6 boys or girls)</p>
<p>We ran a very successful sports week, during which every year group took part in a special activity as well as a competitive and engaging sports day.</p> <p>The aim of this was to increase physical literacy and engagement in PE and to give them the opportunity to take part in competitive events.</p>	<p><b>Key indicator 2:</b> The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p>We will continue to organise a successful and varied sports week, and next year aim to work with schools in the MAT to provide even more competitive experiences. Intra-Schools competitions are once again a focus for next year alongside what we have achieved this year.</p>
<p>Bikeability for Foundation and Year 5.</p>	<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.</p> <p><b>Reception children: 26/26 children participated</b></p> <p><b>Year 5 children: 40/42 children participated</b></p>	<p>We will continue to organise this for the school. We did have a teacher trained to deliver this for the reception children, but sadly she left the MAT.</p> <p>Ensure all children have consent before even sitting on a bike.</p>



In our aims to increase physical literacy- CPD for staff on what is meant by the term Physical literacy and how it should be applied through PE lessons.	<p><b>Key Indicator 1:</b> Engagement of all pupils in regular physical activity.</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.</p> <p>Pupil engagement in these lessons has been high, including all SEN children in the school. They are excited to attend PE.</p>	Pupil voice for PE needs to be completed on a more regular basis in order to continue to gauge areas for development in PE. This should be completed 3 times a year.																										
Swimming lessons for Year 5 children.	<p>21/42 (50% achieved the NC for swimming)</p> <p>16/21 of those not achieving NC made progress in either swimming on their front or back.</p> <p>The remaining 5, gained confidence in the water.</p> <p>By the end we didn't have a single reluctant 'swimmer' . At the beginning we had 4.</p> <p>Final data:</p> <table><tr><td></td><td><i>EXIT</i></td></tr><tr><td></td><td><b>Level</b></td></tr><tr><td>Stage 1</td><td>0</td></tr><tr><td>Stage 2</td><td>9</td></tr><tr><td>Stage 3</td><td>11</td></tr><tr><td>Stage 4</td><td>17</td></tr><tr><td>Stage 5</td><td>2</td></tr><tr><td>Stage 6</td><td>2</td></tr><tr><td>Stage 7</td><td>0</td></tr><tr><td>C Stage 8</td><td>0</td></tr><tr><td>C Stage 9</td><td>0</td></tr><tr><td>C Stage 10</td><td>1</td></tr><tr><td><b>Total</b></td><td>42</td></tr></table>		<i>EXIT</i>		<b>Level</b>	Stage 1	0	Stage 2	9	Stage 3	11	Stage 4	17	Stage 5	2	Stage 6	2	Stage 7	0	C Stage 8	0	C Stage 9	0	C Stage 10	1	<b>Total</b>	42	Year 6 tops will be planned in and delivered next year
	<i>EXIT</i>																											
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Girls football provision – Girls to attend a competitive tournament.	<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to pupils.</p> <p><b>Key indicator 2:</b> The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	Ensure that PAFC are booked for next year and that the girls have more opportunities to attend these sessions.																										

	<p>The Year 5/6 girls attended a tournament at Marjons run by the PSSP. The girls didn't just score their first ever competitive goal, they went 6 games unbeaten to the semi finals where they lost 1-0. This was celebrated with the whole school and from that we have a lot of girls- particularly in Years 3 and 4- who now want to join the girls football team.</p>	
<p>Celebration of sporting achievements in assemblies and on Sports boards</p>	<p><b>Key indicator 2:</b> The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p><b>A positive attitude to PE and sports</b></p>	<p>Pupil voice needs to be completed next year to provide impact data on what has worked well and what could work even better.</p> <p>A whole year board would be fantastic where we add to it throughout the year.</p>

## 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 5 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	50%	<p>A high proportion of our children have little to no swimming experience before they get to year 5, with a start point of 0m.</p> <p>We provided top up swimming lessons for 18 pupils this year who did not meet the national curriculum in Year 5.</p>
What percentage of your current Year 5 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	<p>Pupils are taught front crawl and back stroke.</p> <p>We have one child who is at level 10 for Swimming and attends an out of school swimming club.</p>

What percentage of your current Year 5 cohort are able to perform safe self-rescue in different water-based situations?	50%	
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	Resources are provided to teach water safety in a classroom. Swimming lessons are taught by staff at Plymouth Life Centre.



Signed off by:

Head Teacher:	<i>Paul Arnold</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Johny Kelleher, PE Leader</i>
Governor:	<i>Lynne Wyness</i>
Date:	23/7/2025