

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2023/24?	£7,406
Total amount allocated for 2024/25	£17,730
Total amount of funding for 2024/24. To be spent and reported on by 31st July 2025.	£25,136

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	78% (21 pupils)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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?	Yes –

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: 2025 - 2026	Total fund allocated:	Date Updated:		
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			Percentage of total allocation: 65%	
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:
Promote pupils' regular physical activity, which has a positive impact on their mental health. by the continued use the daily mile and Jump Start Johnny approach in EYFS and Key Stages 1	Renew subscription for Jump Start Johnny for pupils in EYFS and Key Stage 1.	£279	Pupil and staff voice show that pupils engage in movement breaks at points throughout the school day.	
Promote active Lunchtimes and encourage healthy lifestyles.	Premier Sport to provide lunchtime activities twice a week for pupils in KS 1 and KS 2. Pupils engage in new a range of sports. In addition to this, pupils who are attending inter events will have specialised teaching before their event.	£5,425	Pupils engage in physical activity at lunch times. Pupils have the opportunity to engage in a wider range of sports following the implementation of lunch time activities. Pupils are well prepared for their inter events.	
	Purchase additional resources for break and lunch times.	£1,582	Pupils engage in physical activity using purchased resources.	

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	Purchase gross motor blocks to support EYFS pupils in developing core skills.	£3,850	Supported pupils engage in physical activity. Provision also supports the provision for pupils that benefit from sensory breaks.
	New sensory circuits, including sensory pathway walls, are in place in EYFS, Key Stage 1 and Key Stage 2 to support pupils in being physically active.	£1,000	All pupils have the opportunity to complete their safer cycling.
Pupils are safety active on their bikes.	The school pays for pupils in Year 6 to complete the WS Bike ability training.	£600	All EYFS pupils have to opportunity to complete this and gain confidence on a bike.
EYFS receive bike ability training and are safe on their balance bikes.	The school pays for pupils in EYFS to complete their balance bike ability.		
Pupils are able to swim 25m and perform water rescue skills.	Pay for all pupils to attend additional swimming lessons as part of Top Up Swimming.	£2,000	Intervention has a positive impact on the proportion of pupils that can swim 25m.
KS 1 pupils engage in leadership roles and improve the provision of KS 1 break and lunch times.	Allocated TA to run, train and oversee the implementation of the Little Leaders Programme. Little Leaders then provide improved provision at break and lunch times for pupils in EYFS and Key Stage 1.	£600	Pupils develop leadership roles and engage youngest pupils in active break and lunch times.
KS2 pupils engage in leadership roles and attend PALS training at the Arena to improve the provision of KS2 break and lunchtimes.	Allocated TA to attend training with these pupils. These pupils when then lead activities for their peers.	£120	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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:
Broaden pupil experiences in sport and PE. Pupils are to compete in a range of events in and out of school.	School signs up to the SSP package and pupils engage in two whole school events across the year (Spring and Summer).	(Paid for last year)	The school at least maintains the school Games Gold Award to support achieving platinum in 2026.	
Sign up for 2 years of the SSP package to broaden pupils experience in sport and PE.	School pays for 2 years so we can guarantee two more years of the SSP package.	(Paid for last year)	The school maintains the Platinum Plus Quality Start award.	
Broaden pupil experiences in sport and PE. Pupils are to compete in a range of events in and out of school.	As part of the SSP package, identify year groups to participate in a range of events both festivals and competitive events. In addition to this, allocate key members of staff for set sports. Release teachers to attend events during school time.	£1,925 (10 days)	The number of children attending events increases from 2024 – 2025 KS1- 45% KS 2 – 62%	
	Purchase new school PE kit for all staff including half zip jumpers and embroidered shorts.	£350	Staff are positive role models to pupils when teaching PE and representing the school on inter events.	

Further improve the profile of PE across the school.	Celebrate PE sports events in collective worship and through the school's newsletter and social media sites. Ensure that termly sports newsletter is promoted through the website and correspondence with parents.	£1,155 (subject release time @ 6 days)	New communications promote sport and achievements. The profile of sport is raised across the school.
Pupils are more active at break and lunchtimes.	Future Flyers and Bronze Ambassadors are trained as part of the SSP package and run a range of events for younger pupils during the Spring and Summer Term, including change 4 life club.	Cost covered above	Pupils articulate the provision positively. Observations show pupils are engaging in physical activity at break and lunch times.
	Whole school event led by Regis School in Spring term focusing on different sports.	Cost covered above	Monitoring shows the positive impact that sport has across the curriculum. The quality of PE teaching is at least good across the school.
Pupils are inspired by sportsmen and women that have overcome challenges and demonstrated endurance inline with the school's values.	Visits from different sports people e.g. International rowers and GB athlete.	£1,000	Pupils can articulate the impact of sports visitors on their attitudes towards sport and learning.
Sports equipment to support regulation	Purchase table tennis plans and resources following Spring 2025 training?	£200	Pupils have access to PE equipment to support regulation.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Allocated in other areas.
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: Funding Spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Further improve the provision of PE across the school so pupils develop their skills linked to different sports by following the new PE scheme Get Set 4 PE.	Subject leader to monitor the quality of teaching and learning within PE and assess the impact of CPD.	Paid in the last academic year.	New staff are supported in provided high quality PE. Throughout the academic year, there is an improved consistency related to the quality of education in PE.	
Teachers have an improved understanding on how to effectively assess pupils in PE.	Subject Leader to lead CPD during the Spring Term. This is to be focused on assessing core skills in PE across the curriculum.	SL time allocated above.	Following previous observations there is greater consistency in the teaching of PE, which is inline with the 'Get Set 4 PE' approach. Monitoring shows that there is a consistent approach to assessing pupils in core skills.	

Through effective CPD, ensure greater consistency of the teaching of PE which provides better outcomes and experiences for pupils.	Key year groups supported by a cricket coach during the Spring Term.		New teaching staff are supported in the teaching of cricket. Key skills are developed to support pedagogy.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
13%

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:
Provide pupils with the opportunity to participate in inter school events.	Purchase the SSP package.	Accounted for as part of SSP package	A greater number of pupils access events through the SPP than in 2024 – 2025. KS1- 45% KS2- 62%	
Through the SSP Package ensure pupils across the school have the opportunity to experience a range of sports.	PE lead to identify key sports for pupils to engage and compete it (both competitive and festival based events).			
Provide pupils with a wider range of sporting opportunities through after school clubs.	Fun Premier Sports afterschool clubs: Autumn: Yrs 5 and 6 Spring: Yrs 3 and 4 Summer: EYFS, Yrs 1 and 2.	Allocated as part of KI 1.	A greater number of pupils have access to an after school club.	

<p>Pupils have the opportunity to learn about golf and engage in lessons through JOLF.</p>	<p>Fund 5 week units for EYFS and Key Stage 1 to learn and develop the skills of golf. which leads into an afterschool club.</p>	<p>£1,300</p>	<p>Pupil voice shows that pupils are engaging in end of unit competitive events which feed into the school's house system.</p>	
<p>Pupils have the opportunity to experience and learn quidditch.</p>	<p>Fund a whole school activity day that exposes pupils to a new sport.</p>	<p>£500</p>	<p>A whole school event day exposes pupils to the new sport and pathways are presented.</p> <p>Pupils in EYFS engage in a new sporting opportunity, Year 1 and 2 develop their skills from last year.</p>	
<p>The school becomes a Parkrun school.</p>	<p>The school signs up to become a Parkrun school engaging in the actions to encourage pupils to engage in a wider range of sports.</p>	<p>Allocated as part of KI 1 and subject release time.</p>	<p>Baseline identifies pupils and staff that engage in parkrun, following becoming a Parkrun school a questionnaire in Summer 2026 shows that a greater number of children and staff are engaging in Parkruns.</p>	
<p>Pupils have broaden experiences in deepening their understanding of keeping themselves and others safe.</p>	<p>The school funds the Ten 10 event, which aligns to the Junior Medic Programme.</p>	<p>£1,200</p>	<p>Through pupil voice and lesson observations, pupils across KS 2 develop their understanding of how to keep themselves and others safe both in water and on land.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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: Funding Spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Use SSP package to provide opportunities for pupils to participate in competitive events.	Purchase the SSP package.	Allocated last year.	Pupils engage in a new sporting opportunity.	
Hire and share a minibus with FCC to ensure children are attending events.	Access to a mini bus increases participation.	£1,000	More events attended. More opportunities for pupils.	
Continue to embed intra-school events so pupils are provided with greater opportunities to compete against each other in a range of sports and to applying their learning from PE lessons.	Subject leader to attend the SSP meeting and share information with staff when needed. Subject leader to identify key events and sign up for them.	Allocated K1 release time.	Pupils have to opportunity to take part in a range of sports (festival and competition) The school will maintain Gold standard in School Games mark, aiming to achieve Platinum is 25/26 and maintain Platinum in Quality Start for KS1.	

	<p>Use the new Active Sussex tracking document that identifies the progress in competitive events (see key indicator 4).</p> <p>Plan opportunities for pupils to compete in games during PE lessons inline with the subject's vision and school values.</p> <p>Link the attainment to the school House System and the school value of Koinonia.</p> <p>Promote the events/ results on the school's website, newsletters and collective worship with the allocation of House Points to promote the school values of Koinonia and Endurance.</p>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	