



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
To look more into the availability for SEND children and what we can provide for them with structured sport	We have attended the panathlon and bowling events dedicated towards SEND children	
To continue to develop within the PE lead role		

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Academic Year: 2024/25		Total fund allocated: £19,680 Total used: £ 17,718		Date Updated: 18.6.25	
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:
					£5592 – 28.41%
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:
Children to participate in 2 lessons a week, one with teacher and one with qualified coach	Teachers to have their slots confirmed and know what they will be teaching before each new term begins	Hockey – £3192 a year	Children demonstrate and articulate a strong enjoyment through their learning from both teacher and coach led sport		Continue to enlist pupil voice to gauge the enjoyment of pupils in their curriculum and initiate change based on their feedback
Once a term, from Year 2 up, the teacher session will change for a hockey lesson to greater expand their range of sports	Teachers to deliver a split of gym and dance through program provided by the PE hub	Swimming lessons - £2400	Children provided with 2 PE sessions a week, one with the class teacher and one with the dedicated sports coach		
To participate in a broad, appropriately challenging curriculum for all pupils to feel welcome and accepted in the world of physical activity	Coach to deliver either a multi-sport/ FMS approach for KS1 and single sports with KS2		Y2-6 get access to fully trained hockey coaches once a term as well		
	Liaising with hockey coaches to ensure continuity				
	Coach to also deliver active Math’s once a week and 1-1 mentoring				
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				£1200 – 6.09%
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:
To provide the children and adults with high quality equipment to support their learning in PE	The purchase of a range of sporting kit to be used for specific sporting events including tops for representation at sporting events	Equipment and general maintenance - £1200	To provide the children and adults with high quality equipment to support their learning in PE	To continue to monitor the equipment stores and to upgrade/ Replace equipment as required

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£9546 – 56.21%
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:
To ensure class teachers have the skills and confidence to deliver and teach a high quality curriculum in dance and gym	To deliver a staff training session relating to their learning	PE hub - £546	PE hub subscription has given the staff the structure and resources to deliver high quality lesson, which JB (PE lead) has observed	To continue to gauge feedback from staff about the PE hub and to make changes as required
To continue to develop JB as a new PE lead through a programme provided by Giles Platt	To provide a clear, adaptable set of lesson plans through PE hub that ensure teachers feel supported	Time out to perform role – 10 x £200 (day rate) = £2000	Coach able to deliver a second part of the curriculum aiming to focus on the invasion games element while the teachers focus	To continue to observe staff in action to see the implementation
	To observe teachers in their lessons and provide feedback and	Payment of partial coach		

For pupils to have structured, well planned lessons to participate in For teachers to have further advice and ideas on how to structure the lesson; adapting if need be	ideas for further development PE lead to attend a number of sessions to further develop as new to the role	wages - £7000	on the dance and gymnastics	To support staff through staff meetings and training To be available for the staff as required for advice if needed
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To provide children with a number of opportunities to find and engage in physical activity; a core underpinning of a healthy balanced lifestyle To maintain the number of children in clubs and increase cross country	A sports week for the children to have sport before the morning A wide range of after school activities and sports, both paid and volunteer led, including tennis, musical theatre, gymnastics, football, cross country Bunny run entry for KS1 at Easter time Further activities for children in the SEND classes such as the Panathlon, Kurling and Bowling		A range of sports clubs and opportunities have been offered to the children including <ul style="list-style-type: none"> Football Gymnastics Tennis – extra curricular Dance and Music theatre – extra curricular Netball Hockey Cross Country Numbers in cross country club have stayed at 50	Due to full allocation, there is currently no space free for more clubs but this will be kept under advisement

			<p>2 PE café's have been implemented now with a range of different sports offered at them including:</p> <ul style="list-style-type: none"> • Gymnastics • Boxing • Yoga • HIIT <p>Children from the language provision have attended these events a number of times now, showing excellent engagement</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1380 = 7.01% %
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:
For children to have the opportunity to not only participate against one another but against other pupils from other schools through structured, organized tournaments	<p>Access to events in the Bromley area including Crystal Palace cross country with both LKS2 and UKS2</p> <p>Entering into a variety of different sports across the age range for</p>	<p>Year 5-6 Crystal Palace cross country - £180</p> <p>Sign up to Bromley Games</p>	Children across a range of age categories have been able to access a number of different sports activities	

	<p>children to engage in healthy and active participation including</p> <ul style="list-style-type: none"> • Cross country • Hockey • Cricket • Rugby • Athletics • Football <p>Sign up to Bromley Games system to enable access to a range of sports and tournaments</p> <p>Hiring of the park to conduct sports day enables the children to have inter school competition and compete against each other in balanced, fair games</p>	<p>- £750</p> <p>Sports Day hire of the Park - £450</p>		
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Key achievements 2024/25

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">• Attended a range of sports events through the Bromley games• Participated in a number of organized competitions and tournaments• Girls football and boys football have been successful (semifinals in the cup and 2nd place in league respectively)• 2ND year of the PE café, giving more children the opportunity to take part in activity before school• The school cross country has been opened to the ks1 children as well as the ks2• Achievement of the 3rd consecutive gold award in the School games mark	<ul style="list-style-type: none">• We see great enjoyment from children across our sporting spectrum• Giving the children the chance to take part in organized competitions gives them a great sense of pride and achievement, representing the school• The gold mark reflects that we have an excellent, balanced curriculum that caters to many children and gives them the opportunities, no matter gender, sex, religion or background, to take part in sport	

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?	95%	<i>5% of the children have not had access to swimming prior to their lessons in year 4 and have not continued with it since then</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	95%	<i>5% of the children have not had access to swimming prior to their lessons in year 4 and have not continued with it since then</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	90%	
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	We are ahead of the national curriculum requirements and therefore do not need to use it for the catch up sessions. We use the PE premium to facilitate and pay for these sessions, alleviating financial pressure on parents who are only asked for a voluntary donation
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Not applicable because we do our lessons at the local leisure centre with fully trained staff

Signed off by:

Head Teacher:	<i>Mr Matt De Freitas</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Joshua Boorman</i>
Governor:	<i>Mr James Faiers</i>
Date:	16.07.25



1. Increased confidence, knowledge and skills of all staff in teaching PE and sport

2. Engagement of all pupils in regular physical activity

3. The profile of PE and sport is raised across the school as a tool for whole school improvement

4. Broader experience of a range of sports and activities offered to all pupils

5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/

