



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
Continue to enter competitions and festivals organised by MSSP.	<p>We signed up to a wide range of external MSSP competitions, with a greater aim on attending inclusive competitions for our SEN pupils.</p> <p>The school has a strong MSSP partnership with our Mitcham coordinator, with regular emails and visits to keep us up to date on changes to events, or new opportunities.</p>	<p>Continue to attend more of the inter-school festivals and competitions organised by MSSP in the next academic year.</p> <p>Liaise directly with local schools to organise matches and competitions.</p>

<p>Organise high profile athletes to attend the school, who can give inspirational talks and workshops.</p>	<p>The visit from three rugby players and coach during sports week had a significant positive impact on pupil engagement and motivation. Children demonstrated increased enthusiasm for sport and physical activity. The focus on sportsmanship provided valuable character development opportunities, reinforcing key values of fair play, respect, and teamwork.</p> <p>Post-visit interactions showed children were inspired and motivated, with many expressing interest in trying rugby or increasing their participation in sport.</p>	<p>This activity proved highly effective in raising the profile of sport within the school and inspiring children who may not typically engage with PE. The timing during sports week maximised impact and created a memorable experience that children continued to discuss afterwards. The inclusion of sportsmanship themes aligned well with school values and provided educational content beyond just sport-specific skills.</p> <p>Plan to expand this provision next year based on positive pupil feedback.</p>
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<p>Continuous Professional Development for staff in the delivery of PE.</p>	<p>The staff PE questionnaire identified dance and gymnastics as key areas where teachers lack confidence in delivery. Coordinator attendance at summer conference provided specific training in delivering CPD for these areas, establishing clear targets for improvement and ensuring future sports premium spend will address identified staff needs.</p>	<p>While no formal CPD was delivered this year due to the coordinator starting in January, the audit work has been valuable in creating an evidence-based foundation for next year's professional development program. The coordinator is now equipped with the skills to deliver targeted training in dance and gymnastics based on actual staff needs rather than generic provision.</p>
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<p>Build on the assessment tool for PE units.</p>	<p>The development of the PE assessment tool has created a more robust and systematic approach to tracking pupil progress. Each PE unit is now recorded on Insight Tracker with clear endpoints and assessment criteria that directly align with lesson planning. This ensures consistent assessment across all year groups and provides teachers with clear expectations for pupil achievement in each unit.</p>	<p>This represents a significant improvement in PE assessment practice, moving from ad-hoc recording to a structured system. However, further work is needed to ensure teachers are consistently inputting data and to establish moderation processes to ensure accuracy and consistency of judgements across the school. Training and monitoring of assessment practices will be a priority to maximize the effectiveness of this new system.</p>
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<p>Introduce and promote the daily mile and mindfulness activities in the day (yoga).</p>	<p>The introduction of whole school mile activities has successfully raised awareness of physical activity and promoted school-wide participation in events like Walk to School Week and Sports Week.</p> <p>Yoga sessions delivered during Sports Week provided children with mindfulness and wellbeing opportunities, introducing them to alternative forms of physical activity. Daily mindfulness activities have been embedded throughout the school day, supporting pupil wellbeing and mental health.</p>	<p>While daily implementation proved challenging, the whole school mile events have been well-received and demonstrated the potential for regular physical activity beyond formal PE lessons. The coordinator-led yoga sessions were effective in introducing mindfulness concepts during Sports Week. Moving forward, a more sustainable approach of fortnightly mile activities has been planned to ensure consistency while maintaining staff and pupil engagement.</p>
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<p>Invest in new equipment for specific sport:</p> <ul style="list-style-type: none">• Pop up tennis nets• Football posts for the field• Football goals x2• Netball posts		<p>This will continue into the next academic year.</p>
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<p>Netball Club coinciding with tournament.</p>	<p>The coordinator-led netball club successfully prepared pupils for competitive participation, culminating in entry to a netball tournament. This provided targeted skill development and increased pupil confidence in netball, while raising the profile of the sport within school.</p>	<p>The timing of the club to coincide with the tournament was strategic and effective, ensuring pupils had specific goals to work towards. This approach maximised engagement and provided a clear pathway from skill development to competitive application, demonstrating good use of coordinator expertise.</p> <p>Plan to follow this model next year and align clubs with upcoming tournaments.</p>
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<p>MSSP Sports Leadership Program delivery.</p>	<p>The 6-week MSSP sports leadership program successfully trained Year 5 pupils to deliver sports activities at lunchtime for Key Stage 1 and Early Years pupils. This created peer-to-peer learning opportunities, developed leadership skills in older pupils, and increased physical activity provision for younger children during unstructured time.</p>	<p>This program was highly successful in developing pupil leadership while simultaneously addressing lunchtime activity needs. The structured approach with Bronze (3hrs), Silver (6hrs) or Gold (9hrs) rewards provided clear progression and motivation.</p> <p>MSSP coordinator was impressed with the school's delivery of this program and there are plans in place to work together next year and deliver this on a larger scale.</p>
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<p>Promotion of Girls' Football.</p>	<p>Following pupil questionnaire feedback identifying girls feeling intimidated playing football, a girls-only lunchtime session was established. This directly addressed barriers to participation and created a safe space for girls to develop football skills.</p> <p>Three year groups attended a girls-only football festival, with Key Stage 1 winning a medal, demonstrating increased confidence and competence.</p>	<p>This initiative exemplifies responsive provision based on pupil voice. The dual approach of creating school-based opportunities and external competition provided both skill development and celebration of achievement.</p> <p>The festival coincided with the UEFA Women's Euros 2025 and helped to inspire the girls.</p>
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<p>Delivery of Extra Lessons by Outside Providers.</p>	<p>The engagement of external providers delivered high-quality specialist instruction, for example, Circus Skills and the Wimbledon Junior Tennis Initiative. This exposed pupils to physical activities beyond the standard PE curriculum, broadening their sporting experiences and potentially identifying new talents and interests.</p>	<p>The Wimbledon Junior Tennis Initiative particularly provided prestigious, high-quality coaching linked to elite sport. These sessions complemented the curriculum while offering something unique and engaging for pupils. The variety of providers ensured diverse opportunities catering to different interests and abilities.</p>
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<p>Attended Inclusive Competitions.</p>	<p>Attendance at inclusive competitions specifically designed for children with SEND ensured equitable access to competitive sport for all pupils regardless of ability.</p> <p>At least one pupil premium child was selected to participate in each competition this year. This promoted inclusion and ensured sports premium funding reached those pupils who need it most.</p>	<p>The focus on inclusive competitions demonstrates the school's commitment to providing opportunities for all pupils, particularly those with additional needs or from disadvantaged backgrounds. By specifically targeting SEND and pupil premium children for competition participation, the school has used sports premium funding to ensure broad access to sporting experiences.</p>
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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 to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Continue to enter competitions and festivals organised by MSSP.</p>	<p>Continue to attend more of the inter-school festivals and competitions, aiming to attend two competitions per half-term. This will give children more opportunities to play competitively and promote teamwork and sportsmanship.</p> <p>Sign up to more development events that are tailored for children with social skills and SEN.</p> <p>Ensure children with Pupil Premium are selected for each competition.</p>	<ul style="list-style-type: none"> • <i>Key indicator 5: Increased participation in competitive sport.</i> • <i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i> • <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> 	<p>Continued partnership with MSSP</p> <p>Increased participation in competitions</p> <p>Working with MSSP will allow the school to plan effectively for upcoming competitions, reflect this in medium term planning and incorporate into lunchtime and afterschool clubs.</p>	<p>Free</p>

<p>Organise high profile athletes to attend the school, who can give inspirational talks and workshops.</p> <p>Focus on female athletes.</p>	<p>Provide children with specialised athletes who can inspire and motivate the pupils. This will allow pupils to have an insight on what it's like to become a professional athlete.</p> <p>This will also teach children about the careers opportunities in sport.</p> <p>Aim for the inclusion of female athletes to promote sport amongst our girls.</p>	<ul style="list-style-type: none"> • <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> • <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> 	<p>Build on the success of this year's rugby players visit.</p>	<p>£1000</p>
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<p>Continuous Professional Development for staff in the delivery of PE, specifically around gymnastics and dance.</p>	<p>CPD to help class teachers gain confidence in delivering effective PE, with support and adaptation tools for children with SEN, SEMH or social skills.</p> <p>PE coordinator to attend Autumn and Summer conference for CPD.</p>	<ul style="list-style-type: none"> • <i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> 	<p>Teachers to team tag and observe specialist coaches in the Autumn term.</p> <p>External audit for PE provision to inform short and long term CPD objectives and opportunities.</p>	<p>£14 000 - MSSP</p>
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<p>Establish after-school clubs in multiple sports, each timed to coincide with relevant competitions or festivals.</p>	<p>Pupils across Key Stage 2 who wish to develop specific sporting skills and participate in competitive events. Particular focus on engaging pupils who may not typically access external club provision, including pupil premium and SEND pupils.</p>	<ul style="list-style-type: none"> • <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> • <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</i> • <i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i> 	<p>Enhanced pupil confidence and competence in specific sports, leading to increased participation in external clubs.</p> <p>Sustainability achieved through establishment of clear club structures and progressions.</p>	<p>Included in the cost of the coaches</p>
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<p>Expand the Sports Leadership Program.</p>	<p>Work with MSSP coordinator to expand the program. He will deliver a more in-depth training and have larger scope across the year 5 cohort.</p> <p>EYFS and KS1 children will benefit from this by being engaged in sports games and activities led by our sports leaders.</p>	<ul style="list-style-type: none"> • <i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i> • <i>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</i> • <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> 	<p>Sports coordinator to work closely with MSSP coordinator to ensure effective delivery in school.</p> <p>PE coordinator to work with Year 5 teachers to ensure everyone involved is able to promote the scheme.</p>	<p>Free</p>
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<p>Invest in new equipment for specific sport:</p> <ul style="list-style-type: none"> • Pop up tennis nets • Football posts for the field • Football goals x2 • Netball posts 		<ul style="list-style-type: none"> • <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> 	<p>Additional equipment purchased. Ongoing equipment audits informs purchasing of equipment</p>	<p>£2000</p>
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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
Delivery of the sports leadership program, successfully training Year 5 pupils to plan and deliver sports activities during lunchtime for Key Stage 1 and Early Years pupils.	<p>Developed valuable leadership skills in older pupils while simultaneously increasing physical activity provision for younger children during unstructured time. Created sustainable peer-to-peer learning opportunities with Bronze, Silver, and Gold certification levels.</p> <p>Positive impact on children who are typically reluctant to participate in sport but realise that there are many different roles within sport, such as coaching and leadership.</p>	Successful program with MSSP coordinator impressed by school's delivery. Plans confirmed for expansion next year due to effectiveness in addressing both leadership development and lunchtime activity needs.

<p>High Profile Athlete Visits Three professional rugby players and their coach delivered an inspirational assembly during Sports Week, focusing on sportsmanship, respect, and teamwork values. Following the assembly, athletes met with children individually for discussions and photos.</p>	<p>Significantly increased pupil enthusiasm and motivation for sport, with children continuing to discuss the visit weeks afterwards. Reinforced key sportsmanship values and inspired children who may not typically engage with PE to consider trying new sports.</p>	<p>Proved highly effective in raising the profile of sport within school and creating lasting memories. The timing during Sports Week maximised impact.</p> <p>Continue next year with a focus on female athletes.</p>
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<p>Girls' Football Promotion Responded to pupil questionnaire feedback identifying girls feeling intimidated playing football by establishing girls-only lunchtime sessions and taking three year groups to a dedicated girls-only football festival.</p>	<p>Successfully addressed participation barriers and created safe spaces for girls to develop football skills and confidence. Key Stage 1 team won a medal at the festival, demonstrating increased competence and achievement.</p>	<p>Example of responsive provision based on pupil voice and data. The dual approach of school-based sessions and external competition provided skill development pathway leading to celebration of success.</p>
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<p>PE Assessment Development</p> <p>Developed comprehensive PE assessment tool with each unit now recorded on Insight Tracker, ensuring endpoints and assessment criteria align directly with lesson planning across all year groups.</p>	<p>Created systematic and robust approach to tracking pupil progress in PE, providing teachers with clear expectations and enabling school leadership to access data on PE outcomes for targeted intervention.</p>	<p>Represents significant improvement from previous ad-hoc recording to structured assessment system. However, further work needed on consistent teacher data input and establishing moderation processes to ensure accuracy across the school.</p>
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<p>Coaches delivery of after school clubs – Key Stage 1 and Key Stage 2.</p> <p>Across the academic year, we've had the following clubs:</p> <ul style="list-style-type: none">• KS1 Dodgeball• KS2 Dodgeball• Netball• KS1 Multi-sports• KS2 Multi-sports	<p>All after-school clubs were well-received and majority of children attending remained high.</p> <p>The coaches and staff decided to target these clubs to the disadvantaged groups, as well as pupils who demonstrated enthusiasm and potential in sport.</p>	<p>Clearly highlight to parents that multiple no-shows means your place in the club may be given to someone else.</p>
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<p>Circus Workshop with an external circus expert.</p>	<p>Pupils enjoyed exploring another way to stay active, and learnt new skills that involved specific equipment.</p> <p>The Circus assembly and demonstration, heightened the children's excitement to try something new.</p>	<p>Positive experience for all pupils and staff involved.</p>
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<p>SEND sessions (Nurture Groups) delivered by sports coaches within the school week.</p> <p>Key focus within the sessions are:</p> <ul style="list-style-type: none"> • Developing fine motor skills • Gross motor skills • Confidence • Teamwork 	<p>Specific timetable for the sports coaches to work with key children (SEN or EHCP).</p> <p>The key children now feel more confident to join in with their weekly PE lessons, and give every task a go.</p> <p>The pupils involved look forward to these small sessions, and have benefitted from working closely with the coaches to develop specific skills they require.</p>	<p>Discuss with the deputy, which children will benefit from the SEND sessions in the next academic year.</p>
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<p>Inclusive Competition Participation Prioritised attendance at inclusive competitions specifically designed for children with SEND, while ensuring a high number of pupil premium children participated in various competitive events throughout the year.</p>	<p>Ensured equitable access to competitive sport regardless of ability or background, breaking down potential barriers and providing valuable experiences that may not otherwise be accessible to these pupils.</p>	<p>Demonstrated strong commitment to inclusion and effective use of sports premium funding to target those pupils who need it most, aligning with core funding principles of supporting disadvantaged and SEND pupils.</p>
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<p>Tennis coach from Wimbledon Junior Tennis Initiative (WJTI) delivering high quality sessions for Key Stage 1 and Key Stage 2.</p>	<p>Positive experience for all pupils, catering to variety of levels, and scouting pupil's who demonstrate a good level of sporting potential.</p> <p>The sessions offer CPD for the class teacher overseeing the sessions, and can feel more confident teaching tennis to their class.</p>	<p>Development from last year which only included Key Stage 2. We benefited from whole school participation this year.</p> <p>Continue this next year and book onto any additional tennis activities when available.</p>
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<p>Continued partnership with Kings College to open sporting opportunities for pupils.</p>	<p>Kings College partnered with the school to deliver sport sessions for year 4 pupils. Pupil's activity levels have increased, and find a sense of enjoyment when working with older pupils.</p> <p>Year 3 and 5 pupils attended Sports days led by Kings College, with access to the grounds and the equipment.</p>	<p>Aim to continue this partnership next year so children have opportunities to compete and participate in sport activities.</p>
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<p>The school participating in the National Active Lives survey.</p>	<p>Awaiting feedback and data.</p>	<p>Look into other opportunities or schemes that we will benefit from.</p> <p>Deliver more pupil voice surveys in the next academic year.</p>
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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?	60%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>65%</p>	
<p>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?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>N/A we have no swimming coach on site – this is provided by our local leisure centre.</p>

Signed off by:

Head Teacher:	<i>Michelle Bennett</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Natalie Sweilam, PE Lead</i>
Governor:	
Date:	24.07.25