The Primary PE and sport premium

Planning, reporting and evaluating website tool

2024/25
Evaluation &
Planned Expenditure of the
PE and Sport Premium Report

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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.

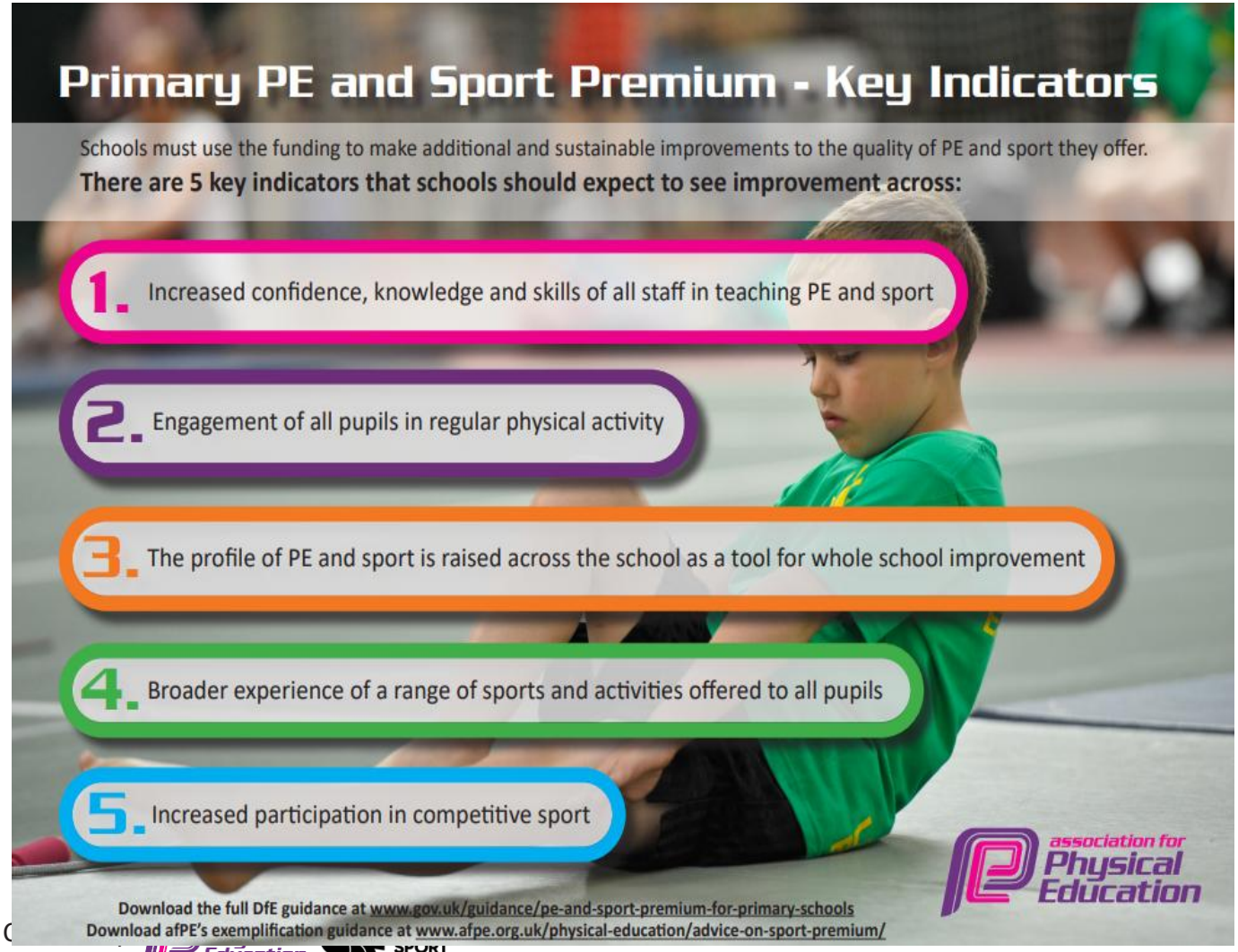
The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated Primary PE and sport premium guidance.

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is n

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.



Education SPORT TRUST

Review of last year's spend and key achievements (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
1. Well taught lessons through the use of the Power of PE planning. 2. Equipment in school is well kept, however over the year we have seen a few bits go missing or need replacing. 3. As a school the children are keen footballers, lunchtime is a great opportunity for a kick around which the children loved. However, this could sometimes get out of hand in terms of behavior and the abilities of different players. 4. This year we saw a decrease in the number of children with PE kit in school. 5. Lack of opportunity for fixtures. 6. Many of our children don't have opportunities outside of school.	1. Teachers have used The Power of PE planning for a while and are confident in using it and adapting it to their strengths and weaknesses. 2. Lack of resources in PE lessons or for fixtures. 3. Children are getting exercise and having fun at lunchtime, however this can cause upset for some of the less able children who feel left out of games and can cause arguments. 4. Some children were unable to participate safely or at all in some lessons. 5. Less sporting morale/excitement around school about sport. Many of our children don't have opportunities outside of school. 6. Not enough physical activity, not having the chance to succeed in something. The overall physical and mental wellbeing is affected.	1. Ongoing use of The Power of PE planning, ensure new staff are confident to use it. 2. Check equipment and restock/update anything that will benefit the teaching of PE 3. Going forward we need to think about how we can support the football at lunchtime. Think about how we can encourage inclusive games and also encourage the children to play other games as well. 4. Investigate ways in which we can encourage children to bring in kit. Look into buying spare kit. 5. Increase the sporting fixtures, focusing on football this year. 6. Increase opportunities for all children to participate in a range of sports.

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
Staff to continue using THE POWER OF PE All staff to use the resources provided within the unit planning to adapt lessons to meet the needs of the pupils in their class. In so doing, teachers will improve their PE knowledge and understanding. CDP for teachers	Teaching staff - they will feel more confident when delivering lessons. Pupils - they will receive a consistent curriculum with progression and higher quality PE lessons New staff, ECTs, student teachers and staff who want extra support.	**Key Indicator 1:** Increased confidence, knowledge, and skills of all staff in teaching PE and sport. . **Key Indicator 1:** Increase confidence, knowledge and skills of all staff in teaching PE and sport.	Through the use of the planning and resourcing, subject knowledge will strengthen. The teaching of PE lessons will be monitored through the school coaching system and by the PE lead. New teachers will be given an overview of The Power of PE by PE lead and the teacher. All staff will develop their skills and their confidence to deliver high quality PE, sports and playtime activities. This will be further developed through in house CPD by the PE lead, teacher and behavior practitioner. Teachers more confident to teach PE, undertake sporting activities (i.e. clubs). To improve percentage of pupil's attainment in PE.	£0 – already paid for a subscription. Will need to be purchased for next academic year again £1000 – e.g. external Cricket CPD in May 24.
Check equipment and restock/update anything that will benefit the teaching of PE.	Primary Generalist teachers, ECTs and pupils. PE Lead, Caretakers,	**Key Indicator 4:** Broader experience of a range of sports and activities to all pupils. **Key Indicator 1:** Increase confidence,	Start of the year (September) check/tidy the PE shed and audit the equipment.	£5000 – new netball and basketball posts,

Order equipment for inclusive sports for T.G Order play equipment	Teachers using equipment in lessons, afterschool club supervisors.	knowledge and skills of all staff in teaching PE and sport. **Key Indicator 3:** The profile of PE and sport and actives offered to all pupils.	Order anything needed (i.e. new quidditch post, footballs). Regularly check the equipment is safe (i.e. netball posts). Improves the quality of lesson and safety of the pupils.	order P.E equipment that needs replacing e.g. new balls/bibs etc
Lunchtime sport/activities	Lunchtime supervisors/Tas, student voice, sports leaders. Pupils as they take part.	**Key Indicator 2:** Engagement of all pupils in regular physical activity. **Key Indicator 5:** Increased participation in competitive sport.	Student voice to discuss the suitability of football at lunchtime and come up with a plan to encourage fair games. Sports leaders to take an active role in leading/facilitating matches. Staff to re/manage games. Children are happy, good moral, enjoying extra sport in their spare time.	£1500 – new soft balls, football posts, pop up goals for KS1 playground.
Lack of PE kits in school.	PE lead, staff.	**Key Indicator 2:** Engagement of all pupils in regular physical activity. **Key Indicator 5:** Increased participation in competitive sport.	Student voice to discuss playtime activities, come up with equipment they would like on the playground. Sports leaders to take an active role in leading/facilitating games. Staff to re/manage games. Children are happy, good moral, enjoying extra sport/activities in their spare time. PE lead to organize boxes of spare kits for each area. Teachers to put PE days on their termly letters. Teachers to come up with an intrinsic way to encourage children to bring PE that best suits their class (i.e. in year 2 dojos to everyone that brings their kit).	£2500 – new equipment, skipping ropes etc. £1000 – spare kit, trainers etc
Increase the sporting fixtures, focusing on football this year.	PE lead, Minibus drivers, Staff, Pupils.	**Key indicator 2:** Encouragement of all pupils in regular physical activity. **Key Indicator 3:** The profile of PE and sport is raised across the school as a tool for whole school improvement. **Key Indicator 5:** Increase participation in competitive sport.	Higher moral from the children, a buzz	£2000 – buses,

Increase opportunities for all children to participate in a range of sports.	Extended school manager, PE lead, Staff who lead clubs, Pupils.	**Key Indicator 2:** Encouragement of all pupils in regular physical activity. **Key Indicator 3:** The profile of PE and sport is raised across the school as a tool for whole school improvement. **Key Indicator 5:** Increase participation in competitive sport.	around school. Increases the profile of sport. A sense of achievement from both pupils and staff. Contact a range of local schools to try and organise fixtures. Meet with collaboration schools to organise fixtures. Compete of Hereford FA tournaments for both boys and girls. St Martins to host football tournaments for Years 3/4 and 5/6 for schools in our collaboration. Outside agencies coming in, i.e. Laura Gale dance, Quidditch event. Increases interest in sport, gives a range of opportunities for different sports that some children might excel in. Afterschool clubs (bench ball, mega football).	new kits, trophies for St Martins Tournament, referees etc. £6000 – outside agencies etc

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
1. Cricket sessions for all children through whole class, small group and after school clubs. 2. Ability to attend inter-school competitions/ tournaments where St Martin's pupils are becoming more competitive and successful within the County. 3. Dance lessons modelled to teachers and teachers expected to take small groups during lessons and after school clubs. 4. Kit	1. Through regular and sustained teaching, children's throwing, batting and catching skills have improved. 2. Staff are much more confident when teaching specific skills due to ongoing CPD support. 3. After school cricket club enables children to gain more tailored support and develop their interest further. 4. Pupils with SEND needs have been provided with appropriate equipment that enables them to participate fully in school sport activities. 5. Dance is accessible by all children regardless of ability. 6. Pupils enjoy participating in competitive sport opportunities now that they have appropriate kit. Children feel proud to represent the school. 7. Positive impact on behaviour.	Pupil's sense of team, confidence and resilience has improved over the year. Stigma around gender stereotypes in dance is much more positive. Dance teacher planned music and dance which appealed to all. Pupils have been really successful in their achievements County Wide which has inspired others to get involved and have a go. Emphasis on being a team has also had a positive impact on behaviour in school.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	44%	*We provide an intensive course to our Year 3 and 4 classes, this includes hour long lessons every day for two weeks (four weeks in total through their time in school). We choose this due to the cost being lower, as we are a three-form school there are more pupils to consider which puts the cost up. Our data is low due to the lack of lessons and to the fact that within our catchment area there are minimal children that go to swimming lessons outside of school. Therefore, the four weeks they get at our school are their only opportunity to learn to swim.* *Ideally it would be more beneficial for our children to start these lessons from a younger age (Year 2) and carry them on into Year 6. Therefore, giving them more chances to succeed and to learn to be safe in water.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	32%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	28%	

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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	At Hereford Leisure Pool there are trained instructors that lead

Signed off by:

Head Teacher:	*Rachel Matthews*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Chloe Donovan, Class Teacher and PE Coordinator*
Governor:	*Joy Carroll (Curriculum Governor)*
Date:	July 2025