

# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

**2024/25**

Commissioned by



Department  
for Education

Created by



Additions by:  ALLISON  
CONSULTANCY



**GREENWOOD  
ACADEMIES 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 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 (2022/2023)

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

Activity/Action	Impact	Comments
External specialist coaches employed to work alongside teachers to enhance Knowledge and Understanding of PE.	Quality of PE lessons has been enhanced, particularly where staff have requested greater knowledge ie- dance, gymnastics, OAA and physical literacy.	Staff voice shows staff feel confident to teach PE and know where and how to adapt lessons to suit needs of pupils.
Greater emphasis on swimming across the academy by having the 'pop up pool'- some sports money used for top up swimming.	Children's confidence in the water, enjoyment and engagement increased.	Pupil and staff voice shows the great impact this had on children's swimming ability, confidence and wellbeing.
Competition calendar this year, access to all year groups. Y5/6 access to competition at the end of each term in class team groups.	Greater profile of PE and sport across the academy. Great number of children wanted to access the events.	Children's achievements and participation praised in assemblies, more children 'signing up' to be part of the teams.

Academic Year: 2024/25

Date Updated: 10/6/25

## Budget Summary for 2024/25

Underspend (Figure carried forward) - £0  
 2024/25 Premium - £17,800

Total Funding Available - £17,800

## Key Indicators

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas\*

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

\* It is not a necessity that spending needs to satisfy all these key areas, schools should identify the improvements they aim to make, aligning it to one or more of the key area(s).

## 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?	What Key Indicator(s) does this meet?	Impact, Evidence and how sustainability will be achieved?	Cost linked to the action
<p><b><u>GAT Membership Support Package Purchase membership of GAT PE and Sports Programme.</u></b></p> <p>Support to include: Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>Sports plan and YST membership</p> <p>3 x Central GAT PE Coordinator Network Development Days</p> <p>Previous PE lead-28.11.24 -19.3.25</p> <p>Current PE lead- 3.7.25</p>	<p>Staff – -PE lead -teachers</p>	1	<p><b>Impact/ outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>-Staff aware and follow PESSPA Safe Practice guidance.</li> <li>-PE lead's confidence for leading PE across the Academy has increased due to information and ideas shared at meetings.</li> <li>-PE lead now has a network with other PE leads across the trust- gained knowledge and PE updates. This has been feedback to other staff for PD.</li> <li>-information given to PE lead in electronic form and saved to shared drive for all staff to access/ refer to when needed.</li> </ul> <p><b>Impact/ outcomes for pupils:</b></p> <ul style="list-style-type: none"> <li>-Pupils follow PESSPA Dafe Practice guidance.</li> <li>-expectations of good/ outstanding PE lessons.</li> </ul>	£2000
<p><b><u>JB Sports Coaches Program of Support</u></b></p> <p>JB External Sports Coaches to be employed to teach PE lessons alongside teachers to offer CPD opportunities to upskill staff- to ensure quality PE lessons are being taught.</p>	<p>Staff Pupils</p>	1	<p><b>Impact/ outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>-JB working alongside teaching staff has increased confidence and knowledge of how to deliver quality first teaching – evidence: staff voice, lesson drop ins.</li> <li>-lesson plans from coaches shared electronically and saved on shared drive so can be accessed in the future.</li> <li>-coaches showing how to offer challenge or support-increased staff confidence in using these techniques.</li> </ul> <p><b>Impact/ outcomes for children:</b></p> <ul style="list-style-type: none"> <li>-pupils are excited for PE lessons (pupil voice) and pupils have taken part in a range of new sports/</li> </ul>	<p>Part of JB costing- £6460</p>

			<p>activities that they have not been exposed to previously.</p> <ul style="list-style-type: none"> <li>-lessons provide VPA (drop ins, pupil voice)</li> <li>-quality first teaching provided in PE lessons (drop ins)</li> <li>-pupils have developed enhanced fundamental skills in lessons which they practice during lunchtimes, after school clubs and competitions.</li> </ul>	
<p><b><u>Continued to implement and use of Primary PE Planning PE scheme</u></b></p> <p>Use for progressions and AfL and to aid assessment.</p>	Staff	1 2 4	<p><b>Impact/ outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>-<b>staff voice</b>- staff accessing and using the scheme to deliver PE. Sports coaches using this scheme to model how to deliver to improve staff confidence.</li> <li>-increased confidence and knowledge of how to deliver quality PE lessons (drop ins, staff voice)</li> <li>-electronic copies saved to shared drive for all to access and clearly stated on curriculum map for staff to follow.</li> </ul> <p><b>Impact/ outcomes for children:</b></p> <ul style="list-style-type: none"> <li>-quality first teaching (drop ins)</li> <li>-increased VPA (drop ins)</li> <li>-enjoyment of PE (pupil voice)</li> </ul>	£395
<p><b><u>Super ME training delivered by Karen Breen</u></b></p> <p>10.3.25</p> <p>Karen Breen to work with Y2- Y6 on understanding emotions and feelings through movement and how the two can support learning.</p>	Staff Pupils	1 3 4	<p><b>Impact/ outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>-staff awareness of how movement can be used in cross curricular way (PSHE)</li> <li>-staff voice- children engaged with this, fully immersed.</li> <li>-increased staff enthusiasm on approaching emotions through movement.</li> </ul> <p><b>Impact/ outcomes for children:</b></p> <ul style="list-style-type: none"> <li>-children who may not have engaged with PE to do so in a positive way.</li> <li>-pupil voice from session- "I loved it" "It was good fun" "We showed how to pass feelings to others"</li> </ul> <p>This supported some children who have difficulty naming and expressing some emotions.</p>	Part of GAT package
<p><b><u>Top up swimming</u></b></p> <p>To ensure all pupils achieve minimum standard of swimming ability. Money towards pop up pool.</p>	Pupils in KS2	4	<p><b>Impact/ outcomes for staff:</b></p> <p>Less impact on other lessons as pool was on sight.</p> <p><b>Impact/ outcomes for children:</b></p> <p>Pupil engagement and enjoyment of swimming. Increased water confidence and ability.</p>	£0

<p><b>Competitions</b></p> <p>JB competitions through the year</p> <p>T1- Y3/4 hockey</p> <p>T2- Y5/6 football and girls football</p> <p>T3- Y3/4 dodgeball</p> <p>T4- Y5/6 handball</p> <p>T5-Y1/2 multiskills</p> <p>T6-Y5/6 cricket</p> <p>Y5/6 football/ netball tournament</p> <p>Sport days</p> <p>EYFS and KS1- 6 events including track and field.</p> <p>KS2- 8 events- including track and field.</p> <p><b>Sporting competitions/ events at local secondary academy (SKA)</b></p> <p>-football y1/2 and y3/4</p> <p>-sports hall athletics- y5/6</p> <p>-sports hall athletics- Y1/2</p> <p>-dance festival y3/4</p> <p>-multiskills- EYFS/Y1</p> <p>-orienteering KS2</p> <p>-sports festival -Y5</p> <p>Leicester indoor athletic event- to cover transport</p>	<p>Pupils</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>		<p><b>Impact/ outcomes for children:</b></p> <p>-Pupils have enjoyed experiencing new and unfamiliar sports and learnt good sportsmanship (if won or lost).- feedback from one competition- "They were the most supportive and dedicated team"- this builds on building futures framework used across the academy.</p> <p>- more opportunity for VPA</p> <p>-opportunity to refine skills, build teamwork, good sportsmanship ethos as well as opportunities to network with other children in local area- build relationships.</p> <p>-Sports day- more activities included (track and field) pupil voice, parent voice- pupils got to take part in more events and "less sitting around waiting" "nice that everyone was included"</p> <p>-time for teamwork, resilience, and determination.</p> <p>-opportunities for younger children to experience competition.</p> <p>-young leaders from local secondary school came to support this event- built connections within the community.</p> <p>-opportunity for 15 Y5/6 children to join other academies in the trust, visit another area (see diversity) and engage in competition at a level above what they are used to.</p>	<p>£360</p> <p>£50- stickers, trophy, £27.98</p> <p>Equipment Dodgeballs - £83.94</p> <p>Free events</p> <p>Comp - £390</p>
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<p><b><u>Extra curricular activities – run by JB coach</u></b>  T1 – Football/ball skills  T2 – benchball/circuit training  T3 – dodgeball/hockey  T4 – team building games/netball  T5 - athletics  T6 – OAA/team building</p>		2 4	<p><b>Impact/ outcomes for children:</b>  -increased opportunity for VPA and practice skills previously taught in lessons.  -chn can engage in PE and sport with chn from other year groups- build positive relationships which impact on break/ lunchtimes.    -pupil voice- what PE and sporting clubs would they like on offer for next academic year.</p>	<p>Part of JB costing  £5700    +£1330 for ASC    Fencing -  £600</p>
<p><b><u>Enrichments activities-</u></b>  First aid – Y5  Bike ability- Y5  Balanceability – EYFS, Y1 (those that needed it)  Thursday afternoon  Friday afternoon</p>	Pupils	1 4	<p><b>Impact/ outcomes for children:</b>  -increased opportunities for all children to access sports/ activities that they haven't already experienced.  -increased enjoyment of PE (pupil voice)  -laser tag- increased VPA.  -road safety when biking. Positive feedback from pupils.    -develop core strength and listening skills and develop ability to ride a bike. LSA with coach observing lesson. We have the bikes and helmets available and lesson plans for future years to deliver this internally.</p>	<p>FA- £600    BA- free    Bal- £600    Thursday -  £3230  Friday =  £3230</p>
<p><b><u>Celebrate Participation and Achievement</u></b>  Ensure individuals and teams are celebrated within assemblies for children who have taken part in competitions  Staff should acknowledge their success in competition within lessons e.g. for: ✓ team work and leadership ✓ fair play ✓ improved confidence ✓ physical ability ✓ learning a new skill ✓ showing resilience and increased focus ✓ encouragement of others- linked to school values and skills builder (whole school approach)  Display of achievements in corridor and hall.</p>	Pupils	3	<p><b>Impact/ outcomes for children:</b>  -sense of pride and achievement.  -links to school values and skills builder- teamwork, aiming high, leadership, staying positive, problem solving.  -those who have not been awarded shown appreciation for dedication of others.</p>	£0
<p><b><u>Promote active lunchtimes</u></b>  Use of positive play and play leaders.</p>	Pupils	2	<p><b>Impact/ outcomes for children:</b>  -more equipment available and increased opportunity</p>	

			<ul style="list-style-type: none"> <li>for VPA</li> <li>-opportunities to develop and refine skills learnt in lessons.</li> <li>-competitive element included in games.</li> <li>-enjoyment for pupils- less undesirable behavior a chn are engaged in activities.</li> <li>-improve stamina, strength.</li> </ul>	
<p><b><u>PE lead to audit/ monitor PE and Sport equipment.</u></b></p> <p>Replace broken/ old equipment</p>	Pupils	3 4	<p><b>Staff voice-</b> what is needed/ needs replacing/ updating</p> <p><b>Impact/ outcomes for children:</b></p> <ul style="list-style-type: none"> <li>-safe equipment for pupils to use in line with PESSPA Safer Practice guidance.</li> <li>-correct equipment to ensure quality teaching and learning.</li> </ul>	Dodgeballs (above)
<p><b><u>5 a day (and other movement breaks towards 30 minutes a day exercise)</u></b></p> <p>Go noodle, Jo wicks workouts, Cosmic yoga, physical counting. To promote VPA throughout the school day.</p>	Pupils	2	<p><b>Impact/ outcomes for children:</b></p> <ul style="list-style-type: none"> <li>-physical exercise as brain breaks- improved concentration.</li> <li>-help with mental wellbeing of pupils.</li> <li>-pupil voice- enjoy the challenges</li> </ul>	Included in GAT package Other methods- £0

## 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
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<p>Pupils engagement in Super ME training.</p>	<p>Children who do not generally enjoy PE or engage for the whole session were engaged and learnt a lot from this. Class teacher feedback positive- inspired to use movement in other areas of learning.</p>	
<p>Developing Competition</p> <ul style="list-style-type: none"> <li>- package from JB</li> <li>- sports days</li> <li>- inter house competition in Y5/6</li> <li>- use of local secondary school (SKA) children to access PE and sport events/ competition.</li> <li>- SGO- football/ netball league.</li> </ul>	<p>Children enjoyed and engaged in competitions outside of school. Children socialized with other schools in the local area. Children were eager to represent their school in these competitions.</p> <p>Linked to building futures framework used across the academy.</p> <p>Pupils have experienced a new range of sports and skills. This has promoted more enjoyment and engagement in lessons.</p>	<p>Will buy into this package next academic year.</p> <p>Local secondary academy offering a new package (for free) to include more opportunities to access sports/ activities that primary cannot- to start next academic year. This will promote all areas mentioned and cover a range of all ages and abilities.</p> <p>Run competition to run alongside the learning in PE.</p>
<p>Top up swimming</p>	<p>KS2 had greater access to swimming this year- improved confidence and ability. Positive feedback from parents- providing top up swimming for SEND children in smaller groups (lower KS2)</p>	<p>Using some sports premium funds to support this was a good use of money and had an extremely positive outcome for children- some children are now going to have swimming lessons outside of school.</p>

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**Budget Summary as of 3/7/25**

**Total Funds (Including any underspend)** - **£17650**

**Total Spend so Far - Identified in Plan ('Blue' figures)** - **£17650**

**Left to Spend** - **£0**

## 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?	24/30 = 80%	<i>This is in one or more swimming stroke. Children not as competent in butterfly.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	17/30 = 57%	<i>Breaststroke was the stroke where children struggled.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	17/30 = 57%	<i>This will need to be a focus for us as a school as due to living by the sea, children need this for safety in daily life.</i>
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	<i>Having the pop up pool on site allowed for pupils who needed top up swimming to access this during T5. This increased our data to 80%.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Sports coaches were brought in to teach our children swimming.

Signed off by:

Head Teacher:	<i>Lisa Wright</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Leanne Spence- PE Lead until April 2025/ Kylie Struggles- current PE lead</i>
Governor:	<i>N/A Darren Price- Education Director</i>
Date:	10.07.25