



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 |
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| PE coordinator to continue and monitor PE with clear long term plan and differentiation to ensure progression through the year groups. | Teachers benefit from CPD from level 5 ATA. PE is monitored effectively. Strong PE leaders who develops the PE curriculum. | PE working group developed the PE curriculum. |
| Explore options for enhancing outdoor areas at each school. | Outdoor provision stronger and more inviting at the schools. Outdoor spaces are well utilized. Children have multiple learning opportunities across the curriculum that keep them in regular physical activity. Designated spaces are developed. | Foston: Field Terrington: Meadow Stillington: Outdoor EYFS area |
| Training for Y5/6 children to lead sports activities at playtimes and lunch times. Year 6 children to lead activities in PE with the support of the adult | Children are confident at leading PE activities at playtime. Playgrounds show a variety of games that are played. | This was moved to the autumn term for the new academic year. |
| Coach and PE Coordinator to work alongside staff to help upskill their knowledge. | High quality PE taught in school which all children can access. Staff feel more confident in delivering PE. | Strong coach from Total Sport delivering CPD in autumn and spring. New coach delivered CPD in the summer term. |
| To give children a wider variety of sporting opportunity through our PE enhancement days. | Children have received a range of sporting opportunities including: tennis, dance, trampolining, badminton, obstacle course, nerf guns, hurdles, archery, shotput, gymnastics | A specialist dance teacher lead the sessions. |

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| Extra swimming sessions for weaker swimmers from vulnerable families. | Children to gain confidence in swimming. | All children in KS2 attended the extra swimming sessions. |
| Join and take part in Malton Secondary PE partnership sport competitions | Children enjoying sporting opportunities at Malton Sport Events. Children gaining an understanding of team spirit | |

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 |
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| PE coordinator to continue and monitor PE with clear long term plan and differentiation to ensure progression through the year groups. | To enable pupils to gain a wide experience of a range of sports and create lots of opportunities for a healthy lifestyle. Keeping physically active will compliment and supplement the school's approach to mental health. | Key indicator 1: The engagement of all pupils in regular physical activity | Teachers benefit from CPD from level 5 ATA Strong PE leader who develops the PE curriculum. | £2000 |
| Training for Y5/6 children to lead sports activities at playtimes and lunch times. Year 6 children to lead activities in PE with the support of the adult | To encourage year 5/ 6 to be sports leaders. | Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. | To develop knowledge and confidence in leading games and core skills. Sports engagement at playtimes is increased. Children have an increased fitness. | £200 |
| Coach and PE Coordinator to work alongside staff to help upskill their knowledge. | To work with class teachers/support staff to upskill and improve confidence in teaching and planning PE during lessons. | Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | High quality PE taught in school which all children can access | Total sports PE coach ½ day per week £4,295 for teaching assistants. 2000 (1000) CPD session for teachers (1 term) |

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| A list of sports to be included for sports enhancement days and visits to different sporting facilities that are planned specifically on the long term plan. | Take in to consideration what all stakeholders including the children would like to take part in and explore these opportunities. | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | To give children a wider variety of sporting opportunities through our PE enhancement days. Children have a wealth of sporting experiences. | £2190 |
| Extra swimming sessions for weaker swimmers from vulnerable families. | Children to gain confidence in swimming. | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | To ensure all children when leaving Y6 can swim 25m | £2000 |
| Join and take part in Malton Secondary PE partnership sport competitions | To ensure children take part in competitive sports alongside local schools | Key indicator 5: Increased participation in competitive sport | Children enjoying sports Children gaining an understanding of team spirit. Children take part in a range competitive sports. | Competition fee £525 Transport £1500 £1580 To release PE lead and other teachers to attend competitive events to develop knowledge to organize across the federation. |
| | | | | Total: £16,290 |

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>PE coordinator to continue and monitor PE with clear long term plan and differentiation to ensure progression through the year groups.</p> | <p>Teachers have benefited from CPD from level 5 ATA</p> <p>Long term plan progression maps provide a sequence of learning that builds upon pupils learning year on year and supports and provides guidance for all staff when planning PE</p> <p>We have a strong PE leader who develops the PE curriculum.</p> <p>Through discussion and planning meetings, Staff feel more confident planning PE.</p> <p>Monitoring shows an improvement in the teaching of PE.</p> | <p>Working group will continue to review and develop the curriculum in light of curriculum changes and school needs.</p> <p>Monitoring will continue and staff be feedback to in order to improve practice further.</p> |
| <p>Training for Y5/6 children to lead sports activities at playtimes and lunch times.</p> <p>Year 6 children to lead activities in PE with the support of the adult.</p> | <p>Y5/6 pupils have benefitted from receiving sports leadership activities training and have led games in the playground.</p> <p>Sports engagement at playtimes has increased.</p> <p>Through observation, pupils are more active at playtimes and are accessing PE resources to support with games.</p> <p>Pupils have created a timetable for outdoor games to be led by the Y5/6's.</p> <p>Y5/6 pupils have the knowledge and confidence to lead games and core skills with younger children.</p> | <p>Through observing Malton sports, the PE coordinator will take an active role in teaching Y5/6 games to be led with younger children at playtimes.</p> |

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| | Playtime behaviour has improved and incidents have reduced. | |
| Coach and PE Coordinator to work alongside staff to help upskill their knowledge. | High quality PE taught in school which all children can access. SEND TA's are confident to support higher need children in all sports. Teachers have benefitted from CPD with qualified sports coaches and an improvement in the teaching of PE can be seen through observations. | Coaches to continue to lead a PE session weekly and deliver CPD for support staff to further improve provision. |
| A list of sports to be included for sports enhancement days and visits to different sporting facilities that are planned specifically on the long term plan. | Pupils have had a wider variety of sporting opportunities through our PE enhancement days. Children have taken part in: <ul style="list-style-type: none"> - Wheelchair basketball – Supported knowledge and understanding of inclusivity within sports and disability sports - Sports enhancement days termly - Sports day - Karate (Coach) - Inflatable Obstacle course - Rugby (coach) - Accessible sporting events - Forest school session delivered Free transport was provided to all pupils to enable to bring schools together to widen peer groups and allow pupils to take part in competitive sporting activities as a result. CPD for staff on different sporting activities. | Enhancements to continue termly into the next academic year. |

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| <p>Extra swimming sessions for weaker swimmers from vulnerable families.</p> | <p>KS1 and KS2 pupils attended weekly swimming lessons for the Spring and Summer term which through observations and pupil voice, has improved their water confidence and swimming ability.</p> <p>Majority of pupils can swim.</p> | <p>To continue to develop swimming opportunities within KS1 and KS2.</p> |
| <p>Join and take part in Malton Secondary PE partnership sport competitions</p> | <p>Children have enjoyed sports events which was evidence through pupil voice.</p> <p>Pupils confidence of sporting activities have improved.</p> <p>Pupils have demonstrated sportsmanship through observations and a clear understanding of team spirit.</p> <p>Children have taken part in a range competitive sports.</p> <p>Staff have received CPD of the running of competitive sporting activities.</p> <p>Pupils have widened their peer groups beyond the federation with cluster schools.</p> | <p>To continue to participate in Malton partnership competitions.</p> |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 50% | <i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 50% | <i>Use this text box to give further context behind the percentage. e.g., 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 2024</i> |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>100%</p> | <p><i>Use this text box to give further context behind the percentage.</i></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>Top session were delivered for pupils however one pupil did not swim consistently due to absence.</p> <p>Swimming lessons were delivered to pupils who were not able to swim.</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>Teachers support qualified coaches to deliver swimming.</p> |

Signed off by:

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| Head Teacher: | <i>Sarah Moore</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Louisa Cooke - Subject leader</i> |
| Governor: | <i>Chair of Governors – Corinne Cross</i> |
| Date: | 02.07.25 |