



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



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



Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

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/



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 2024.**

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
1. To continue to develop improvements in knowledge and confidence to teach P.E. and sport across the school (using 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. To develop further sporting opportunities for our pupils in lunchtime clubs and in extended school provision. 4. Lack of opportunity for fixtures. 5. Some of our children don't have opportunities outside of school. 6. To develop strategies to engage less-active pupils. 7. To further develop and promote girl's participation in sport.	1. Teachers have used The Power of PE planning for one year, and are more confident in using it and adapting it to their strengths and weaknesses. 2. There is a lack of resources in PE lessons (in some areas of the curriculum). 3. A lack of structured activities at lunchtime means that some children are unsure on what to play and who to play with. 4. Less sporting morale/excitement around school about sport. 5. Some 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. 7. Some girls show reluctance to partake in some areas of physical education.	1. Ongoing use of The Power of PE planning, ensure all staff are confident to use and embed an unfamiliar scheme of work. 2. Check equipment and restock/update anything that will benefit the teaching of PE 3. Work with Student Voice to think about how we can implement more sport and activities into break and lunchtimes. CPD for TA's/lunchtime staff for implementing more activities and think about a way of making sure it is utilized. 4. Investigate further sporting opportunities within county and the MAT. 5. Increase opportunities for all children to participate in a range of sports. 6. Research/promote and offer sports that may engage and encourage less active pupils.

Key priorities and Planning 2024-2025:

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.	Teaching staff - they will feel more confident when delivering lessons. Pupils - they will receive a consistent curriculum with progression and higher quality PE lessons	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.	<i>Free</i>
<i>CDP for teachers</i>	Primary Generalist teachers, ECTs and pupils.	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport. Key Indicator 4: Broader experience of a range of sports and activities to all pupils.	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 are more confident to teach PE, undertake sporting activities (i.e. clubs). To improve percentage of pupil's attainment in PE.	<i>£500 – e.g. Cricket Coach for all classes in September.</i>
<i>Check equipment and restock/update anything that will benefit and enrich the teaching of PE across</i>	PE Lead, Caretakers, Teachers using equipment in lessons, afterschool club supervisors.	Key Indicator 1: Increase confidence, 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.	Start of the year (September) check/tidy the PE shed and audit the equipment. Order anything needed (i.e. new quidditch post, footballs). Regularly check the	<i>£800 – Sports Safe repairs, purchase of equipment (footballs, posts etc)</i>

the school.			equipment is safe (i.e. netball posts). Improves the quality of lesson and safety of the pupils.	
Introduce and establish a new sport in the form of a lunchtime club at Wellington Primary (American Football).	Lunchtime supervisors/Tas, student voice, sports leaders. Pupils as they take part.	Indicator 2: Engagement of all pupils in regular physical activity. Indicator 4: Broader experience of a range of sports and activities to all pupils. Indicator 5: Increased participation in competitive sport.	Sports leaders to take an active role in leading/facilitating matches. Head of School to teach /manage games. Children are happy, share good morale and enjoy extra sport in their spare time.	£100 – new American footballs and equipment for competitive games.
Lunchtime sport/activities	Lunchtime supervisors/Tas, student voice, sports leaders. Pupils as they take part.	Indicator 2: Engagement of all pupils in regular physical activity. Indicator 4: Broader experience of a range of sports and activities to all pupils. Indicator 5: Increased participation in competitive sport.	Student voice to discuss playtime activities, and come up with equipment they would like on the playground. Sports leaders to take an active role in leading/facilitating games. Staff to ref/manage games. Children are happy, enjoying extra sport/activities in their spare time.	£500 – new equipment, skipping ropes etc.
Increase the number of sporting fixtures offered, focusing on football this year.	PE lead, Minibus drivers, Staff, Pupils.	Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 3: The profile of PE and sport and actives offered to all pupils. Indicator 5: Increased participation in competitive sport.	Higher morale amongst the children, and there is a buzz around school. The profile of sport is increased and a sense of achievement from both pupils and staff is fostered. Contact a range of local schools to try and organise fixtures. Meet with other Trust schools to organise fixtures. Compete in Hereford FA tournaments for both boys and girls. Create a yearly overview for all schools with planned yearly fixtures.	£750 – buses, staff members to attend, new kits, referees etc.
Hired specialist sports	Sports Coach (Mr Edmunds) and teaching staff.	Indicator 2: Engagement of all pupils in regular physical activity.		£13,867.40

coach to work with pupils and teachers to enhance or extend current sports provision and sporting opportunities.		Key Indicator 3: <i>The profile of PE and sport and actives offered to all pupils as a tool for school improvement.</i> Indicator 5: <i>Increased participation in competitive sport.</i>	Continuous CPD is on offer for all teaching staff. Teachers are provided with continuous opportunities to observe specialist sports practitioners and share best practice. Pupils enjoy and engage in lessons planned and delivered by a specialist practitioner. Use of Power of PE planning is further demonstrated to teaching staff. .	
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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?	85%	We provide an intensive course to our Year 3, 4, 5 and 6 cohorts 4, this includes weekly swimming sessions over a termly period.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	54%	

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

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
- To continue to develop improvements in teachers' knowledge and confidence to teach P.E. and sport across the school (using the Power of PE planning) and adapt lessons to meet the needs of all learners. - CPD - All staff will develop their skills and their confidence to deliver high quality PE, sports and playtime activities through observing and supporting lessons delivered by expert practitioners. - Pupils are enthused to participate in different sports at break times and lunchtimes and after-school and do so happily alongside their peers. - Increase the number of sporting fixtures offered to all pupils in school. - To continue to develop strategies to engage less-active pupils. - To ensure sporting resources at Wellington are repaired, replenished, re-stocked and well-resourced in order to engage pupils in physical activity (both curricular and extra-curricular).	- Teachers use the Power of PE planning consistently across year groups and classes; teachers also utilize the planning documents to adapt lessons accordingly. - Teachers have observed expert practitioners deliver our PE curriculum (Sports Coach), enabling them to implement high-quality approaches and strategies into their own practice. The cricket coach visited all classes in September 2024, which was a big hit. - Pupils engage in play happily at breaktimes and lunchtimes and have a good variety of resources to choose from. Sports leaders are helping to direct/suggest activities to younger year groups and support them with their play. American Football has been established and intake for this optional lunchtime club is high. - Sporting fixtures continued within the Trust and with external schools (e.g. Stretton, Burghill), promoting a shared enthusiasm for competitive sport and team spirit. - New resources have been purchased, and these are lasting longer (due to sports leaders caring for the break/lunchtime equipment and ensuring these are boxed away and stored properly).	- Whilst staff like the structure and consistency the Power of PE planning offers, some teachers have stated they find the planning documents tricky to visualize in practice, others state that assessment criteria is not sufficient/clear enough. - Staff have been provided with opportunities to observe experts, and have reflected on the value of this. Pupils have benefitted from expert coaching across a variety of different sports. 3/5: At breaktimes and lunchtimes pupils engage in a range of sports, regardless of level/ability – importantly, a variety of sports take place from more competitive football games to balancing and assault course style games. 4/5: Sporting fixtures were offered to all pupils (e.g. PP, EHCP, girls only and mixed tournaments). 6 – Following surveys/monitoring, pupils have voiced that they would like more input regarding the items/play equipment ordered. Pupils voice could engage with this; pupils would have more direct involvement in extra-curricular play and

		their physical activity.
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Signed off by:

Head Teacher:	<i>Miss E Blankley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lucy Doyle, Class Teacher and PE Lead</i>

Governor:	Joy Carroll (<i>Curriculum Governor</i>)
Date:	July 2025