

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the Quality of Education judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2023.



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 24/25 | £ 0 |
| Total amount allocated for 25/26 | £17990 |
| How much (if any) do you intend to carry over from this total fund into 2026/27 | £0 |
| Total amount allocated for 25/26 | £ 17990 |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|----------------|
| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. 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 2023. Please see note above | 85% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 50% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 81% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes/ No |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 25/26 | Total fund allocated: | Date Updated: | | |
|--|---|--------------------|--|---|
| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: | |
| | | | 31% | |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Upskill staff to be able to teach PE confidently. | Teachers to observe and integrate into lessons of sports Coaches from JB sports | 10,000 | PE curriculum has clear key knowledge, knowledge building block and knowledge to support teachers to plan for the progression of skills in their year groups in all areas/sports of PE. The curriculum plans identify prior learning and future learning so that progression, refinement and development in sport is key. The sports coach provides teachers with new ideas for developing skills and introducing new sports and techniques. | To continue to develop the awareness of disability sport and that sport is for everyone. To continue to eliminate gender stereo typing and keep improving the number of girls participating in sport |
| Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers' guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | Percentage of total allocation: | |
| | | | 3% | |
| Intent | Implementation | | Impact | |

| | | | | |
|---|---|--------------------|---|---|
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Children have a broader range of equipment to encourage active playtimes and wellbeing. Ks2 children to be given a training and monitoring to allow them to improve playtimes in ks1 | New equipment to be bought and looked after by playground leaders who have received training. Encourage more active breaks. Training of playground leaders PE lead and playground leaders to ensure PE equipment is stored neatly. | £1000 | Wider range of suitable equipment and higher levels of engagement during active playtimes. Ks2 playground leaders given responsibility and leadership skills | Physical activity at lunchtime is engaging and promotes a healthy lifestyle and a positive playtime experience Leadership experience for children in KS2 |

| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|---|---|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Sporting provision inspires and gives the opportunity for all age ranges and abilities to participate. Continue to promote links with clubs outside of school | To use pupil voice to offer a wider variety of clubs to vary the age range that clubs are offered to in order to enable as many children to participate as possible. To continue to advertise local | £Part of the 10,000 for JB after school clubs | Increase in% of pupils attending a sports club over the academic year Increase in % of pupils trying out a new Sport. Try and increase the number of pupils with SEN that are | |

| Knowledge of a healthy lifestyle. | clubs To continue to use sports partnership to promote inclusion sport- paralympic day. Run a healthy eating workshop- dietary advice from Farm Food Kitchen and our PSHE, science and DT curriculum also covers healthy eating. | | participating. Children participating in a wider variety of sport Children to know the importance of exercise but also about a healthy lifestyle through the broader curriculum. | |
|--|--|--------------------|---|--|
| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Offer a variety of sports through our curriculum plans, our after-school club provision and during a Sports Week around sports day. | Survey to find out what children would like for sports clubs Book and timetable of sports week activities-use of external provider? Share links with parents to signpost external children's activities. | £2500 | Sports Leaders find out what sports the children have enjoyed and why. The vast majority of children in KS2 have taken part in an event hosted by Boston and District School Sports Partnership. | Continue to vary the sports offered in sports weeks and by specialist coaches. Ensure all children get the opportunity to take part in sport events led by Boston and District School Sports Partnership. |

| | | | | |
|--|---|--|--|--|
| | Bikeability course offered to Year 5 pupils | | During sports week to find someone to teach a new sport to the children. | |
|--|---|--|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---|---|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Competitive sports on Sports Day Engage with inter-school competitive such as the Boston and District football league Compete against other school in a range of competitive events hosted by Boston and District School Sports Partnership | Celebrate children's achievements Compete in a yearly cycle of coaching and competitive events with children from school in the local area with the opportunity to represent Lincolnshire at the | £2400 Boston school sports partnership | Children enjoy engaging with competitive sports through Sports Day and representing their house team and seeing children from other classes compete. Increased performance by competing through inter sports competitions. | Establish links and participation in competitive sports next academic year. Ensure the events are inclusive allowing for competition (races) alongside fun events. Opportunities to compete outside of both the classroom and the school and the opportunities this brings. |

| | | | | |
|---|---|--|--|--|
| Last year Children participated in Tag Rugby Orienteering Football Netball X country Indoor athletics Cricket boys and girls Indoor cricket Capture the castle. | Lincolnshire Sports Games or beyond (representing the Midlands) Continue celebrating sporting achievement during celebration assembly and on Facebook page | | Opportunity to represent the school and to be recognised outside of the school Specialist sports coaching through Boston and District School Sports Partnership | |
|---|---|--|--|--|

| | |
|-----------------|--|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |