

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated  
September 2025

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 2023/24	£2662.66
Total amount allocated for 2024/25	£18,534
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2025/26	£18,600 approximately
Total amount of funding for 2024/25 to be reported on by 31st July 2023	£18,534

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</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.</p> <p><b>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</b></p>	<p>Year 4 and year 6 children access our local swimming pool for the required amount of time so that they achieve the curriculum objectives of swimming competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above</p>	85 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	70 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85 %
<p><b>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</b></p>	No

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## 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: 2024/25		Total fund allocated: £18,534		Date Updated: July 2025	
<b>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport</b>					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:
CPD is offered to all staff each year to aid the delivery of high-quality PE lessons. A well-planned curriculum to provide physical, cognitive, and social & emotional objectives to develop a wide range of skills that show progression from year 3 to year 6. Provide opportunities for a range of extra-curricular activities that are delivered by numerous staff members to share out expertise to children benefit in each area.	We have an appointed specialist PE teacher that delivers the PE curriculum to all children. This specialised teacher has worked alongside an ECT with guidance of planning, delivery and assessment of PE. We provide specialist coaches to deliver specialised sports to support CPD of class teacher delivery of PE. Specialist PE lessons run alongside of class teachers lessons so staff continue to teach PE as well as the PE teacher.		£		Continued partnerships with local providers to support and increase confidence, knowledge and skills of all staff in teaching PE and sport. Additional CPD in PE and Sport, SEND, Safeguarding etc.
<b>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</b>					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:

At Ashfield Junior School, we promote a healthy and active lifestyle. Our school curriculum intends to allow children to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities; lead healthy, active lives. This is cross-curricular with other subjects that allow children to make healthy choices	2 hours of PE per week. 1 hour and 15 minutes of outdoor active playtimes – with resources and equipment to encourage physical activity. Lunch time sports clubs. Extra- curricular activities support Allerdale Partnership’s and local high school partnership’s competition calendar to allow different children to participate throughout the year. We promote active and environmental ways of getting to and from school. Lessons that educate about sport and mental health – link with PSHE.	£	Registers of all pupils that have attended extra-curricular activities. Registers of children competing in competitions throughout the year. Bike-ability qualifications to aid and promote active travel. Active lives survey. Swimming access for pupils. PE and school sport survey results ( <i>see appendix A</i> ).	To continue to promote a healthy and active curriculum. Continue with our own school survey. More equipment for children to use outdoors to promote 30 minutes of activity per day.
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<b>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?
The PE curriculum has been designed based on three main objectives: physical, cognitive and social and emotional outcomes. This allows pupils to access a high-quality physical education curriculum for at least 2 hours per week which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.  The P.E. curriculum allows a broad academic curriculum by having cross-curricular links to	Long term planning objectives that progress, refine and master the physical literacy skills of agility, balance and coordination and other locomotor skills to then allying those physical literacy skills required to actively participate and compete in a range of modified sports and small sided games and activities, to then combining, linking and applying the broad range (more complex in some cases) of physical skills acquired to excel in a range of competitive small sided games and physical activities. It allows them to develop strength, endurance, flexibility and control through the range of activities and perform movements with control and coordination to developing and composing movements.  It also allows children to develop resilience, confidence and enjoyment through being active; to		£	<p><b>Percentages:</b></p> <p>Current Year 4 Pupils (2024/25) <b>End of Year 4:</b> WTS – 8.1% EXP – 61.3% GD – 30.6%</p> <p>Current Year 5 Pupils (2024/25) <b>End of Year 4:</b> WTS – 9.5% EXP – 63.5% GD – 27%</p> <p>Current Year 6 Pupils (2024/25) <b>End of Year 4:</b> WTS – 9.7% EXP – 66.1%</p>
				Sustainability and suggested next steps:
				Continued PE curriculum. Planning, monitoring and evaluating of PE throughout the year. PE and school sports survey – electronically. Parent involvement. Continued parent communication through Class Dojo. More work with local partnerships to widen the opportunities outside of school. Celebrations of achievements on social media and in assemblies.

other subjects; orienteering activities link to geography; dance and gymnastics links to enquiry and investigation topics; technology allows us to observe others performing and the children themselves, so that they can reflect on and evaluate performances; science is covered through most lessons especially when covering fitness exercises; math is included by using tables and data collecting and when evaluating on performances we cover speaking and listening objectives and writing literacy skills.	be positive and not give in when things are difficult. Being able to recognise the strengths in others and following rules fairly and responsibly is all part of this curriculum. It allows the children to take ownership and responsibility for own learning through effective decision-making skills and identify, explain and learn to apply principals of the activities and then manage their own emotional intelligence – empathy, self-awareness, belief, growth mind-set, support for others, discipline by demonstrating positive character traits and role modelling through a range of communication methods.		GD – 22.6% <b>End of Year 6:</b> WTS – 7.9% EXP – 68.3% GD – 23.8%	
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**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?
At Ashfield Junior School we wanted to design a curriculum so that every child has a positive and engaging relationship with being physically active through many of different games, activities and sports, so that they could develop this positive and healthy relationship for their whole life. The job of a primary school (P.E.) teacher is not to develop the next professional athlete as a child, it is to teach the broad range of skills to allow them to develop as they get older and become healthy adults that can access different physical activities to enhance their lives and maybe become an athlete one day, if that is what the child choses to do.	To ensure that ‘pupils are educated citizens, introduced to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’ our P.E. curriculum allows for specialist local coaches to deliver specific activities with community links to clubs, competitions and pathways for children who want to explore these areas. We support and celebrate sporting events and discuss these throughout assemblies, lessons and extra-curricular activities. We allow the children to represent Ashfield Junior School at local, county and national competitions if they arise.	£	Registers of all pupils that have attended extra-curricular activities. These include: benchball, netball, Udance, orienteering, multi-skills, multi-sports, boys’ football, girls’ football, cricket. Registers of children competing in competitions throughout the year. Bike-ability qualifications to aid and promote active travel. Active lives survey. Swimming access for pupils. PE and school sport survey results (see appendix A).
			Sustainability and suggested next steps:
			Continued PE curriculum. Planning, monitoring and evaluating of PE throughout the year. PE and school sports survey – electronically. Parent involvement. Continued parent communication through Class Dojo. More work with local partnerships to widen the opportunities outside of school. Celebrations of achievements on social media and in assemblies.

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?
At Ashfield Junior School, we have a very good relationship with the School Sports Partnership, the local secondary schools and local clubs. We invest into these because it is essential for our children to have the opportunities to participate and build relationships with what is around them in their local area. These include the local competition calendars	We aim to get to most competitions throughout the academic year. We allocate time to release staff and allow funding for transport to competitions. We attempt to get high quality coaches in to school to improve the standard of ability so that when children compete they are confident in the activity. We support school-club links so that children access competitive sport outside of school. We also try to maximise the number of children who participate in competitive sport by allowing different children to participate in different sporting competitions.	£	Children have represented AJS in benchball, netball, dodgeball, multi-skill festivals, orienteering, cricket, Udance, swimming, tri-golf, mixed football, girls' football, and tag-rugby competitions – registers of children competing in competitions throughout the year. 7 Gifted and Talented children on G&T programme to aid competition sport – feedback reports from programme.

Signed off by:	
Head Teacher:	Mrs S Frost
Date:	04-09-2025
Subject Leader:	Mrs J Pears
Date:	04-09-2025
Governor:	Mr. M Holliday
Date:	04-09-2025