

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

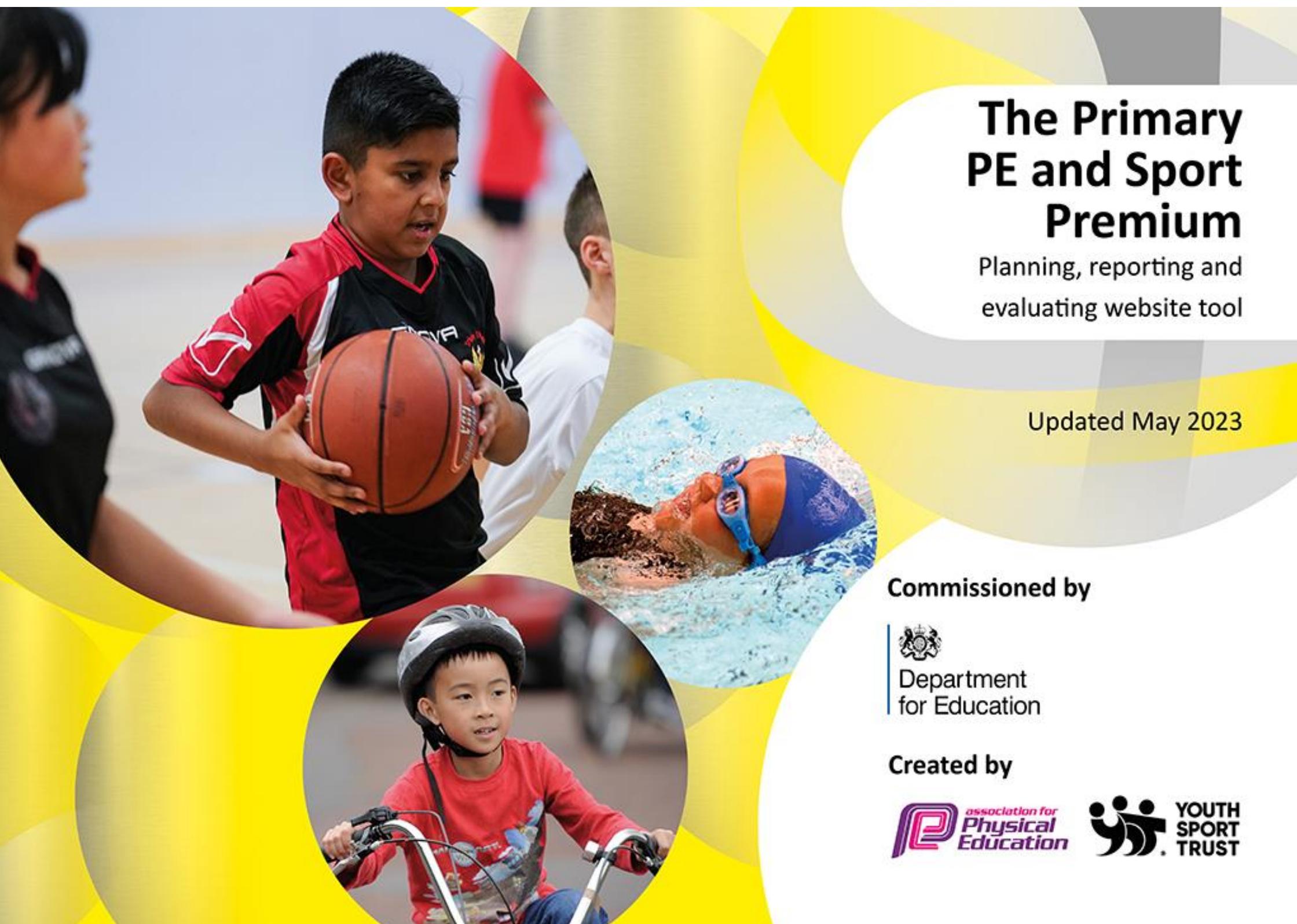
Updated May 2023

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](#) 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 offer
- 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 [gov.uk](https://www.gov.uk) 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 under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2023/24	£19,760
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2024-25	£19,670
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£ 19,670

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. 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	27%
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 2022. Please see note above	27%
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	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	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: 2024/25		Total fund allocated:		Date Updated: July 25	
<p>Key indicator 1: The engagement of <u>all</u> 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</p>					Percentage of total allocation: 15%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
We recognise play as a crucial element of childhood development. Through the OPAL programme, we aim to give every child meaningful opportunities to play in ways that encourage imagination, resilience, teamwork, and problem-solving. Our outdoor play provision is designed to be inclusive, stimulating, and adaptable to pupils' needs so that all children develop physical, social, and emotional skills that complement their overall learning and wellbeing.	<p>We are embedding the OPAL programme by:</p> <ul style="list-style-type: none"> - Creating a wide variety of outdoor play opportunities with resources that inspire creative, active, and cooperative play. - Providing regular training for staff so they can guide and encourage positive play, with a strong understanding of 'risk-benefits' and as such not be too quick to 'intervene'. - Ensuring OPAL principles are part of school culture, treating play as an essential part of the day, given the proportion of the timetable that is assigned to play. - Continuously reviewing and improving the play environment to keep it inclusive, engaging, and safe. 		£6000	<p>Playtimes have become richer and more meaningful, with children showing higher levels of physical activity, enjoyment, and cooperation. Stronger cross-age relationships have been fostered as a result of the whole school site being accessible to all pupils, regardless of year group.</p> <p>Pupils demonstrate stronger social skills such as negotiation, empathy, and teamwork, while behaviour incidents and first aid incidents at breaktimes have decreased. Children return to lessons calmer and more focused, and the school community has grown stronger by involving pupils in decisions</p>	<p>OPAL practices are now embedded in daily school life, with clear policies and consistent expectations.</p> <ul style="list-style-type: none"> - Resources are regularly maintained and replenished using low-cost and recycled materials to ensure long-term provision. - Staff are confident in delivering OPAL principles, with new staff trained as part of their induction and ongoing training delivered on a termly basis to supervising staff. - Pupil voice remains central to shaping provision so play continues to evolve with

			around play, with the introduction of play leaders (children in Y5 &6).	children's needs. Suggested next steps: - Increase the use of natural and sustainable materials (e.g., logs, tyres, planting areas) to broaden outdoor learning and imaginative play. - Strengthen evaluation through surveys, behaviour data, and first aid data.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
15%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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?:
We want PESSPA (Physical Education, School Sport, and Physical Activity) to be a visible and valued part of school life. Our aim is to raise its profile across pupils, staff, families, and the wider community by embedding it in the curriculum, linking it to healthy lifestyles, and providing opportunities for	Sustaining and expanding opportunities for pupils to take part in local competitions, ensuring accessibility for all abilities. - Running Bikeability to promote safe and sustainable travel. - Investing in staff CPD to improve knowledge and confidence in delivering a wide range of activities.	£3000	- More pupils are involved in school and community sports clubs, and a wider range of children attend competitions. - Pupils show improved confidence in cycling, encouraging healthy travel habits. - Teachers can connect pupils to local sporting opportunities,
			Sustainability and suggested next steps: - Ongoing CPD will maintain staff confidence and embed good practice. - Links with clubs, community providers, and national programmes will create long-term pathways for pupils.

<p>participation and achievement at all levels.</p>			<p>building stronger links with the community.</p>	<p>Inspirational athlete visits and workshops will motivate pupils' to participate in PESSPA.</p> <ul style="list-style-type: none"> - Pupil leadership roles will help sustain engagement and encourage peer-led activity. <p>Broaden competitive opportunities to involve pupils with different confidence levels.</p> <ul style="list-style-type: none"> - Formalise pupil leadership roles (PE Leaders) to strengthen pupil voice with designated time to work with Sports coaches at regular intervals. - Develop family engagement initiatives such as workshops. - Build monitoring systems (e.g., participation data, pupil surveys) to assess impact. - Train future PE leaders and champions to ensure long-term continuation of the PESSPA vision.
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 25%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Our goal is to ensure staff feel skilled, knowledgeable, and confident in delivering high-quality PE across EYFS, KS1, and KS2. By investing in CPD, we aim to guarantee consistent teaching that develops children's movement skills, sports techniques, and enthusiasm for physical activity. Staff will also be supported to nurture pupil leadership roles, enhancing the visibility of sport across school life.</p>	<p>CPD on progression and quality teaching in PE through participation in Trust Network meetings.</p> <ul style="list-style-type: none"> - CNSSP CPD sessions to train staff in fostering pupil leadership roles such as Sports Leaders. - Ongoing monitoring through lesson observations, learning walks, and feedback cycles. 	<p>£2000</p>	<p>Staff across all key stages feel more confident and competent in teaching PE.</p> <p>As a result of PE specialist staff spending time in classrooms, different behaviour strategies have been implemented in PE lessons with increased engagement from pupils.</p> <ul style="list-style-type: none"> - Pupils receive consistent, progressive lessons that build a wide range of physical skills. 	<p>Continue providing subject-specific CPD informed by staff surveys and leader monitoring.</p> <ul style="list-style-type: none"> - Coaching model in place to support PE teachers' to develop. - integrate technology into lessons for teachers to share modelled examples. - Broaden CPD to include strategies for inclusive PE to support all pupils. <p>Continue building CPD programmes, broadening staff skills, embedding pupil leadership.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	35%
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
We want every child to experience a wide variety of sports and activities within and beyond the curriculum. By exposing pupils to diverse opportunities, including professional role models, we aim to build confidence, skills, and a love of physical activity that extends beyond primary school.	<ul style="list-style-type: none"> - Introducing new after-school clubs to widen extra- curricular participation. - Partnerships with local clubs to offer long-term pathways. - Working with Trust schools to provide competitions and shared learning. - Visits to professional sports clubs to inspire pupils. 	£7000	<p>Pupils take part in a greater variety of activities, increasing motivation.</p> <ul style="list-style-type: none"> - More children join extracurricular clubs and competitions. <p>An increased proportion of children are members of local sporting clubs as a result of exposure to different sports in school (eg- Tae Kwondo).</p>	<p>Keep expanding extracurricular options based on pupil interests and greater alignment with sporting events taking place through the CNSSP and Trust.</p> <p>Extra-curricular programme from Bee Active will ensure inclusive opportunities across all age ranges.</p> <ul style="list-style-type: none"> - Strengthen partnerships with local clubs and Trust networks. - Embed inspirational events and visits into annual plans. - Monitor participation and skill progress through surveys and attendance records,

				including of different pupil groups. Extra-curricular club offer to be responsive to pupil voice to increase engagement.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
We aim to ensure all pupils — including those with SEND, PP, and EAL — can take part in competitive sport. Competition has many benefits, helping children to build confidence, teamwork, and resilience, while promoting inclusion and belonging. Every pupil should have the opportunity to experience sport in school and locally .	Participation in events throughout the year, organized by the Crewe and Nantwich School Sports Partnership (CNSSP). PE lead attend training through the CNSSP to keep up-to-date with local events. - Participating in Trust events such as SEND Olympics for inclusive competition. Access to daily after-school clubs which align with local sporting competitions to build resilience.	£1670	All pupils are encouraged and supported to engage in competitive sport. - Children apply their PE skills in real competitions, increasing confidence. - Participation promotes inclusion, teamwork, and resilience, particularly for SEN, PP, and EAL pupils. - Pupils are able to show our school 'CARE' values in a competitive environment and understand each of these values in a sporting situation.	Plan at the beginning of the school year the whole year planner for participating in CNSSP and Trust sporting events to continue to widen access competitive opportunities for all pupils. - Build an increasing number of inclusive competition into the year planner. - Regularly evaluate pupil participation to identify and remove barrier by tracking after-school involvement on a half-termly basis.

				Build links with local professional clubs (Crewe Alexandra).
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Signed off by	
Head Teacher:	Katey Shenton
Date:	26th June 2025
Subject Leader:	Dan Ward
Date:	26 th June 2025
Governor:	
Date:	