



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 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.

Total amount carried over from 2023/24	£ 0
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2024/25	£ 16,480
Total amount of funding for 2024/25 To be spent and reported on by 31st July 2025.	£16,480

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
OPAL (Outdoor Play & Learning) 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	There has been a massive improvement in whole school physical activity levels because of OPAL provision. Our pupils are more active and it has been evident that being able to be more physically active during play/lunchtimes has improved their physical literacy. During recent pupil surveys, 92% of all pupils said that being able to have free play opportunities and being able to be more physical during these times made them feel calm(green) and ready for their afternoon lessons. One child described this daily provision as a chance to 'reboot' himself into his learning. Many pupils commented on how being active made them feel: happy, refreshed, good about myself and closer to my friends.	Ensure OPAL expectations for play are reintroduced in the new academic year. A new Play charter created with all pupils and staff. Any new areas/stations that encourage physical literacy to be introduced throughout the autumn term. Allocate £500 to encourage more physical activity areas(sit on scooter boards, scooters,bikes,etc).
Introducing a wider range of P.E Curriculum for all key stages Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	OAA- All pupils were able to access OAA- orienteering this year. Being able to offer this to all pupils at their level was great and the skills pupils learnt in OAA were amazing. It encouraged not only physical literacy and personal orienteering skills, but teamwork and cooperation skills were also enhanced,particularly in KS1. Subject lead has ensured that in 2024-25 P.E overviews that OAA is taught in the Spring/Summer term in both key stages. YOGA- All pupils have had access to YOGA sessions this year. Mindful practice and self reflection of how to be calm and work on our wellbeing has been a big focus.During Mental Health week,all pupils took part in 'Calm Cat's yoga sessions. During this week, all children learnt how to be mindful and work on relaxation strategies to help them relax when they	Subject lead to monitor OAA across the school and observe a lesson. YogaBugs initiative to be introduced this term, so that staff can access mindful material for their class for movement breaks,etc,

EYFS/KS1 Participation! Key indicator 5: Increased participation in competitive sport SEND Participation! Key indicator 5: Increased participation in competitive sport	feel stressed or anxious. There has been more of a focus on KS1/EYFS sport provision this year, with these classes in particular being involved in competitive sports as part of their P.E curriculum. Both year groups have had access to high quality invasion & striking and fielding opportunities. Here, children learned new skills and improved hand/eye coordination. As part of the FHSSP calendar this year, KS1 pupils took part in more competitive games at intra/inter level. This opportunity increased sporting confidence and physical literacy skills. Also offering lunchtime clubs in invasion & striking/fielding had developed a real love for sports within this key stage. As a highly inclusive school, we are proud about the level of involvement in sports for our pupils with SEND. Not only have PE lessons been inclusive, through the use of new Adaptive task cards/resources from Complete P.E, but our pupils with SEN have taken part in competitive intra/inter events this year.	Ensuring KS1 have opportunities to take part in competitive sports has encouraged more enthusiasm and interest in P.E at an early age. Ensuring all pupils with SEN have opportunities to take part in competitive sports has encouraged more enthusiasm and interest in P.E with these pupils.
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action plan developed - 16.9.24

Updated - 18.3.25

Updated 31.7.25

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
OPAL: Improve physical activity during OPAL play times. There is a need for more physical resources such as skating boards, scooters,etc.	Develop Physical literacy skills such as balance, coordination and stamina. Being active and able to move the body, strength muscles through these types of outdoor physical activities really benefits children. Motivate all pupils to -engage more enthusiastically and actively in OPAL.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 1: 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	All pupils have daily access to free flow activity play resources that work on core skills and their physical literacy. This happens as part of their lunchtime provision. New build has meant that some areas for OPAL are out of action- however in Summer term the wellbeing garden is being used for a mindful/meditation area, where the Wellbeing Warriors lead some calmer activities/ exercise out there at lunchtimes.	Allocated £500 to encourage more physical activity areas(sit on scooter boards, ropes, scooters,bikes,etc). Allocated an extra £500 for OPAL re accreditation and access to OPAL resources/ International links with a Malaysian school.
MOKI: Innovate our Daily Mile sessions.	Motivate all pupils to re-engage more enthusiastically and actively	Key indicator 2 -The engagement of	More pupils meeting their daily physical activity goal,	Allocated £3000 for the

Introduce the MOKI fitness initiative by January 2025.	in the Daily Mile. Allows all pupils to work on their overall stamina and improve their fitness level. Encourages personal 'best' skills, such as self belief, self esteem and sporting confidence.	all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key Indicator 1- Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 4- Offering a broader experience of a range of sports and physical activities to all pupils.	more pupils encouraged to take part in PE and Sport Activities. With Daily Mile & OPAL we can actively commit to meeting the 30 minutes a day of physical activity.	small school package. Each class has bands and a class leader board to track data and progress made. This has so far enhanced our pupils' physical activity and ensured all pupils are enthused by the daily challenges. We have had classes and whole school competitions so far. Subject lead to look into inter-school challenges with MOKI, where we would compete with other schools in trust/area.
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YOGA BUGS: Mindfulness Improve meditation and spiritual development of our pupils. Coaches/Resources: Develop physical literacy across the school and improve staff development of skills. Coaches: Develop physical literacy across the school. Sports/Enrichment Calendar days(boot camp, fitness days, cricket etc).	Develops personal best skills and the ability to be calm and find mindful moments. Assess how they feel on a personal level with regards to wellbeing. Develop a mindful state and be in a position to be able to self regulate effectively. Develop stamina and work on cardio skills. Chn work on their personal best scores in fitness tasks. Staff ability to deliver high quality PE after 'upskilling' with new coach. Develop physical skills and personal skills such as self esteem, confidence, problem solving skills and teamwork	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 1- Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1- Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	All pupils learn new ways to be calm and mindful. These skills will be continued in class as part of a whole school approach to self regulation. All staff will be more confident in delivering physical activity that impacts pupils' wellbeing. All pupils have the opportunity to work and improve their physical literacy skills (ABC: Agility, Balance & Coordination). EYFS are also now benefiting from two hours of P.E a week. This is delivered by a specialist coach who is working on key skills with this cohort so they have the physical literacy for KS1. Balancability in Summer term for EYFS. EYs Teachers are trained to deliver this . All pupils have access to enrichment opportunities that develop their physical and mental well being.	Allocated £1200 for the whole package. This is being used by all classes either in PE/Peace time or lessons for a movement break/mindful moment. Subject Lead to look at new overviews next year and make sure YOGA is factored into PE time. £5000 Coaches for the academic year £1000 FHSSP Package included netball/cricket. £150 FHSSP membership £1000 Coaches/enrichment days. £1000 resources- coach/colour run resources/medals.
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Forest school: Enhance physical development/activity across the school. PE Resources: improve sports in school and inclusive resources so SEND can participate.	Develop physical development alongside emotional /social development. Work on problem solving skills, cooperation,and teamwork through outdoor physical activities in the outdoors. Develop physical development alongside emotional /social development. Work on problem solving skills, cooperation,and teamwork through outdoor physical activities in the outdoors- Hockey equipment, balls, dance costumes etc.	Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Summer term all children will take part in both intra & inter sports athletics competitions. The whole school will also take part in a colour run. All pupils attend forest school sessions where they can be active and learn transferable personal skills. Subject lead to look into investing into Forest School passports for skills next year. All pupils get to access inclusive PE lessons with adapted resources..	Total Spend: £13,350.00
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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
OPAL: Improve physical activity during OPAL play times.	All children have been more active during their play times. We have had less behavioral incidents and well being across the school has been high. Children are happier. Their Physical literacy skills such as balance, coordination and stamina have been enhanced and developed.. Being active and able to move the body, strength muscles through these types of outdoor physical activities has really benefited the children. Our SEND pupils have gained a lot from OPAL and are having more active lay times as a result.. OPAL has motivated all pupils to engage more enthusiastically and actively in play times.	Another year as a platinum OPAL school and we are now moving forward with plans for Honours Award and International links. We are linking up with a school in Penang, Malaysia in September 2025 to see how other children play. Each child will have a 'play pal'; who they will connect with and explore how each other like to play. The hope is that the children learn about different types of play and if culturally there is a difference in the way children like to play across the world.
MOKI: Innovate our Daily Mile sessions and keep our pupils active throughout the school day.	MOKI has caused a huge shift in the motivation to partake in the daily mile this term. It has motivated all pupils(and staff) to re-engage more enthusiastically and actively in the Daily Mile. It has helped all pupils to work on their overall stamina/ improve their fitness level and has positively encouraged personal 'best' skills, such as self belief and sporting confidence.	MOKI has proved to be a valuable and effective tool at raising competitiveness,school morale and passion for keeping fit at school.

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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	73% by Autumn 2nd term. 100% by Spring 2nd term.	4 children (27%) of that cohort have continued to swim this term(Spring 2nd). This has now ensured (Summer 1st) that they can now &
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	80%	Only 3 children in the cohort did not achieve this award.

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?	Yes	For the 4 pupils from Y6 for Spring term catch up swimming.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Not needed as all teachers have shallow water and this term swimming coaches taught and teachers were supporting on

Signed off by:

Headteacher	<i>Zoe Maguire- Head of School</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Zoe Maguire- SENDCo/P.E Lead</i>
Governor:	<i>Lynne Proudlock- Chair of Elveden Schools Trust board</i>
Date:	31.7.25