



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.

Review of last year's spend and key achievements (2024/25)

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

Activity/Action	Impact	Comments
Increased engagement of pupils in physical activity at break times and after school	Pupils thoroughly enjoy the playranger sessions and are active in their play throughout these times. The additional play worker has facilitated stronger play sessions and pupils are more positive in their play and can manage own play better. No charge clubs available for all pupils	Maintain this work and develop further using team captains to act alongside the play workers.
Staff Development	Training and CPD supports staff to deliver inclusive PE and sport.	School now confident that additional sports coach not required and the school based staff member can take on the development of all staff.
Children active and engaged in wider range of sporting activities	Increased opportunities for clubs as number of places and range of clubs increases. Careful targeting of vulnerable pupils increases the opportunities available for them.	
Health and Wellbeing week.	Fortune enabled us to promote this week positively with three ex Olympians to inspire pupils with workshops for the children. This encouraged a number of pupils to want to try new activities.	
Broadened opportunities for girls	Supporting participation in extra-curricular opportunities and competitions with specialist focus activities for girls.	Keep this as a continued focus

Key priorities and Planning for 2025/26

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
Increased engagement of pupils in physical activity at break times	Support staff leading the activities Pupils – as they will take part.	Key indicator 1 -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.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£4350 Additional play support at breaktimes £2500 towards play development working with OPAL
Engagement in the Rickmansworth Sports Partnership increasing opportunities for engagement in competitive sports – inter and intra school.	Pupils – all year groups key stage 1 and 2	Key Indicator 2 – Profile of PE and Sports raised across the school as a tool for whole school improvement Key Indicator 5 - Increased participation in competitive sport	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school,	£2700 Annual membership
CPD for teachers – key focus on improved warm up activities to engage pupils from the onset of lessons	Primary Teachers non PE specialists	Key Indicator 3 - 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 5: Increased participation in competitive sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school,	£500 cost of course, cover and time to attend and disseminate
CPD for teachers – key focus on developing	Primary Teachers non PE specialists	Key Indicator 3 - Increased confidence, knowledge, and skills of all staff in	Primary teachers more confident to deliver effective	2 days teaching focus: £10000

games techniques specialist teacher working alongside ECT +1 and staff new to a year groups		teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	PE supporting pupils to undertake extra activities inside and outside of school	
Use of specialist staff to meet the needs of vulnerable children with 1:1 or very small group interventions – PE focused but linked across the curriculum	Primary Teachers non PE specialists SEND Pupils 1:1 staff supporting pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 3 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Staff more confident working to support SEND pupils. Pupils more active and engaged in PE	(Cost covered as part of the £10k above)
Annual Health & Wellbeing Week and Feel Good Week	All staff delivering sports activities to pupils All Pupils Parents supporting events and engagement	Key indicator 1 -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 2 – Profile of PE and Sports raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils more active and engaged in PE	No cost

Key achievements 2024-25

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
Increased engagement of pupils in physical activity at break times, before and after school	Pupils thoroughly enjoy the playranger sessions and are active in their play throughout these times. The additional play worker at both lunch and extended care sessions has facilitated stronger play and pupils are more positive in their play and can manage own play better, supporting positive relationships between pupils.	Maintain this work and develop further using team captains to act alongside the play workers. Extend training for more MSAs moving forwards.
Engagement in the Rickmansworth Sports Partnership increasing opportunities for engagement in competitive sports – inter and intra school.	This has allowed all pupils to participate in a wider range of sports and sports festivals and competitions. Competitions vary but in each year group there is always a competition that all pupils in the year take part in. Yorke Mead achievement in competitive elements was at its highest level positively promoting sport and one where pupils are proud to compete.	The opportunities are greater for Upper Key Stage 2; look towards ways to increase competition opportunities through internal activities enabling more access for all pupils.
CPD for teachers	Teachers were seen to be far more confident in the dance units this year with pupils engaging positively; all but one pupil took part which reflects the raised profile dance had. Teachers all had some dedicated time to support their development but this was more focused on ECTs this year.	Ensure that all staff benefit from the support in future years focused on teaching of gymnastics and also the strength of warm up activities
Health and Wellbeing week	This is a strong week when all pupils accessed a range of sporting activities every day of the week, increasing focus and profile of being active as well as allowing broader range of sports to be explored. Pupils were encouraged by the high achievements of peers at local and district level.	Explore opportunities to bring in athletes to inspire excellence and participation.


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?	75 %	<i>Pool space limited in local area. We have now worked with the local secondary school to establish a weekly slot for Year 5 and a crash course for Year 4.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	<i>For many pupils time is spent developing confidence to actually swim rather than focusing on the range of strokes. We are seeing confidence increasing again.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	90%	<i>Limited time in the pool sessions means and not realizing this could be taught away from the pool means that opportunity was limited. This will be addressed in future years.</i>
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?	Yes	<i>This is now a focus of safety week and work is supported by the planning for the swim safe foundation and a qualified swimming teacher.</i>

Signed off by:

Head Teacher:	Lucille Pollard 
Subject Leader or the individual responsible for the Primary PE and sport premium:	Luke Furlong LUKE FURLONG

Governor:	<i>Charlotte Gomes</i> 
Date:	July 2025

