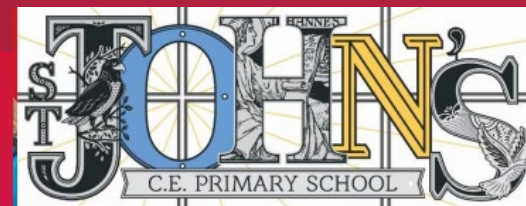




The Primary PE and sport premium

Planning, reporting and evaluating website tool



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 (2023/2024)

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

Activity/Action	Impact	Comments
Gymnastics, Dance, Cricket, Athletics, Tag rugby, Multi-skills and Football coaches enable opportunities for staff to develop CPD with uSport	Teachers more confident in teaching sequenced PE lessons with a measurable outcome. Children engaged in competent lessons with the coaches and teachers team-teaching.	Continue this into the coming year. Change the order of who gets CPD in each term.
Plans to improve the dance aspect of the PE curriculum so that all teachers are able to provide an effective sequence of dance and gymnastics lessons working using to iMoves.	Children exposed to a range of different dance styles and expert gymnastics videos to access in the lessons. Teachers opportunities for analyzing the videos to help with own CPD.	Verbal feedback from teachers is positive about the scheme. Lesson observations to undertaken in the year to see how this has developed.
Little Musketeers fencing club Reading Football Club	A range of different sports that children may not necessarily get opportunities for in the wider community.	Find alternative to athletics but continue fencing and football. Look to find out about lunch time club cricket provision.
Woodley Football Tournament supported by Usport Street Cricket Tournament at Reading University supported by Berkshire Cricket Foundation	Children have worked all year to practice and attend the tournaments. Children are commenting on what others have done well in their performances. Children have an awareness of being more respectful to peers whether they win or lose. Children are thinking tactically about their performances	Opportunities for more competitive sports throughout the year. Consider 'Move More' group with dates for the new year.

Key priorities and Planning

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
To encourage active play during break times and lunchtimes. Playground equipment for use at break and lunch times	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity and pupils – as they will take part.	Key indicator 1 and 3	- Fewer children are sat at benches or are static – wider range of children are engaged in the different sports available - Greater amount of equipment enables a higher number of children to participate in physical activities that are of interest to them - Enquire about new football goals	£184.71
To develop fitness by taking part in a range of sports, both independently and as a team- USports sessions provided across years 1-6 at lunchtimes focusing on turn taking, rules and respect and providing a range of sports	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity and pupils – as they will take part.	Key Indicator 1 and 4	- Children are initiating games with peers when on the playground – child led clubs athletics, dance and tennis - Additional opportunities for more structured in physical activities at lunchtimes	£5787.39
Embedding physical activity as part of the school day. Development of mental health and wellbeing. Improved the dance aspect of the PE curriculum so that all teachers are able to provide an effective sequence of dance lessons	Teaching staff and pupils	Key indicator 1-3	- Pupils and teachers gained a greater understanding and enjoyment of the fitness and setting a personal target to achieve each week. - Continue to use iMoves for the curriculum	£8524.65
Children experience a range of physical activities as part of their offer at school. The school offer includes opportunities for mental health support. PE Leader and teacher time allocated to develop the Overview and implementation of programs. Organisation and quality assuring	Teaching staff and pupils PE lead	Key indicator 1-3	- Programmes have been well organised over the year to ensure access for all children. - Sessions have been quality assured through observation and gathering pupil feedback (verbal and questionnaire) - PSHME curriculum delivery supports mental health and wellbeing ops. - The role of PE lead will be in place as this year to ensure continuity and next step development, building on good practice already established. - Developments around mental health and wellbeing support structures continue to be developed further.	£3771.95

what takes place and planning for next steps. Premier Education targeted group of children in Autumn term Hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils. Gymnastics, Dance, Cricket, Athletics, Tag rugby, Multi-skills and Football coaches enable opportunities for staff to develop CPD.	Teaching Staff	Key indicator 3 and 4	Support from an external coach to support with Y4 and Y6 for a targeted group was beneficial – new sport company to move to in the future. LTA Tennis training scheme and Unleash your drive golf foundation schemes to look into in the 25/26 term	£433
Children will take part in a range of sports and they will aspire to be successful in these. Levels of confidence and self-esteem will rise A range of different before and after school sports clubs with years 1-6 being able to participate Little Musketeers fencing club Reading Football Club Premier Athletics Club Premier Dance Club RFC cricket club	Pupils and coaches	Key indicator 4	- All children have been motivated to take part. Children confidently practice the skills during break and lunchtimes. - All children motivated to take part. This was evident on the sports day with children putting into practice what they had learned. - To explore further opportunities for different before and after school clubs e.g. athletics, cricket or dance	£579
Children to participate in competitive sports showing high levels of respect for one another as well as turn taking. More children to take part in competitive elements of sport. More children to	Pupils and teaching staff	Key indicator 5	- Children's resilience and team building skills are building - Children are commenting on what others have done well in their performances - Children have an awareness of being more respectful to peers whether they win or lose. Children are thinking tactically about their performances - To look to build a wider opportunity for competitive	£64

Parent paid clubs

take part in competitive sporting events with surrounding schools. uSports club sessions provided across years 1-6 focusing on turn taking, rules and respect. More traditional Sports days for KS2 and KS1 supported by uSports. Attending football tournaments in the Summer term.			events- different levels of competition • Years 3-4 football throughout the year • Years 5-6 football throughout the year • Girls football- Free trial with Evolve in Football with the potential of a club in the 25/26 school year	
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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
Football Tournament at Woodley Carnival years 5/6	Children have worked all year to practice and attend the tournaments. Children are commenting on what others have done well in their performances. Children have an awareness of being more respectful to peers whether they win or lose. Children are thinking tactically about their performances	The availability to attend these in the 25/26 school year depends on proximity. Reading school and University of Reading sports grounds work but regular coaches to these events may exhaust the budget. Option for intra tournaments within the year.
KS2 Sports day KS1 Sports day	All children motivated to take part. This was evident on the sports day with children putting into practice what they had learned.	Potential to work with Reading School sport leaders (who volunteered) in the 25/26 school year. (Cricket, football or tag rugby)
Two Live lessons (assemblies) from a Footballer	Children had opportunities to discuss the development of mental health and wellbeing for themselves and as part of a team.	Opportunities for this in the 25/26 school year with the same company would be beneficial for upper KS2 as part of their PSHE work.
Active Leaders Year 5s	The year 5s have reveled in this and have worked over the summer term with the younger classes.	25/26 school year these children will work more diligently with the younger children at lunch times. Opportunity to repeat this for the new year 5s would be beneficial.

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?	34%	We were struggling to get pool space due to our local pool closing this has resulted in many of the children in the local area not having swimming opportunities outside of the setting. There are a number of schools competing for limited local swimming lesson places at Palmer Park Leisure Centre which we are currently using.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	26%	Many children starting swimming lessons having never swam before – most of the year group, averaging at only around a quarter of each class having swam previously or attended lessons.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	51%	We are pleased with the progress made by the cohort, many of whom had not experienced any form of swimming tuition. (We provided additional learning sessions across the school regarding water safety due to a local fatality.)
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/No	Attempts were made to secure additional lessons but there was no pool space available in the local area. The 'pop up' pool option was explored but companies approached are not confident to set up at our school. (Remain in negotiation)
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ ~~No~~	Yes. The appropriate swimming courses have been attended by those who accompany our swimming lessons. Swimming session school staff specific at this time.

Signed off by:

Head Teacher:	<i>Martina Parsons</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ariesha Stephenson-Lewis</i>
Governor:	<i>Ann Parham</i>
Date:	21/07/2025