



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023

2024-2025 Plan

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
Introduce lunchtime sport sessions/activities for pupils.	Pupils actively playing on tricycles and trikes every break time. Pupils involved in organized games with PE subject lead. Improved participation at Gillingham Family Sports events with a broader range of pupils attending and more events attended than last year i.e. participation in events every other week approximately.	X3 tri cycles purchased for Early Years and KS1 pupils - £500 Staff taking sporting activity at lunch time e.g. AS leading football, netball etc. Cards with activities created to give pupils game ideas – to be started summer term 24.
Extended sporting opportunities	This has enabled pupils in upper KS2 (years 5 and 6) to experience a range of outdoor activities including climbing, abseiling, outdoor problem solving, wake boarding, high ropes and trapeze experiences. The hire of a swim teacher facilitates small group swimming for those needing to develop their skills, particularly those in Year 6 and specialist teaching and support for SEN pupils.	Beam House support – x24 pupils supported at £45 per head = £1080 Intension to hire swim teacher for summer term £40p/hr x 3 x 8 = £960
CPD for subject leader and teachers linked to PE generally.	The new PE subject lead has led all PE teaching groups, alongside a specialist coach. This has enabled them to see the progression of skills across the school and monitor the impact of teaching.	Specialist sports coach brought in to support PE s/l.

Level 1 swim teach training	<p>Reach and rescue training has been booked to enable teaching within the school pool.</p> <p>As L1 swim teacher training was not available the one ASA swimming teacher in school will be used to support the teaching of swimming for the majority of the school with Year 6 pupils and prioritized for skill development.</p>	<p>This was explored, however no local courses were found. Discussions with the local pool to put on training was initiated without success. Alternative options will continue to be explored.</p> <p>Reach and rescue training.</p>
Sports coaching for after school clubs	<p>A broader range of pupils are accessing these sporting opportunities, leading to increased numbers wanting to represent the school at local sporting events.</p> <p>Pupils' skill levels are improving as a broad range of skills are taught through a multi sports skills approach. Good communication between coaches and the school ensures skills and sports match those planned and experienced in school PE lessons.</p>	<p>After school sports clubs offered to all year groups from Year 1 – 6. These are free of charge and are enthusiastically attended by children.</p>
Cycling proficiency training		<p>Currently being investigated along with any possibly bursaries. No local courses currently found.</p>
Cycling proficiency opportunities for pupils (Bikeability)		<p>Currently being investigated.</p>
Equipment linked to new sports in curriculum and lunchtime clubs e.g. pop lacrosse	<p>The sports programme has been reviewed. New sports have been introduced, with pupils experiencing a broader range of skills and sports including: golf, handball, lacrosse and basketball.</p>	<p>Equipment purchased for new sports.</p>
Transport to sporting events	-	<p>This will facilitate more children experiencing sporting festivals and competitive events.</p>
Repainting of lines in the school playground	-	<p>There has been no spare finance for this, however contacts have been made and plans for future years drawn up, with possible funding available from other revenue streams to support.</p>
Corefulness programme, to develop core strength in pupils	<p>This has enabled teachers to offer 5 – 10mins core strengthening to all pupils from a planned, progressive platform, written by physiotherapists. This has also</p>	<p>PE warm up options also available to support PE lessons as part of the platform.</p>

<p>REALPE platform</p>	<p>supported SEN pupils with specific need.</p> <p>This has ensured the school has a well planned scheme of work, with pupils offered planned, progressive and scaffolded lessons, with skills developing from closed learning to more open sporting opportunities where skills are put into practice. Assessment and monitoring of pupil progress is also facilitated through the platform.</p>	<p>This is the main platform for the teaching of PE, including games, dance and gymnastics.</p>
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending. £16,690 funding

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
Continuation of after school and lunchtime sporting sessions/activities for pupils.	Coaches/lunchtime supervisor/Year 6 sports leaders - as they need to lead the activity Prime Sports coaches to run after school sporting sessions, with thought given to the range of activities. pupils – as they will take part.	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 3: The profile of PE and sport is raised across the school Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increased number of pupils meeting their daily physical activity goal. A greater variety of pupils encouraged and trying new sporting activities. Increased number of pupils participating in sports in the long term or engaged with competitive sporting activities offered within school.	£4680 costs for additional coaches leading x3 hourly sessions per week over the course of the year. Voluntary contribution of £3 per week or £30 per term to help cover some costs aims to regain £1800 which would be put back into sporting /outdoor opportunities.
REALPE platform	School Staff	Key Indicator 1: Increased confidence, knowledge, and	Teachers using an agreed scheme of work, which offers skill	£2500 for the platform

Corefulness programme, to develop core strength in pupils	School staff pupils – as they will take part.	<p>skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>development and support and extension ideas.</p> <p>Pupils engaged in daily activity to develop core strength, supporting sporting activity and abilities.</p>	£250 for platform access
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CPD for subject leader and teachers linked to PE generally.	Class teachers, TAs and subject leader	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased</p>	Primary teachers and TAs more confident to deliver and support effective PE sessions, resulting in an improved % of pupils	£600 for 3 possible training days and cover costs.
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Extended sporting opportunities, including the use of an Olympic gymnasium with suitably qualified coaches.	Class teachers and pupils	<p>participation in competitive sport.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport, as staff watching and learning from qualified gymnastic coaches.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>attaining in PE.</p> <p>Pupils exposed to broader range of sports with the possibility of long term involvement in the sport.</p>	<p>£3500 for coaches and hire of facilities and equipment for Feb – May (voluntary contributions covering £1800 of costs which would be £5260 in total)</p>
Bikeability training for children and parents	Trainers teaching parents and pupils.	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children and parents more confident to cycle and as a result improved % of pupils cycling safely.</p>	<p>£500 for equipment and training Bikeability</p>
Equipment linked to new sporting or outdoor in curriculum e.g. forest school	Coaches pupils – as they will take part.	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils exposed to broader range of experiences with the use of appropriate equipment</p>	<p>£1170 for equipment.</p>

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
Continuation of after school and lunchtime sporting sessions/activities for pupils.	Children from KS1 and KS2 participated in free after school activities, with 35 children (39%) of pupils engaged with clubs offered by the school.	KS2 pupils participating to a higher degree than KS1. This forthcoming year KS1/EYFS clubs will start from mid Spring term.
REALPE platform	This platform has provided a strong progressive skills based curriculum from which all teachers teach. Pupils are base line assessed and then assessed throughout the year against core movement skills, with support and adaptations made from this data.	Pupils across the school engaged with sporting activities both in school and within competitions and/or experiences with other schools e.g. mini Olympics (KS1/EYFS involving two other schools), KS2 involved in gymnastics competitions. With REALPE offering the base for skills learning.
Corefulness programme, to develop core strength in pupils	Programme offers progressive core skill exercises which can be completed on a daily basis. This was used primarily to support pupils with SEND.	Created by a physiotherapist, the programme offers daily 5 mins exercises to develop core muscles.
CPD for subject leader and teachers linked to PE generally.	The use of specialist staff for CPD and the REALPE CPD platform has developed staff confidence in leading PE sessions with children of all ages using the equipment safely and effectively, showing increased confidence with the exposure to use on the equipment and challenging themselves further. Specialist teachers hired to take 1:1 sessions for high SEN need pupils with staff learning from their experience, enabling ongoing support for pupils.	Additional members of staff have been prepared to lead groups going to competitive sporting fixtures due to increased confidence.
Extended sporting opportunities, including the use of an Olympic gymnasium with suitably qualified coaches.	Trained instructors teach children skills within an environment not normally accessible to them, enabling them to achieve in gymnastics at a level they would not normally achieve. Year 5 experienced bikeability sessions Level 1, with	All pupils had access to this experience from EYFS to KS2, with SEND pupils offered additional opportunities and experiences. Parents/carers were very keen and grateful for this

Bikeability training for children and parents	Level 2 booked for early on the following academic year. This ensures that pupils have basic cycling skills before progressing to road cycling.	training, with those not having bicycles able to participate with school kit. Sessions for Year 5 and Year 6 pupils are planned for next academic year.
Equipment linked to new sporting or outdoor in curriculum e.g. forest school	A large amount of Forest School equipment was purchased to facilitate outdoor learning sessions, with all year groups participating in a Forest School session each week for 1 hour. The school has developed a Forest School curriculum where pupils learn progressive skills, including rope work, den building, fire building and identification knowledge.	Pupils in KS2 classes voted to embark on the John Muir award and try to obtain certification for each class. The children will continue this work into the next academic year.
Transport to sporting events	Pupils from EYFS to Year 6 were involved in 12 different sporting competitions through out the year, from football (mixed and girls), mini Olympics, swimming galas, handball and tennis. We took nearly 40 pupils to the athletics meet this year, which was a record number! 74 pupils out of 89 took part in sporting activities and were supported with transport. 83% of pupils in the school involved themselves in external sporting competition both on a friendly and competitive basis.	The bronze ambassador programme was particularly good, with Year 5 pupils keenly hoping to be selected when in Year 6 pupils and given training to disseminate and lead playground games to others.
Repainting of lines in the school playground	There was no money left to facilitate this.	Overspend of £668.71

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?	53% (Sept 24) 87% (July 25)	From previous data 8 out of 15 pupils were able to swim 25 meters or more at the end of the 2023 – 24 academic year. Of the cohort 3 pupils are pupil premium children. Of the 2 pupils unable to swim 25 meters by the end of the year 1 was pupil premium.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	33% (Sept 24) 80% (July 25)	Based on information from the 23-24 academic year. By the end of the year 80% were able to swim 25 meters using a variety of strokes. 2 pupils from those unable to swim would be using buoyancy aids to swim more than 5 meters, and 1 would be able to swim 25 meters, but using 2 strokes proficiently.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	<p>73% (Sept 24)</p> <p>87% (July 25)</p>	<p>73% of pupils in September would be able to self-rescue themselves from a deep water situation.</p> <p>87% of pupils in July would proficiently be able to self-rescue themselves from a deep water situation.</p>
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	Pupils identified as not being able to swim the 25m proficiently were provided with additional swimming tuition to progress their skills and help them meet the national curriculum expected standards.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<p>Reach and rescue training was given to all staff. Teaching and support staff, observe and assist trained ASA swim teachers to improve their knowledge and confidence.</p> <p>Specialists were employed to support the teaching of high SEN pupils working on a 1:1 basis for their own safety and the safety of others.</p>

Signed off by:

Head Teacher:	<i>Ailsa Boardman-Hirst</i>
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Governor:	<i>Richard Boulton</i>
Date:	Written: 12 th August 2024 Updated: 26 th September 2025