



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2024

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 2025.**

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
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<p>Extra-curricular Clubs offered to all PP children</p>	<p>Extra-curricular Clubs for PP Children: Fostered a culture of inclusivity and has provided disadvantaged students with access to a wider range of sports, many of which might not have experienced otherwise. This initiative has opened up opportunities for children to explore sports like fencing, which is typically considered less accessible.</p>	<p>We have been able to implement a wide range of events and initiatives that have significantly enhanced our school's physical education program. These initiatives have fostered a greater sense of sportsmanship and community among our pupils.</p>
<p>Year 2 swimming lessons</p>	<p>Year 2 Swimming Lessons: Early swimming lessons have had a remarkable impact on our pupils, ensuring that they enter Key Stage 2 as confident and capable swimmers. By the end of the last academic year, all Year 2 pupils, except for one, had successfully learned to swim. This strong foundation significantly boosted their water confidence and when transitioning into Key Stage 2, our students are much more prepared for more advanced swimming lessons, enabling them to focus on refining their techniques rather than starting from scratch.</p>	<p>Not only have these initiatives showcased student talents, but they have also made sports more inclusive, with tailored opportunities for our SEN pupils. Additionally, by improving staff confidence in delivering the PE curriculum through team teaching, there is now an increased enthusiasm for sports throughout the school. This year, we have seen a noticeable rise in eagerness to participate in competitive sports, with pupils showing more determination and pride in representing the school.</p>
<p>Whole school involvement in the TCS Mini London Marathon</p>	<p>Whole School Involvement in the TCS Mini London Marathon: This has not only promoted physical activity and teamwork within the school but also fostered a stronger sense of community beyond the classroom. As a direct result of this initiative, many children and their families have embraced running together outside of school, turning it into a shared activity that promotes health and well-being.</p>	<p>Not only have these initiatives showcased student talents, but they have also made sports more inclusive, with tailored opportunities for our SEN pupils. Additionally, by improving staff confidence in delivering the PE curriculum through team teaching, there is now an increased enthusiasm for sports throughout the school. This year, we have seen a noticeable rise in eagerness to participate in competitive sports, with pupils showing more determination and pride in representing the school.</p>
<p>Outdoor Adventurous Challenges</p>	<p>Outdoor Adventurous Challenges: Has provided our pupils, many of whom live in inner London, with access to a range of outdoor activities that they might not otherwise experience in their urban environment. These challenges have introduced students to nature-based activities such as hiking, orienteering, and team-building exercises, which are often limited in city settings.</p>	<p>Not only have these initiatives showcased student talents, but they have also made sports more inclusive, with tailored opportunities for our SEN pupils. Additionally, by improving staff confidence in delivering the PE curriculum through team teaching, there is now an increased enthusiasm for sports throughout the school. This year, we have seen a noticeable rise in eagerness to participate in competitive sports, with pupils showing more determination and pride in representing the school.</p>
<p>Join and participate in Westminster's interschool sports team providing a range of access to different sport competitions throughout the year</p>	<p>Westminster's Interschool Sports Team Participation: Has cultivated a strong love for competitive sportsmanship among our pupils, offering them the chance to engage in healthy competition while showcasing their athletic talents. Many students have thrived in this setting, excelling in various sports and gaining recognition for their abilities. This platform has provided invaluable opportunities for personal growth, teamwork, and perseverance. Events designed to be inclusive and accessible for our SEN pupils ensure that all children have the opportunity to enjoy the benefits of sports.</p>	<p>Not only have these initiatives showcased student talents, but they have also made sports more inclusive, with tailored opportunities for our SEN pupils. Additionally, by improving staff confidence in delivering the PE curriculum through team teaching, there is now an increased enthusiasm for sports throughout the school. This year, we have seen a noticeable rise in eagerness to participate in competitive sports, with pupils showing more determination and pride in representing the school.</p>
<p>Improve staff confidence to provide the PE curriculum and know how to develop children's core skills from the early years right up to year 6</p>	<p>Improving Staff Confidence in PE Curriculum Delivery: This has provided teachers with opportunities to engage in team teaching. This collaborative approach has not only enhanced their skills in teaching physical education but has also sparked an interest in sports and sporting events among many staff members. This newfound interest has led some staff to take a more active role in school sports events and even pursue personal involvement in physical activities serving as fantastic role models.</p>	<p>Not only have these initiatives showcased student talents, but they have also made sports more inclusive, with tailored opportunities for our SEN pupils. Additionally, by improving staff confidence in delivering the PE curriculum through team teaching, there is now an increased enthusiasm for sports throughout the school. This year, we have seen a noticeable rise in eagerness to participate in competitive sports, with pupils showing more determination and pride in representing the school.</p>

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
<i>Extra-curricular Clubs offered to all PP children</i>	<i>Pupils taking part Increased interest in sport and a healthy lifestyle</i>	<i>Key indicator 2 -The engagement of all pupils in regular physical activity - Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>Club places at £91 per child per term= £273 per child per year= £7644 Playground Cricket Games & Lunchtime Fitness: £850 per year</i>
<i>Year 2 swimming lessons</i>	<i>Year 2 pupils increased engagement in regular physical activity</i>	<i>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement</i>	<i>Children will enter KS2 already competent to swim and therefore will know the importance of safety in the water</i>	<i>£145.04 p/w @ 38 wks = £5,511.52</i>
<i>Whole school involvement in the TCS Mini London Marathon</i>	<i>Pupils taking part Increases the interest in sport and a healthy lifestyle</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>An increased understanding in overall health and fitness now and beyond KS2 Teachers involvement will be an exemplary model to pupils and parents</i>	
	<i>Y6 pupils - Sayers Croft</i>	<i>Key indicator 4: Broader</i>		

<p><i>Outdoor Adventurous Challenges</i></p>	<p><i>Y6 pupils - Go Ape Whole school Forest School Challenges</i></p>	<p><i>experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>The children will have the opportunity to experience adventure activities including wall climbing, caving and rope courses Forest school offers the opportunity to problem solve and learn to manage risks in an outdoor natural environment</i></p>	<p><i>Y6 Activity day £500 Go Ape Summer '24 £702 Additional Staff costs: £400</i></p>
<p><i>Join and participate in Westminster's interschool sports team providing a range of access to different sport competitions throughout the year</i></p>	<p><i>Pupils taking part Increased interest in sport</i></p>	<p><i>Key indicator 5 - Increased participation in competitive sport</i></p>	<p><i>Pupils success in competitions celebrated in school - encourage more pupil involvement</i></p>	<p><i>Battersea Park Arena £630.00 YMCA Sports day coaches £450 Swimming gala - coaches £300 -pool hire £400</i></p>

<p><i>Improve staff confidence to provide the PE curriculum and know how to develop children's core skills from the early years right up to year 6</i></p>	<p><i>All staff</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>Staff are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school,</i></p>	<p><i>£60 p/h CPD x2 sessions</i></p> <p><i>ECT/Teacher PE support £150 p/w for the year</i></p> <p><i>PE Support for all staff including Gymnastics CPD & support for Healthy Living Week: £845</i></p>
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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
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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?		
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>		
<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?</p>		
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>		

Signed off by:

Head Teacher:	<i>Jane Carrington</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Taljeet Sidhu- Pepper</i>
Governor:	<i>Jim Glen (Chair)</i>
Date:	26/07/2024