

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from the previous financial year, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July of the current academic year.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2026. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0 (INF) £0 (JNR)
Total amount allocated for 2024/25	£16,690 (INF) £17,160 (JNR)
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0 (INF) £0 (JNR)
Total amount allocated for 2025/26	£16,670 (INF) £17,160 (JNR)
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2026.	£16,670 (INF) £17,160 (JNR)

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term of the current academic year.</p> <p>Please see note above</p>	<p>89% can swim in September 2025-2026 prior to starting lessons.</p> <p>100% after Summer lessons.</p> <p>In 2024-2025, 100% could swim prior to lessons beginning, but 100% could after Summer lessons.</p>

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<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>89% in September 2025 prior to lessons. 100% could after Summer lessons.</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>89% in September 2025 prior to lessons. 100% could after Summer lessons.</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p><del>Yes</del>/Not in the previous academic year, but may consider it should funds be available.</p>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year:</b> 2025/26		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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					Percentage of total allocation: 50% (INF) 50% (JNR)
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Premier Sports will be providing weekly after school clubs for children, primarily around Multi-Skills, Fitness and Archery. These clubs will be heavily subsidised by the PE Premium money. Our after-school club provision will be sport-based and offer sporting activities each day it is open free of charge. Gymnastics coaching to augment our pupils' core strength and mobility. Transport costs to enable children to attend swimming. (Juniors only)		The provision offered by Premier Sports was reviewed and revised to ensure teachers were teaching their own PE sessions, in turn upskilling them, but this freed up time for Premier Sports' coaches to support lunchtime and after-school clubs far more greatly the before. All children receive two hours of PE per week from within the curriculum, which is Our own after-school wrap around care provision evolved to become free of charge, but solely sports based. This enhanced the numbers of pupils attending to 20 on a weekly basis, which had grown from a single figure number.		£8,335 (INF) £8,580 (JNR)	More children accessed after-school club provision than the previous year. Access to more obscure sports not in the curriculum have been provided to pupils. Increased engagement in sporting activities from pupils who rarely participated in them. Increased access to high quality specialist sports' coaching. More attendees doing more physical activity more regularly. Increased percentage of pupils able to swim 25 metres unaided and self-rescue.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 10% (INF) 10% (JNR)
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:

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Stronger resources purchased to enable a wider variety of sporting opportunities to be offered to pupils. Equipment needed to enable after-school clubs, fixtures and sporting lettings to be able to operate all year round. Physical development resources purchased to improve the EYFS outdoor area and provide more challenge in developing pupil abilities in this important strand.	Conduct an inventory of the equipment at each school and using the Junior Leaders and Sports Leaders, identify equipment shortages or sports where no equipment was available. Ensure the costs of new equipment is discussed and then purchased. Remove and/or recycle old and worn equipment. Supported EYFS by reviewing current physical development equipment and increasing provision.	£1,670 (INF) £1,716 (JNR)	Improved fitness and well-being. Increased opportunities to learn new skills. Ability to offer a wider range of sports with new extra-curricular clubs being established. Increased uptake in after-school clubs due to increased popularity. Fresh equipment increased the number of children wishing to take up the sports. Younger children with fresh equipment inspired to be more active and engage with sports. Improved coordination, balance and strength.	Children have a stronger appreciation for taking part in sport and being fit and healthy through sport. More EYFS equipment.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 10% (INF) 10% (JNR)
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
External specialists will be paid with PE Premium funding to support teachers to develop their skills in areas where subject knowledge can be improved. Gymnastics coaching to take place after school. Premier Sports will also be paid to upskill our staff to ensure improvements to the quality of teaching, for example PE Premium was spent on acquiring training for the After-School Club staff to increase the physical activity on offer to all those pupils attending this wrap-around care provision. Premier Sports provided an online portal for staff housing lesson plans and subject knowledge guides. Support staff employed to run sports' clubs during lunchtime and after-school.	Online training using the Premier Sports portal. Staff given login to access online planning and sport information guidance. Premier sports coaches involved in upskilling staff with lesson support. MSA training to improve their engagement with pupils at lunchtimes.	£1,670 (INF) £1,716 (JNR)	Improved quality of teaching. Increased involvement in sporting activities outside of the classroom. Increased attendance at after-school club due to increased popularity. Staff using the online Premier sports portal for planning and subject guidance improved their knowledge and confidence in delivering quality physical education.  More children active at lunchtimes and after-school than ever before.	Staff have improved sports' knowledge to provide a stronger PE provision to our pupils.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:

				10% (INF) 10% (JNR)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p><b>Additional achievements:</b></p> <p>Premier Sports and school staff will be providing a Virtual Competition day each half term in more obscure sports. These days will allow every child in the school to try their hand at a new sport free of charge. The children are then given linked routes for each sport to a local club, if their interests are stimulated by the taster sessions or if popularity dictates a club is needed to be established at school. Bushcraft and Outdoor Learning for the improvement of life skills and resilience. The Virtual Competitions allows every child to represent the school.</p>	<p>Negotiate with Premier Sports to increase the current offer regarding after-school clubs and Virtual Competitions. Each term a Virtual Competition is provided for the whole school to engage in a more obscure sport, such as Quidditch. This proved so popular an after-school club began.</p> <p>Establish more competitive sport with other schools in a variety of sports for all Junior age groups for mixed, female and male groups.</p>	<p>£1,670 (INF) £1,716 (JNR)</p>	<p>Access to high quality sporting experiences was provided to the pupils. Access enabled to obscure sports not available within the curriculum, which led to new extra-curricular clubs being established for all pupils, such as Fencing, Dodgeball, Athletics, LaCrosse, Quidditch, Tri-Golf, Ultimate Frisbee and Tag-Rugby.</p> <p>Increased engagement in sporting activities as after school club was achieved as each club was full at 20 pupils with a waiting list of the same number, which was rotated half-termly. All children have represented the schools in competitive sport.</p>	<p>All pupils get to experience less common sports, which generate interest and opportunity towards something new and stimulate interests in future pursuits.</p> <p>Pupils encouraged to promote the need for new clubs to be started, such as Tag-Rugby for Years 5/6 with the support of North Walsham Rugby Club.</p> <p>Look into a more regular cycle of Bushcraft and Outdoor Learning for new academic year.</p> <p>Look into further sport lettings at the schools for new year such as, holiday clubs.</p> <p>Look into virtual competitions with other schools.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20% (INF) 20% (JNR)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Michelle Bailey (professional gymnastics coach) has been employed by the school to deliver high quality gymnastics sessions throughout the year to all year groups. Class teachers will work alongside them to learn new skills and improve the teaching of gym. Entry into inter-school gymnastics competition.</p> <p>Premier Sports and school staff enabled a year-long programme of competitive sport to be implemented in football, athletics, netball and basketball.</p> <p>Enable children with less confidence to represent the school in sports.</p>	<p>Implement competitive school sports programme in U11 boys, girls football, not to mention a mixed representative team for Years 3 &amp; 4. The team had a tournament, league and cup to enter.</p> <p>Enable each class to have a term of high quality Gymnastic sessions with competition entry.</p> <p>Ensure sport provision is all encompassing regardless of ability.</p>	<p>£3,334 (INF) £3,432 (JNR)</p>	<p>Improved gymnastics teaching. Staff improved their knowledge of the subject. Improved fitness and well-being levels for pupils. School finished second in the league in the Boys U11 and the Girls U11 finished third. Both teams took part in a tournament and cup competition. Years 5 &amp; 6 took a mixed team into a tag-rugby tournament and won. Years 3 and 4 engaged in a tournament and friendly matches where children wished to play for the school and did on a rotational basis. Players who were not always picked for the competitive matches also played in a tournament. Pupils with a less confident skill level were also representing the school in nearby inter-school tournaments. Less confident children played as hard as they could and despite not winning a match, left the tournament smiling and in the right spirit. All Junior age groups were represented in a cross country run and several pupils came inside the top 10 finishers against multiple schools.</p>	<p>Children are more aware of the need to be physically fit and show an enthusiasm to participate in activity that develops core strength and gross motor skills.</p> <p>Children continue to represent the school at sport.</p> <p>Virtual competitions against other schools.</p>

Signed off by	
Head Teacher:	Bradley Young
Date:	19.9.25

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