



# 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 (2023/2024)

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

Activity/Action	Impact	Comments
<p>Malton Sports Partnership</p> <p>Sports clubs are regularly run after school</p> <p>Extra swimming lessons.</p> <p>School staff working alongside the sports coach</p> <p>Bikeability</p>	<p>All pupils have at some time this year participated in a competitive sporting event or festival.</p> <p>Children in all year groups have the opportunity to participate in addition sports activities after school</p> <p>Pupils who did not achieve their 25m during the regular swimming lessons, are able to attend further lessons to build their confidence, stamina and overall ability.</p> <p>Staff develop their knowledge and skills in how to teach and support pupils in PE lessons.</p> <p>All Yr6 pupils achieve a level of competency, knowledge and safety while riding their bicycles on the roads.</p>	<p>Events and festivals are enjoyed by all. Pupils increased their confidence and put their skills into practice.</p> <p>Sports clubs with the coach are always popular. Parents and pupils always ask for more.</p> <p>Most pupils achieve the 25m by the time they leave primary school.</p> <p>Staff are upskilled and more confident, leading to better provision overall for all pupils.</p> <p>Children develop their confidence and know how to ride their bikes safely and look after themselves on the roads.</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
PE coordinator to continue and monitor PE with clear long-term plan and differentiation to ensure progression through the year groups.	To enable pupils to gain a wide experience of a range of sports and create lots of opportunities for a healthy lifestyle. Keeping physically active will compliment and supplement the school's approach to mental health.	<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b>	Strong PE leader who develops the PE curriculum.  Teachers benefit from the PE leaders expertise.	<i>£1000</i>
Explore options for enhancing forest school provision/ outdoor area in school and deliver forest school sessions.	To explore and develop outdoor provision for social times to encourage active participation in exercise	<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b>	Outdoor provision stronger and more inviting.  Children have multiple learning opportunities across the curriculum that keep them in regular physical activity.	<i>£1,455</i>
Training for Y5/6 children to lead sports activities at playtimes and lunch times.  Year 6 children to lead activities in PE with the support of the adult	To encourage year 5/ 6 to be sports leaders.	<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</b>	To develop knowledge and confidence in leading games and core skills.  Sports engagement at playtimes is increased.  Children have an increased fitness.	<i>£200</i>

Coach and PE Coordinator to work alongside staff to help upskill their knowledge.	To work with class teachers/support staff to upskill and improve confidence in teaching and planning PE during lessons.	<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	High quality PE taught in school which all children can access	£7410
A list of sports to be included for sports enhancement days and visits to different sporting facilities that are planned specifically on the long term plan.	Take in to consideration what all stakeholders including the children would like to take part in and explore these opportunities.	<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	To give children a wider variety of sporting opportunities through our PE enhancement days.  Children have a wealth of sporting experiences.	£2000
Extra swimming sessions for weaker swimmers from vulnerable families.	Children to gain confidence in swimming.	<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	To ensure all children when leaving Y6 can swim 25m	£1010 (pool + transport)
Join and take part in Malton Secondary PE partnership sport competitions	To ensure children take part in competitive sports alongside local schools	<b>Key indicator 5: Increased participation in competitive sport</b>	Children enjoying sports Children gaining an understanding of team spirit. Children take part in a range competitive sports.	Competition fee £525 £400 for sports coach
Sports coach for extra curricular afterschool clubs	To provide extra curricular opportunities for pupils who do not have these experiences out of school.	<b>Key indicator 1: The engagement of all pupils in regular physical activity</b>	Children have extra curricular activities Increase the number of children taking part in sporting activities as enhancers	£3,040
				<b>Total: £17,040</b>

## 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
PE coordinator to continue and monitor PE with clear long-term plan and differentiation to ensure progression through the year groups.	Pupils gain wide experience of a range of sports and create lots of opportunities for a healthy lifestyle. Keeping physically active compliments and supplements the school's approach to mental health.	PE coordinators monitor the PE curriculum and the teaching. PE progression maps are in place and focus on the taught areas. Planning is more specific. The next steps are to refine this knowledge further and vocabulary.
Explore options for enhancing forest school provision/ outdoor area in school and deliver forest school sessions.	All children have received a forest school session for half a term with a trained teacher.	Children continue with this offer and children have enjoyed their forest school sessions in school. The next steps are to offer this opportunity in after school club as a further enhancement.
Training for Y5/6 children to lead sports activities at playtimes and lunch times.  Year 6 children to lead activities in PE with the support of the adult	Sports leader training completed in school.  Rota in place at playtimes.	The PE coach was tasked with facilitating sports leadership games. A games rota in place for playtimes includes a wide range of games and equipment for the children. Adults support refereeing of the sessions at playtimes.
Coach and PE Coordinator to work alongside staff to help upskill their knowledge.	PE coach worked alongside school staff to develop their knowledge and confidence. HLTA is now teaching PE sessions in school.	PE coordinator and coach have worked alongside staff to support upskilling of knowledge.
A list of sports to be included for sports enhancement days and visits to different sporting facilities that are planned specifically on the long term plan.	Children have taken part in sports enhancement days and children have completed a range of activities including karate, golf, rugby, wheelchair basketball and football. These are included in the long-term plan.	Children to continue to benefit from these sessions with wider peer groups in the future. Children are excited by new opportunities and 'taster sessions' of new sports.

<p>Extra swimming sessions for weaker swimmers from vulnerable families.</p>	<p>Children to gain confidence in swimming.</p>	<p>Children are confident and 100% of pupils achieved the expectations this year for swimming. Additional lessons are offered.</p>
<p>Join and take part in Malton Secondary PE partnership sport competitions</p>	<p>Children take part in competitive sports alongside local schools.</p>	<p>Children attended all Malton and Norton Sports sessions were given the opportunity to complete competitive sporting activities.</p> <p>Pupils meet children from other local schools and show strong team spirit during the competitions.</p> <p>Children with special needs enjoy sporting events which are tailored to meet their needs through.</p> <p>School had to support the cost of coaches for the children to attend these in addition to the cost of the partnership agreement.</p>
<p>Sports coach for extracurricular afterschool clubs</p>	<p>extra curricular opportunities were provided for pupils who do not have these experiences out of school.</p>	<p>Sports clubs are well attended and are now refined to specific sports clubs offering a variety.</p> <p>Children have also had the opportunity to complete dance lessons in school by a specialist teacher.</p> <p>Continue to develop this offer in school.</p>

## 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?	100%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	<i>Use this text box to give further context behind the percentage. e.g., 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 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>No</p>	<p>Children attend swimming lessons each year, those children who had previously not achieved expectations have additional lessons.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	<p>Staff who are confident to lead swimming session and are trained do so. The staff members who are less confident are supported with a qualified swimming coach as a CPD opportunity.</p>

Signed off by:

Head Teacher:	<i>Sarah Moore</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Linda Bowman- PE Leader / Louisa Cooke</i>
Governor:	Howard Widdall
Date:	3 <sup>rd</sup> July 2025