



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
● Access to a wide range of physical activities outside of school ● The engagement of all pupils in regular physical activity during the school day. ● To increase child participation with physical activities within the community	- Pupils have accessed the disability youth games participating in sports including football, skiing, swimming and summer youth games. This has led to opportunities to access a wide range of sports and activities within the community and with other schools. - Increased numbers of Rebound Therapy trained staff has meant an increase in the number of children able to access Rebound Therapy. - Bikeability sessions were accessed for Year 5 and 6 pupils. Pupils participated well, increasing their safety awareness. We also have had children now riding to and from school on their bikes. - More children accessing hydrotherapy with an increase in children's physical development and achieving their OT and Physio goals. - Swimming checklists have been given to the teachers to support understanding of starting points and next steps within these sessions. - More opportunities for children to access a range of physical clubs such as horse riding, trampolining, tennis, woods, dance, Therabox and football sessions. This has broadened the children's experiences of different sports and activities. As a result we have also seen pupils accessing sports outside of school - an example of this being a pupil who now accesses a tennis club on a Saturday.	

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>To create a Physical Development Policy</i>	<i>All staff - as they will have a clearer understanding of a breakdown of the physical driver.</i> <i>The school/wider community as there will be a clear understanding of what PE/ physical activity looks like within every class within the school.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> <i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.</i>	<i>Staff to have a clear understanding of the physical driver enabling them to identify next steps. Moving forward staff will be more confident in both the assessment of and planning for this area of the curriculum.</i> <i>Staff to be able to link to the school values (STARS).</i> <i>Sport and physical activity to support individual EHCP targets linked to</i> <i>• Communication and interaction</i> <i>• Cognition and Learning</i> <i>• Sensory and physical</i> <i>• SEMH</i> <i>in order to support pupil progress and outcomes.</i>	

The engagement of all pupils in regular physical activity during the school day.	All pupils and staff	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 4: Broader experience of a range of sports and activities offered to all pupils.	Increased participation in activities such as the Daily Mile. To further embed Mokki bands to promote physical activity To cover healthy eating options for all tracks within the curriculum and daily routines. To ensure we have equipment that is accessible for all children. To further embed the bike sessions and increase participation with all pupils. To create a skills checklist and plan lesson examples. To have access to sessions offered by professionals, i.e bikeability and get cycling in schools. Specialist interventions such as Hydrotherapy, rebound therapy, swimming. To increase participation with rebound therapy sessions ensuring it is accessible for all classes and to create a referral system. To use physical activity and sport to link to promoting the school's values.	£300 £200 £5000 £2000 £3000
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			● Self-Reliant ● Team Player ● Aspirational ● Resilience ● Successful	
<i>To increase child participation with physical activities within the community</i>	<i>All pupils, staff and the community</i>	<i>Key indicator 5: Increased participation in competitive sport.</i> <i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.</i> <i>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.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>To create opportunities for all children to try new activities and inspire a passion for sport and movement. (Horse riding, swimming, tennis, woods, trampolining, etc.)</i> <i>To access disability youth games, and whole class/class challenges.</i> <i>To form relationships with other SEND schools to create or own tournaments/school games.</i> <i>To develop the noticeboard and create a newsletter to encourage participation. To support parents accessing physical activities within the community and at home.</i> <i>To offer high quality swimming sessions with individual targets set for each child.</i> <i>Opportunity for a residential trip for Year 6's that focuses on</i>	£2000 £300 £500

			<i>applying their learnt physical skills. To encourage fun team building activities.</i>	
<i>To increase children's and parents' awareness and empowerment in physical education.</i>	<i>All pupils, staff, community and parents/carers.</i>	<i>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.</i> <i>Key indicator 5: Increased participation in competitive sport.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>To hold a “sports week” throughout the school to celebrate our physical skills, try new sports, meet sports professionals, and increase parent engagement.</i>	<i>£3000</i>

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
<i>To create a Physical Development Policy</i> <i>The engagement of all pupils in regular physical activity during the school day.</i> <i>To increase child participation with physical activities within the community</i> <i>To increase children's and parents' awareness and empowerment in physical education.</i>	- Pupils have accessed the disability youth games participating in sports including football, skiing, swimming and summer youth games. This has led to opportunities to access a wide range of sports and activities within the community and with other schools. Children showed an increased interest in participating in sporting activities and built links with other schools to host intra school competitions. - Increased numbers of Rebound Therapy trained staff has meant an increase in the number of children able to access Rebound Therapy. This has led to increased vestibular and proprioceptive sensory awareness. - Bike, swimming and horse riding checklists have been made to ensure progression. - Specific adults attending hydrotherapy to ensure continuity with an increase in children's physical development and achieving their OT and Physio goals. - Swimming checklists have been given to the teachers to support understanding of starting points and next steps within these sessions. - More opportunities for children to access a range of physical clubs such as horse riding, trampolining, tennis, woods, dance, Therabox and football sessions. This has broadened the children's experiences of different sports and activities. - Sports week- The children had a range of experiences throughout the week where they were exposed to different sports and healthy foods.	

	- Increased amount of children progressed to riding a 2 wheeled bike. - Specific track sports days to ensure that activities were accessible and engaging for all. - Attending the midway dance competition which gave the children confidence and working towards a final performance was very motivating for them. -	
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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 meters?	0%	The children attending Danecourt all have a range of special educational needs. The school offers swimming to all children including as an enrichment activity, however no children within the Y6 cohort were able to swim 25m.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	All children access swimming lessons, however by the end of Y6 were not at the stage where they were effectively using a range of strokes.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	
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	Yes, additional sessions are available through enrichment clubs and those children who are not able to access swimming because of physical needs are able to access hydrotherapy.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The children are taught by a swimming teacher but the teachers are responsible for assessment.

Signed off by:

Head Teacher:	Cathryn Falconer
Subject Leader or the individual responsible for the Primary PE and sport premium:	Lauren Pope & Beth Shearing
Governor:	
Date:	July 2025