



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated 2024 / 2025

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 |
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| <p>Yoga- For children to learn the importance of mindfulness and how this plays an important role in physical and mental activity. For children to practice core strength and mobility. Yoga sessions are added to the weekly timetable in addition to weekly PE sessions. Each Year group will complete a 6 week block.</p> | <p>Children have been practising Yoga now for 5/6 Years. Children have shown improvements in mood, flexibility and attitude towards physical exercise. Children who found it difficult to join in with Yoga at first now show good engagement and have been able to allow themselves to relax and feel it is a safe space.</p> | |
| <p>Progressive Sports Lunchtimes - To engage children in a structured activity during lunch, to promote exercise and improve behaviour. Progressive Sports to provide a lunchtime activity each lunchtime for a range of children. Children to have varied choice of sporting activity at lunchtimes.</p> | <p>Progressive Sports have provided children with a range of games and sports they may not have otherwise played. As an adult facilitates the activity, children have been able to engage with a sport more easily. This has led to better behaviour and attitudes.</p> | |
| <p>Purchase of new KS2 play equipment in the playground for children to use during play times. Equipment that improves upper body strength (monkey swings, swinging bars). Play equipment to include flooring to ensure the equipment can be used all year round.</p> | <p>The upper body strength children have gained is noticeable through their fine motor skills. Children are receiving self-challenge during play times.</p> | |

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| <p>Progressive Sports to plan summer sports day. The day should include a mix of competitive and team sports. Children to take part in sports they may not have experienced before to widen their skills.</p> <p>GetSet4PE Website – Teachers introduced to GetSet4PE Website tailored to Brentry Primary School. GetSet4PE Website/Brentry Curriculum will help add more fun and engagement within PE delivery and skills development. All year groups to have 1 session a week led by a Progressive Sports coach in addition to class teacher led games session. Teachers are able to access the website to help support their teaching plus training from Progressive Sports staff.</p> <p>Forest schools – Children to have quality learning opportunities outside, improving the mental health of children, resilience, independence and interdependence. Children will take part in 5 sessions of Forest Schools throughout the year. Progressive Sports will run the session on the school grounds.</p> <p>Swimming – Children to develop basic skills in swimming and build confidence. For children to be able to self-save by year 6 and use a range of strokes over 25m. Children will take part in a block of lessons every afternoon for 5 weeks at our pop-up swimming pool on site. These lessons are delivered by Progressive Sports Swimming Teachers. Years R, 2, 4 (not funded by Sports Premium) & 6 will take part.</p> | <p>100% participation by the whole school and all children were engaged in sports. Children mixed in age groups to create a community feel.</p> <p>All children to be active during session's means children are feeling more successful during PE. This promotes a long-term love of exercise. Children enjoyed the challenge of the key skills. KS1/R engaged well with the music and stories the lessons are taught through.</p> <p>Children enjoyed the element of risk and trust involved in forest school. They built their resilience in the outside area and children seemed extremely positive on their Forest School experience.</p> <p>Swimming was successful using our new pop-up swimming pool on site. We understand the importance of using our SP money in addition to send the infants swimming.</p> | |
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Key priorities and Planning – 2024 / 2025

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 |
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| Yoga sessions are taught weekly in addition to weekly PE sessions. Each year group will complete a 6 week block. | Class Teachers – To add yoga to their timetable when it is their 6 week block. Pupils – They will take part. Yoga instructor – They will lead the sessions weekly. | Key Indicator 1: 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. | For children to learn the importance of mindfulness and how this plays an important role in physical and mental activity. For children to practice core strength and mobility. | £1,500 |
| Progressive Sports Lunchtimes- To engage children in a structured activity during lunch, to promote exercise and improve behaviour. | Sports coaches – They will lead the activities. Pupils – They will take part. | Key Indicator 1: 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. | Progressive Sports will provide children with a range of games and sports they may not have otherwise played. As an adult facilitates the activity, children should engage with a sport without the troubles of lunchtime squabbles. This has led to better behaviour and attitudes. | £3,990 |
| New sporting equipment | Class Teachers – Use sporting equipment safely and store in PE cupboard. Pupils – Use sporting equipment safely whilst supervised by a member of staff. | Key Indicator 1: 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. | Whole class matches can take place to enhance the children’ understanding of sporting games. | £602.55 |

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| <p>Outside agencies delivering a variety of sporting events allowing children to participate in sports that they may have not experienced.</p> <p>Gloucester Cricket Foundation delivered sessions to every class and sports day.</p> | <p>Class Teachers – To attend and learn from sessions.</p> <p>Pupils – They will take part.</p> <p>Outside agencies – To deliver the sessions.</p> | <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> | <p>Children join in with a range of sporting events, including sports they haven't experienced before. Children mixed in age groups to create a community feel.</p> | <p>Free</p> <p>Sports Day - £560</p> |
| <p>GetSet4PE – Teachers introduced to GetSet4PE website tailored to Brentry Primary School. GetSet4PE curriculum will help add more fun and engagement within PE delivery and skills development.</p> | <p>Class Teachers – To deliver GetSet4PE lessons and assess children on the website.</p> <p>PE Lead – Support other class teachers in using the GetSet4PE website.</p> <p>Pupils – They will take part in the lessons being delivered.</p> | <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> | <p>All children to be active during session's means children will feel more successful during PE. This promotes a long-term love of exercise. Children will enjoy the new skills being taught through different games.</p> | <p>£550</p> |

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| <p>Forest schools – Children to have quality learning opportunities outside, improving the mental health of children, resilience, independence and interdependence.</p> | <p>Sports Coaches – To deliver the forest school session. Pupils – They will take part in the sessions (1 a term).</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Children will enjoy the element of risk and trust involved in forest school. They will build their resilience in the outside area.</p> | <p>£3,420</p> |
| <p>Swimming – Children will take part in 6 sessions of swimming lessons on site with Progressive Sports. Years R, 2, 4 (not funded by Sports Premium) & 6 will take part.</p> | <p>Class Teachers – To attend swimming lessons. Pupils – They will take part in the 6 swimming sessions. Sports Coaches – To deliver the swimming lessons.</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Children to develop basic skills in swimming and build confidence. For children to be able to self-save by year 6 and use a range of strokes over 25m.</p> | <p>£6,000</p> |
| <p>Competitive Sport – Entering two team (girls and boys) into SHINE football league.</p> | <p>PE Lead – Attend the competitive sporting events. TA – To attend and coach the girls and boys football teams at the competition. Pupils on the football team – To attend the competitive sporting events.</p> | <p>Key indicator 5: Increased participation in competitive sport</p> | <p>Children to develop teamwork and communication skills when competing in competitive sporting events. Gives children an element of challenge and exposure to competitive sports.</p> | <p>£700</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 |
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| <p>Yoga sessions are taught weekly in addition to weekly PE sessions. Each Year group will complete a 6 week block.</p> | <p>Children have shown improvements in mood, flexibility and attitude towards physical exercise. Children who found it difficult to join in with Yoga at first now show good engagement and have been able to allow themselves to relax and feel it is a safe space.</p> | <p>We will continue to deliver yoga in the PE curriculum as the positive impacts are clear to see.</p> |
| <p>Progressive Sports Lunchtimes- To engage children in a structured activity during lunch, to promote exercise and improve behaviour.</p> | <p>Progressive Sports have provided children with a range of games and sports they may not have otherwise played. As an adult facilitates the activity, children have been able to engage with a sport more easily. This has led to better behaviour and attitudes.</p> | <p>We will continue to use Progressive Sports during lunchtimes to facilitate games.</p> |
| <p>Outside agencies delivering a variety of sporting events allowing children to participate in sports that they may have not experienced. Gloucester Cricket Foundation delivered sessions to every class.</p> | <p>Children joined in with a range of sporting sessions, 100% participation by the children and all were engaged in the sports.</p> | <p>We will continue to reach out to outside agencies to continue to enhance the children's sporting experiences.</p> |
| <p>GetSet4PE – Teachers introduced to GetSet4PE website tailored to Brentry Primary School. GetSet4Pe curriculum will help add more fun and engagement within PE delivery and skills development.</p> | <p>All children to be active during session's means children are feeling more successful during PE. This promotes a long-term love of exercise. Children enjoyed the challenge of the key skills. Teacher also feel more confident in teaching PE lessons due to following the GetSet4PE website.</p> | <p>PE Leader will continue to support teachers when using the GetSet4PE website for teaching PE sessions and assessment. PE Lead will arrange more training for specific areas of the curriculum outlined by staff.</p> |

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| <p>Forest schools – Children to have quality learning opportunities outside.</p> | <p>Children enjoyed the element of risk and trust involved in forest school. They built their resilience in the outside area and children seemed extremely positive on their Forest School experience. This also helped improve the children’s mental health, independence and interdependence.</p> | <p>We will continue to deliver forest school sessions to every class (1 session for each class per term).</p> |
| <p>Swimming – Children will take part in 6 sessions of swimming lessons on site with Progressive Sports. Years R, 2, 4 (not funded by Sports Premium) & 6 will take part.</p> | <p>Swimming was successful, all pupils in the specific year groups engaged well with the lessons.</p> | <p>We will look to deliver swimming lessons on sight again next year.</p> |
| <p>Competitive Sport – Entering two team (girls and boys) into SHINE football league.</p> | <p>The children have thoroughly enjoyed competing in the local competitions. It has improved their teamwork skills and allowed them to work with children from different year groups.</p> | <p>We will enter two Y5/6 teams (girls and boys) into the SHINE football league next year too. We are also looking into a Y3/4 team.</p> |
| <p>Schools Football Week – All children participated in an hour football session lead by a TA who leads the football coaching within school.</p> | <p>This encouraged children to develop teamwork and participate in competitive sports. It also gave Y5/6 children the chance to lead and support younger children during these sessions.</p> | <p>We were a Schools Football Week Trailblazer School and we would be keen to be involved with this activity again next year to promote football throughout school.</p> |
| <p>Biggest Ever Girls Football Session – 10 children participated in an event focusing on encouraging girls to play football.</p> | <p>The children enjoyed playing competitive games, working with other schools as one team and meeting aspiring women’s Bristol City football players.</p> | <p>The girls all thoroughly enjoyed themselves showing that this event helped develop their confidence within football and working with others. We are keen to participate in more events to promote football and other sports for girls.</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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 72% | |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 77% | |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>59%</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>Yes/No</p> | <p>Year 6 receive booster swimming lessons to try to get them to all reach the expected criteria.</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/No</p> | <p>Swimming lessons are taught by swimming teacher.</p> |

Signed off by:

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| Head Teacher: | <i>(Name)</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Jessica Adams</i> |
| Governor: | <i>(Name and Role)</i> |
| Date: | |