

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021



Commissioned by



Department
for Education

Created by



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](#) 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 2024/2025, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2025.** 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 2025. 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 of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,950
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Swimming Data

Please report on your swimming data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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 2024. Please see note above	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

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.

Academic Year: 2025/26		Total fund allocated: £17,630		Date Updated: 31/08/25	
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					
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:
Increase participation in physical activity during social times.	<p>Employment of sports mentor for two days per week.</p> <p>Wellbeing sessions for more vulnerable children connected to physical play and activity</p> <p>Training of sports leaders by sports mentor to support legacy and participation through the school week</p>		£10,311	<p>Increase in student wellbeing, particularly of more vulnerable children who benefitted from sports mentoring.</p> <p>Increase in participation in physical activity across the school through training of sports leaders by the mentor to support playtime activities in Nursery – Year 6.</p>	<p>Recruitment of sports mentor for 2 days pw for 2024-25 to encourage greater and wider participation.</p> <p>Increased access to out-of-school competitions through development of enhanced enrichment activities.</p> <p>Continued training and support of junior sports leaders</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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>Ensure students are able to enjoy healthy lifestyles beyond school by teaching children to swim.</p> <p>Ensure students have access to a broad and balanced range of activities that support wellbeing, physical health and self regulation</p>	<p>Swimming lessons for students in year 4 and year 5</p> <p>Archery Club</p> <p>Football Club</p> <p>Gymnastics Club</p> <p>Sports Takeover Day</p>	<p>£3,726</p> <p>£508</p> <p>£560</p> <p>£504</p> <p>£250</p>	<p>All pupils in year 5 were able to complete length of the pool. 76% completed unassisted. All displayed and expressed increased confidence in the water.</p> <p>Students reported increase in overall wellbeing and self regulation through the repetitive processes in archery</p> <p>Gymnastics participants developed increased core strength, coordination and agility and also reported improved wellbeing through the development of their skills in gymnastics.</p> <p>All students were able to</p>	<p>Extend provision to year 4 cohort and encourage participation in wider lesson provision and local clubs through Trilogy Leisure (venue for swimming lessons)</p> <p>The school is reviewing the providers for next year do enable a broader and wider reaching extra curricular offer.</p> <p>Sports leaders have been identified and trained to continue supporting lunchtime play in Nursery and EYFS</p> <p>Staff have been incentivized to provide sports clubs during lunchtime and after-school</p>

	Equipment	£219	engage in a series of activities that extended their experience beyond the PE taught curriculum. Students' were able to access more sporting activities at break and lunchtime due to a broader resourcing provision.	Next year's curriculum will be delivered by coaches in EYFS and by the PE lead for skills sessions – staff in EYFS will observe and model with the sports coach to ensure they are upskilled
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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>Provide further networking opportunities for staff to develop subject knowledge.</p>	<p>Membership with Northamptonshire School Sports Partnership</p>	<p>£350</p>	<p>PE lead able to articulate clear curriculum aims, intent and implementation methodology.</p>	<p>PE curriculum review underway to increase engagement , development of skills and to expose students to wider range of sports.</p>
<p>Provide a curriculum resource that has clear resources and success criteria to support more consistent delivery of the PE curriculum across the school</p>	<p>CPD bolt-on to subscription to Primary PE for CPD videos and knowledge organisers to develop staff subject knowledge.</p>	<p>£695</p>		<p>QA schedule in place to enable the PE lead to support development of non-expert staff.</p> <p>Development of a 'skills' and wellbeing curriculum in PE to support wellbeing and physical health but also to develop specific and essential skills in PE to support future development and to identify and support talent</p>

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>Additional achievements:</p> <p>Staff organise PE events to provide opportunities which pupils who not typically experience outside of school.</p>	<p>Termly PE trips for each year group from Y1-6. Opportunities include skiing, climbing, trampolining, kayaking, canoeing, paddleboarding</p> <p>NSSP Student Aspiration Squad event to offer non-traditional sporting opportunities to UKS2 20% least active.</p> <p>Reception has professional dance coach for 24 weekly sessions.</p>	<p>£6500</p>	<p>All students in years 1-6 have had access to sports based trips/activities beyond their in-school curriculum.</p> <p>Reception class graduated dance class and performed in end of year show. Increased uptake into residential, outward bound trips and after-school dance sessions.</p>	<p>Year 5 and 6 residential with active theme booked for 2025 and 2026. Promotional videos and long-term payment plan, bursary and subsidies in place to increase engagement.</p> <p>Continued increase of golden time and clubs offer with addition of archery and sports mentor for additional after school and break time</p>

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	As part of Golden Time, sports options include: dodgeball, football, fencing, boxing Subsiding sports clubs: basketball, football, dance, gymnastics for 20% least active.			place with Delapre and Far Cotton Bowls club to offer indoor bowls and to continue to provide access to bowls for students in summer term 2025 following successful sessions in summer 2024.
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Key indicator 5: Increased participation in competitive sport

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:
Engage students in a wide range of external sporting activities.	Members to Northamptonshire Sports	See above	Students were able to compete and participate in football competitions	Support form sister school Abbeyfield – who will loan QEP access to minibuses to minimize participation costs and maximise access

Signed off by	
Head Teacher:	Magnus Wallace
Date:	25/07/2025
Subject Leader:	Jonathan Dale
Date:	25/07/2025