

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2024

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](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate attainment. This document will help you to review your provision and to report your spend. DfE encourages schools to use this 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 2023/2024, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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 2021. 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 2023-24	£ 0
Total amount allocated for 2023-24	£ 17,460
How much (if any) do you intend to carry over from this total fund into 2024-25?	£ 0
Total amount allocated for 2024-25	£ 17,046
Total amount of funding for 2024-25. To be spent and reported on by 31st July 2025.	£ 17,046

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 practiced 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	All pupils in KS2 attend swimming lessons, once a week, over the course of the academic year at STAC, one of our local secondary schools.
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 2025. Please see note above	69%
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	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%

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?

£3630

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: 2024-25		Total fund allocated: £ 17,046		Date Updated: July 2025	
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				Percentage of total allocation:	
				69%	
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:	
1.Children in the EYFS have extended periods of physical activity each day so that their gross-motor skills are in-line/above expectations and they have regular opportunities to challenge their bodies physically. 2. All children are given opportunities to be physically active at playtimes and lunchtimes, learn the rules of games and learn how to play as a team. 3. All children have 2 hours of PE each week, one taught by the specialist PE coach, and one by their class teacher.	1.Children in the EYFS have access to: bikes, climbing frames, sports equipment e.g. skipping ropes, beanbags, balls. 2. Sports equipment is available in all areas of the school playground, including: skipping ropes, balls, hula hoops, bats and balls, basketball hoops. Support staff supervise play time and lunchtime skill sessions, including football, hockey, basketball and cricket. 3. The curriculum is devised to show a clear progression of knowledge and skills across the year groups. By the time children leave Y6, they will have	External activities organised by our School Games organiser network (LPESSN membership): £4500 External coaching: £150 Equipment £ 558.73	Increased percentage of attainment in Physical Development in EYFS by the summer term. Increased confidence and independence when using equipment and larger apparatus. Adult’s observations during playtime show evidence of improved team building skills and higher level of engagement and participation in outdoor games. Consistent high levels of participation by pupils	Continue to provide children in the EYFS with extended periods of activity to ensure continued progress. Continue to provide 2 hours of PE a week. Continue to provide opportunities for physical activity and sport at lunchtime. Achieve Gold Sports Award 2025-26. Sustainable.	

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	participated in, and learnt the rules of: netball, football, tennis, cricket, handball, volleyball and basketball. They will also have developed athletic and field skills and been taught a sequential gymnastics and dance curriculum.	External coaching staff: £6587.01	from YR to Y6 during our end of year sports day.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				See above + additional 21%

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:
1. Children in all Key Stages to experience a wide variety of ways to keep their bodies fit and healthy. 2. Children to be motivated to challenge their bodies in a variety of ways. 3. Children's cultural capital to be expanded through providing a range of physical activities and experiences including competitions and whole school events linked to other subjects of the curriculum such as science and maths.	1. Additional opportunities for PE and PA are provided throughout the school year at Hollydale. For example, Skip2bfit, Yoga and/or dance sessions run by the network, Year 4 Platform cricket, competitions and events organised by LPESSN, SEND Sports Days. 2. Sports week (linked to fund raising events such as comic relief and wellbeing week) and Sports Day. 3. Range of after-school clubs include multi-sports and football and our wraparound provision provides opportunities for children to take part in a range of sporting	External activities organised by our School Games organiser network (LPESSN membership): £4500 External coaching: £150 Equipment £ 558.73	Raised profile of a wider range of sports and physical activities. Positive outcomes and benefit in terms of pupils' health, as a result of the range of sports activities made available. A whole school approach was taken to further develop and consolidate pupils' PE skills. Approximately 60% Increased engagement and participation, for example with children skipping during playtime and at home;	Continue to provide opportunities for physical activity and sport during the school day. Continue to provide opportunities for physical activity and sport during the extended provision. Achieve Gold Sports Award 2024-25. Sustainable.

	activities.	External coaching staff: £6587.01 Additional swimming (across KS2): £3630	increased attendance to after school clubs sporting activities in all key stages. Pupils attainment in PE has increased. Pupil's physical activity levels have increased. The number of pupils participating in school sport has increased. The number of pupils participating in extra-curricular activities has increased, noted during OFSTED 2024, with regard to the monitoring of Pupils with SEND attending clubs.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
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:
1. Children and staff to have a clear understanding of the skill being taught in any given lesson and to see this as part of a progression of skills across each unit of learning, as well as the year-on-year and whole-school curriculum. 2. Staff's confidence in adapting the curriculum to meet the needs of their classes to increase. 3. PE subject lead to have confidence in the above.	1. Use of the PE hub as a framework for planning and resourcing. 2. CPD for teaching staff, led by PE Lead and LPESSN. Qualified sport coaches to teach alongside class teachers to model, plan and deliver activities covering the whole range of the PE national curriculum and to assess effectively. 3. Mentoring and coaching for PE subject lead in order to provide solid subject leadership.	LPESSN membership £ 4,500	CPD used effectively resulted in an improvement in staff's knowledge and skills when teaching high quality PE lessons. The PE lead evaluation and feedback show that her ability to support staff was effective. Monitoring also ensured that consistency was applied across the school in the delivery of PE lessons.	Continue to provide CPD opportunities for all staff. Achieve Gold Sports Award 2025 – 26 through increased participation in events and competitions via our School Games organiser (LPESSN). Sustainable.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Included above
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?	next steps:
1. All children have access to a range of extra-curricular sports clubs in school including multi-sports and football throughout the year. 2. All pupils to be highly motivated to participate in a variety of movement activities which are engaging and fun. 3. Children enjoy taking part in a range of extra-curricular activities.	1. Review of extra-curricular offer, drawing on expertise of PE hub. Ongoing monitoring of participation in clubs, with a particular focus on pupils with SEND. After-school clubs and activities are offered throughout the school year in football and multi-sports targeted at different year groups. 2 and 3. Additional opportunities for PE and PA are provided throughout the school year at Hollydale: - Skip2bfit - Yoga and/or dance sessions run by the network - Year 4 Platform cricket - competitions and events organised by LPESSN - SEND Sports Days e.g. Sailing, SEND Festival of Sport - Bikeability training for Years 5 and 6. - External sports coaches come in to teach multi-skills	PESSN membership £ 4,500 Swimming sessions KS2 £2,480	There has been an increase in pupils' participation in after school and lunch time sports clubs. Children enjoy taking part in a range of extra-curricular activities. Children are highly motivated to participate.	Continue to offer a wide range of extra-curricular activities (as well as opportunities for sport and physical activity) for all children including marginalised groups. Achieve Gold Sports Award 2025-26. Sustainable.

	and football to targeted year groups in KS1 and KS2 - Year 6 residential trip includes opportunities to take part in activities such as the climbing wall, orienteering and archery.			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: included above
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:
1. All pupils to feel confident taking part in competitive sports and having the fundamental motor skills to enable them to	Increased participation in opportunities for competitive sport provided by LPESSN.	PESSN membership £ 4,500	Improved team building skills, determination and endurance. Increased pupils' confidence and competence while taking part in	Continue to offer a wide range of extra-curricular activities (as well as opportunities for sport and physical activity) for

partake.			competitions outside the school.	all children including marginalised groups.
2. Pupils, regardless of need, to understand how movements and skills can be adapted to ensure optimal participation in all sessions.				Achieve Gold Sports Award 2025 – 26 through increased participation in events and competitions via our School Games organiser (LPESN).
3. Increased participation in competitive sport should be reflected by achieving Gold Sports Award 2025-26				Sustainable.

Signed off by	
Head Teacher:	<i>Reema Reid</i>
Date:	July 2025
Subject Leader:	Connie McGowan
Date:	July 2025
Governor:	
Date:	

