

# Evidencing the impact of the Primary PE and sport premium

Sports Plan 2024-25

Commissioned by



Department  
for Education

Created by



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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](http://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.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£16,810
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£16,810
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£16,810
Funding for 2025/26	£16,810

## Swimming Data

Please report on your Swimming Data below. 2024-25 Year 6.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%

Key achievements to date/during the past year:	Areas for further improvement and baseline evidence of need:
<p>We have introduced a new scheme of work with a larger range of games, skills and activities for the children to experience. All teachers have been logged in, have used it successfully and have been able to assess using the website to track progress across key stages. This can be accessed in future years to track a specific child's progressing when revisiting sports/skills. Much easier form of assessment – clearer to track and less time consuming – achieved goal from previous year.</p> <p>All children at St Peter's took part in a variety of non-competitive or/and competitive sporting events at school level last year and /or EPA level. (e.g Year 5/6 commonwealth games at Tilsley park, Year 3/4 Rugby festival, Year 3/4 tennis tournament, Year 3/4 sports day, Year 5/6 sports day, Year 1/2 cricket event, year 1/2 and 3/4 dance events. St Peter's took part in more competitions this year.) A group of year 5/6 SEN children took part in Boccia games.</p> <p>Year 5/6 sports leaders planned activities and delivered a football festival for KS1 children.</p> <p>Greater participation from parent volunteers in coaching football teams and supporting sports days.</p> <p>Created new football teams for both boys and girls and participated in league matches across the EPA. Resulted in higher uptake for after-school football club with girls.</p> <p>Young Leaders were trained and established.</p> <p>Excellent weekly Forest School provision for nursery/reception and KS1 classes. Additional forest school sessions organised for UKS2. A day to revisit skills and spend time in forest school area.</p> <p>Children involved in more active physical activity at break and lunchtimes through purchase of new equipment.</p> <p>Purchase of new equipment e.g. vortex, soft balls, tennis rackets, bouncy balls, leg swings, have all created more opportunities for activity in PE lessons and at break and</p>	<p>Children to know clear progression of skills and be self-assessing against the success criteria and the whole child assessment points.</p> <p>Two new teachers to be signed up.</p> <p>New PE lead to gain access to site and monitor assessments.</p> <p>Purchase a wider range of gym equipment- beams.</p> <p>Develop coaching through clubs/delivery of lessons by specialist coaches in preparation for planned participation in EPA level competitions.</p> <p>Target particular areas for CPD from SSCO that feed into EP level competitions.</p>

<p>lunch times. Children are able to keep more active (not waiting for a piece of equipment/activity to become free).</p> <p>Year 6s supported Apple tree (nursery and reception sports day).</p> <p>New skateboarding club set up.</p>	
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<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>
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## 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:	Date Updated:		
<b>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</b>				Percentage of total allocation: 18% £3075
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Provide new equipment to encourage children to engage in more physical activity during break and lunchtimes.  Purchase new/replace equipment to continue to provide high quality PE and physical outdoor learning.  Purchase new equipment for 'pond project' group to gain access to pond area again and restore.	EWS to audit resources and equipment (done in September 2024) New equipment ordered – particular focus on athletics with vortexes ordered.  New playground equipment purchased e.g. tennis bats and balls, foot swing balls.	£485   £200	Observations of equipment being used (bouncing tennis balls on rackets, swinging leg hoops). Fewer inactive children. Fewer social issues arising at break times. Children becoming more creative with games and skills and organising obstacle courses and new games. Older children taking more responsibility, handing equipment out, collecting in and storing effectively. Pond group established and working actively 1 lunch time per week	Beams/further equipment for gymnastics lessons.
Rota of class times on adventure playground. 50 mins a day TA time at lunch, supporting physical education – organising activities. New playground equipment bought.	Older students to bring out equipment and to set up and run activities for children.	£2375	Children have developed a range of skills e.g. supporting each other. Year 5/6 children have demonstrated much more creative and brave routines in gymnastics lessons – developed through adult-led play time at break and lunch.  Due to use of new equipment	Continue with current games, rotation on adventure playground, continue with year 6s organising equipment – potential for rota.

			(tennis rackets in particular), new activity created on sports day with tennis rally – introducing new skills.	
Additional swimming lessons to those who are not meeting NC requirements after completing core swimming lessons.	EWS to monitor assessment from swimming teachers/courses and identify children not reaching NC requirements.		Key children achieved/close to achieving next step.	Assess levels of key children after another 10 lessons in summer 2025.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 6% £1000
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
To ensure all children have access to high quality, active PE lessons.	<p>CPD in Getset4PE when needed through the year.</p> <p>Release time for PE Co-Ordinator to carry out learning walk.</p> <p>Staff to be using the progression of skills for second lesson of PE for games/gymnastics and dance.</p>	<p>£1000</p> <p>Getset4PE</p>	<p>Children are tracked for progress within the attainment tracker and is improving- staff are using the tracker to efficiently and effectively assess children and highlight spotlight children to track progress as well as progression of skills for games/gymnastics/dance.</p> <p>New equipment purchased, children are all much more active within lessons and not needing to wait for equipment.</p> <p>Children are now more aware of targets and success criteria within a lesson – social skills as well as</p>	<p>Continue to use new in place GetSet4PE curriculum map and accessible assessment tracker.</p> <p>Purchase beams for gymnastics, CPD on teaching gymnastics with these beams.</p>

			physical skills.	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation: 2% £250
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Intent	Implementation		Impact	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding	Evidence of impact:	Sustainability and suggested
Release time arranged and covered for PE lead to spend time observing and supporting planning for other teachers. PE lead to spend time planning with other teachers to cater to individual needs.	CPD for class teachers to develop confidence and knowledge through working with PE lead.  EWS attended PE network day to discuss practice with other PE leads and explore new PE programmes.	£250	Teachers have developed skills in delivering high quality lessons and are more confident in different areas of PE.	More release time to continue to support current and ECT teacher and also new PE lead. Training available in key areas where teachers feel a lack of knowledge. Staff survey for new PE lead to gain understanding of what a new focus could be.
CPD in addition to SSCO in different and wider variety of sports. Children will have high quality teaching of different sports. Skateboarding club started.	Football club after school for ks1 and ks2. Work with Excel tennis programme again-in ks1 and year 3 /4 school lessons for 5 week programme.		Football club well-attended.  Excel provided a Ks1 and LKS2 club.	Re-launching excel club to encourage more children to attend.  Additional club (perhaps cricket) launched in summer 2026.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 68% £11,500
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding:	Evidence of impact:	Sustainability and suggested
Ensure children are given opportunities to participate in festivals/events with other EPA schools.  Ensure SEND children are attending festivals/events.	Coaches booked to organised sporting events of EPA and West Oxfordshire competitions. To take part in: Yr3/4 tennis festival Yr 5/6 girls football event Yr 5/6 SEND boccia Yr 5/6 athletics event Yr 5/6 netball event Y3/4 dance event (May) Yr 1/2 cricket festival Year 5/6 cricket tournament Yr1/2 dance festival (May) Year 5/6 EPA sports day Year 3/4 EPA sports morning EWS taking UKS2 girls and boys to separate football tournaments.	£3000	All KS1 and 2 children in school have taken part in at least two EPA festivals/tournaments.	Continue to participate in a range of sporting events – all KS1 and 2 again to play in at least 2.  Continue with KS2 football leagues for girls and boys.

<p>To improve physical and mental wellbeing for the children in Apple and Oak classes through access to the Forest School programme for nursery/reception and ks1.</p>	<p>Bespoke FS programme developed so nursery/reception and ks1 children each get ½ day week forest school experience.</p> <p>New forest school equipment.</p>	<p>£5000</p> <p>£1000</p>	<p>Fine and gross motor skills are developed.</p> <p>Increased self confidence and skills in team work developed.</p>	<p>To continue for KS1 across the next year.</p> <p>At least one forest school session for KS2 across the year.</p>
<p>Dance workshops organised within school linked to class books/workshops.</p>	<p>EWS to liaise with EB on linking class texts and organising visit from dance company.</p>	<p>£500</p>	<p>Children had good understanding of linking dance to a story, understanding of freeze frames, cannon, unison etc.</p>	<p>New PE lead to liaise with new English lead to organise another dance/drama workshop to continue to encourage dance skills.</p>
<p>Dance workshops at Barts secondary school for Year 1/2 and 3/4.</p>	<p>EWS to liaise with SSCO and communicate with class teachers.</p>	<p>£200</p>	<p>Children exposed to a range of dance styles particularly street dance.</p>	<p>Both KS1 and 2 to take part in another dance festival with children of the same age from other EPA schools.</p>
<p>Additional sessions for activities children are normally unable to access.</p>	<p>EWS to liaise with external companies offering a range of activities e.g. tennis.</p>	<p>£300</p>	<p>KS2 children developed a range of skills e.g. team work, resilience in a one-off cricket session.</p>	<p>Similar activities to be organised throughout the year.</p>

Yenworthy residential trip	EWS to take year 5, 6 and some year 4 pupils on a residential down in Devon.		Children will take part in a range of activities e.g. rock climbing, orienteering, hiking.	Yenworthy parent talk to advertise for Yenworthy 2026.
'Magical days out' including horse riding and orienteering.	JJ to liaise with 'look inside' company to organise dates and with Barts to organise minibus for transport.	£1500	All year 4 and 5 children spent the day completing activities in the forest they normally would not and all children were able to ride a horse. Children gained lots from the experience, it widened their experiences and boosted their confidence.	Magical day out days arranged for year 4 again.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1000 6%
Intent	Implementation		Impact	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding	Evidence of impact:	Sustainability and suggested
<p>Enter West Oxfordshire events- and to compete at school level or against other West Oxfordshire pupils.</p> <p>School Sports Day</p> <p>EPA Sports events for Ks1 and 2: Increased events for KS1 – cricket festival.</p> <p>Increased events for SEND children – Boccia.</p>	<p>EWS to log all attendances and Coordinator to keep register of children taking part in competitions.</p> <p>EWS to complete Health Check on 'Your School Games' to show opportunities for children to engage in competitive sports.</p> <p>To enter at least 5 competitions during the year:            U11 girls 5 a side competition            Boccia competition            Athletics U11 competition            U11 Bee netball tournament            Year 3/ 4 tennis</p> <p>To take part I the EPA football league for both the boys and girls leagues.</p>	£1000	<p>Increased amount of competitions and more children across ks2 taking part in competitions.</p> <p>Ks1 participate in multi skills festival with Year 9 sports leaders.</p> <p>All children in KS2 to have taken part in an EPA sports day.</p> <p>Attended</p> <p>EWS attended all fixtures and children had a fantastic time playing the matches and it increased participation with football at break and lunch times.</p>	<p>To continue to attend EPA events including SEND events – Boccia etc.</p> <p>Have sports leaders come in to work with KS1 on multi-skills again and/or cricket event at Barts.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	