

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

2024/25

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](https://www.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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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 2024/25	£19,400
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2024/25	£19,400
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025	£ 19,400

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>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?</p>	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: 2024/25		Total fund allocated:		Date Updated:	
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:
					%
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:
Participation in the daily Ferndale Mile provides an extra 30 minutes of physical activity each week over a 500m distance. This promotes better fitness and health, making students more engaged and active during PE lessons, which enhances overall PE performance.	Ensure teachers are aware of available routes around the school. Children to set personal goals to measure improvement and record results.		£0		
Daily participation in active burst activities such as Go Noodle, Dough Disco, Cosmin Yoga and Scribble While You Wiggle enhances student’s focus and concentration, leading to a more positive attitude towards learning.	Highlight the different resources available to staff and their benefits.		£0		
Swimming for y6/KS2 pupils-catch up from Covid-19 – 4-week intervention daily.	All y6 pupils to take part in swimming sessions to develop water confidence and stroke technique. To encourage achievement of national curriculum of all children can swim 25m by the end of primary.		£7,600 +£1520 VAT £3,800 out of PESPO		
Lunchtime clubs with internal sports coach	All children to participate in a structured		£3121.82		

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<p>Offer after School Clubs with internal sports coach which enable children to explore their interests and develop new skills. Additionally, these clubs help nurture essential social and emotional abilities, promoting overall well-being and boosting confidence.</p> <p>Offer a diverse selection of high-quality PE lessons throughout the school with the support of a qualified coach. Ensure all equipment is safe and suitable for use.</p>	<p>half an hour lunch time club once a week to develop team work skills and promote a healthy, active lifestyle. This should work towards 2 hours of PE a week, including 1hour PE, ½ hour lunch club and 2 lots of 15 minutes Ferndale mile.</p> <p>Pupil voice about what clubs they enjoy or would like to see more of.</p> <p>Conduct lesson observations to assess teaching standards. The coach will participate in relevant training to support their professional development. Perform termly equipment checks to ensure there is sufficient and appropriate resources and order replacements as needed. Evaluate new sports to determine equipment requirements. Identify a suitable location for a new PE storage shed.</p>	<p>£4162.43</p> <p>£0</p>		
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 0%</p>
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Intent	Implementation	Impact	Impact	Impact
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Recognize sporting achievements during the weekly celebration assembly to motivate students to excel in PE sessions and competitions. The house system will be used to further support this.</p>	<p>Celebrate school sporting successes, including match results, during assemblies. Students are encouraged to bring trophies and personal sporting accomplishments to share, fostering a culture of competitive achievement.</p>	<p>£0</p>		

Celebrate house sporting achievements to encourage participation and competition.	Reward house achievements with the house trophy.	£0		
Create a dedicated PE display board to highlight sporting achievements and showcase awards from celebration assemblies. This will raise the profile of PE within the school and foster a sense of pride among students.	Position the display board in a location for all students to see. Highlight a "PE star of the week" based on sportsmanship and progress. Actively promote sporting achievements through the school.	£0		
The school house system has been reintroduced to promote teamwork and a competitive spirit, with all staff members assigned to a house and the system applied across all areas of the school.	Houses display in the hall.	£0		
Foster discussions about sporting events happening in the UK and globally, such as the Women's Euros, Wimbledon, Commonwealth Games and the World Cup. Organize a sports assembly to facilitate these conversations.	Create discussions in class as well as in PE lessons – e.g. what makes athletes successful?	£0		
Recognize student's accomplishments by highlighting their attitudes and performance in PE.	Create a scrapbook that showcases sporting achievements throughout the school and display outside the office for all to see.	£0		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:

Provide CPD (Continuing Professional Development) opportunities for staff members to enhance their confidence and subject knowledge.	All teachers/TAs to attend a term of dance sessions with their class to develop their understanding. Year 4 and 5 teachers/TAs attended term of cricket coaching. Chance to Shine cricket CPD access to lesson planning and videos.	£0 £0 £0		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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 with external agencies to provide a broader range of physical opportunities related to sports and real-life experiences, such as Chance to Shine Cricket, dance workshops, Bike/Balance ability, tennis and martial arts. This will help all children to develop diverse abilities that support other team games and enhances balance, coordination and agility. Employ the skills of a qualified dance teacher across the school to deliver topic specific dance sessions.	Organize extra PE session with external agencies to enhance student's interest and enthusiasm. Introduce a variety of new sports to foster an inclusive and engaging environment for learning new skills with their peers. Organised qualified coach through Swindon Dance and arranged timetable for whole school to participate in topic specific dance sessions for at least one	Tennis = £0 Martial arts = £0 Bike ability = £0 Balance ability = £0 Skateboarding/scooter £960 + £192 VAT £984 Term 1 & 2 £984 Term 3&4 £984 Term 5&6		

	term per year.			
Bike ability and Balance ability sessions	To equip children with the essential skills to ride a bike and to do so safely.	£0		
Enhanced exercise standards within the school have led to improved attitudes towards learning, characterized by better concentration, resulting in higher academic performance and improved health and fitness.	Informal discussion sessions across the year groups. Ferndale Mile.	£0		
Pupil voice sessions. Drive engagement and encourage participation in PE. What clubs would they like to have? What events would they like to participate in?	Informal discussion sessions across the year groups.	£0		
Sports Day - races and team games. Children to work in house teams to take part in a range of traditional sports day races.	Promote competitive aspect and team work. Parents to watch and support children in competitive environment. Stickers and medals to be provided for participation.	£0		
Blue Kite Games – an inter school tournament.	Promote competitive aspect and team work. Parents to watch and support children in competitive environment. Stickers and medals to be provided for participation.	£0		
Sports equipment orders to ensure we can provide children with a range of new and exciting activities.	Purchasing of further equipment to support a wide range of activities and sports within school. New equipment for PE lessons and playtime.	£2500		
Bike and Balance ability sessions	To provide children with the necessary foundations to ride a bike and ride it safely.	£0 Bike hooks £250 Pedal bikes £1000		

Postage for all resources		£50		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
We will order some spare PE kits to ensure all children have appropriate clothing to participate in PE sessions.	Order spare PE kits	£200		
Ferndale Sports Day – all pupils to participate to encourage competitiveness and team skills in sports and fitness.	Organise race schedule and team games. Collect and collate results. Improve teamwork skills when earning points for house.	£100 Stickers/medals		
Continue to use the school 'house' system for sports days and intra-school sporting events and matches to drive competitiveness and enthusiasm.	Whole school reminder on houses at the beginning of the year. Focus on working with children of all ages and abilities across the school whilst earning points for their houses.	£0		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Macy O'Brien
Date:	
Governor:	
Date:	