



# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

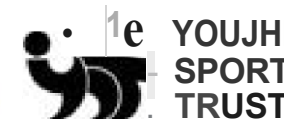
**Amotherby CP School**

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 2025.**

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
<p>The continued investment in play leader training, structured lunchtimes, and high-quality playground equipment remains a strength of provision.</p> <p>Play leaders (Year 6) consistently support younger pupils, promoting inclusive and active play.</p> <p>Structured lunchtimes, supported by trained staff, ensure that activity levels remain high across all year groups.</p> <p>Equipment and oned playground use have reduced inactivity and low-level behaviour incidents.</p>	<p>Increased pupil participation in physical activity during unstructured times.</p> <p>Improved pupil confidence, cooperation, and leadership skills.</p> <p>More consistent engagement across different pupil groups, including less active pupils.</p>	<p>All worked well.</p> <p>Continue to utilize funds for this in coming year.</p>
<p>Develop Profile of PESSPA Across the School</p>	<p>Staff confidence in delivering PE is now secure.</p> <p>PE is seen as a valued subject contributing to whole school priorities, including wellbeing and behaviour.</p>	<p>Continue to promote and remind staff.</p>

<p>Develop leadership skills in children The school has sustained its investment in the PE Buddy Play leader programme, where older pupils (Year 6) are trained to lead physical activity during lunchtimes. This initiative is now an embedded part of daily provision and plays a key role in promoting both physical activity and personal development.</p>	<p>Pupils demonstrate increased confidence, communication and organisational skills. Play leaders take ownership of activities, showing independence and responsibility. Younger pupils benefit from peer-led engagement, resulting in higher participation levels at lunchtimes. The programme supports wider school priorities, including behaviour, wellbeing and pupil voice. Leadership opportunities contribute to pupils readiness for the next stage of education.</p>	<p>Continue to embed in coming year – need to train new Y5 pupils up.</p>
<p>Increase knowledge, understanding, confidence and competence of the subject leader and PE Curriculum Team as a whole. The subject leader can then lead the whole school staff.</p>	<p>Subject leader through CPD/monitoring of the curriculum.  Teaching staff- those teaching PE and being responsible for their children.  Pupils- to be confident in their learning through quality teaching.</p>	<p>Mr Kelly - has 3 subject areas to coordinate. review allocation</p>
<p>The continued investment in sports partnerships (Malton Sports Centre) and transport has enabled pupils to participate regularly in competitive sport.  Access to competitions has been maintained despite rising transport costs. opportunities are available across a range of year groups.</p>	<p>Increased participation in inter-school competitions. development of teamwork, resilience, and sportsmanship. greater confidence in representing the school.</p>	<p>Continue to utilize funds for this in coming year – all year groups have accessed MSC event</p>

<p>The continued use of external providers (e.g. Malton Sports Centre, specialist coaches) ensures pupils access a wide and diverse range of sports beyond the national curriculum.</p> <p>Pupils experience alternative sports such as archery, climbing, and golf.</p> <p>Enrichment activities remain a key strength of the school s offer.</p>	<p>Increased pupil enthusiasm and engagement in sport.</p> <p>Broader awareness of different physical activities.</p> <p>Positive attitudes towards lifelong participation in sport.</p>	<p>Evaluate participation data to ensure equity of access.</p> <p>Consider pupil voice when selecting activities.</p>
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## Key priorities and Planning

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
Specialist Sports Coaching (Years 2–6)	<p>Teaching &amp; Support staff - as they need to lead the activity</p> <p>Pupils – as they will take part.</p>	<p>Key Indicator 1: The engagement of all 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</p>	<p>The percentage of pupils walking or cycling to school will increase.</p> <p>Children will be more awake on a morning.</p> <p>Less congestion at the school gate for drop off and pick up times.</p> <p>Children will be more confident and competent to ride on roads and cross the roads safely.</p> <p><b>How to sustain:</b></p> <p>Each year the next cohort will be trained. School staff supporting the instructors from the RESSP fully understand the outcomes and consolidate this learning back in school. Parents understand the school is an ‘active school’ and the benefits of walking their child to school and spending quality time on a morning.</p>	<p>Malton Sports Centre Staff: £6,500</p>

<p>Develop the knowledge and understanding of all staff regarding the importance of 60 active minutes</p>	<p>Lunchtime supervisors / teaching staff - as they need to lead the activity.</p> <p>pupils – as they will take part.</p>	<p>Key Indicator 1: The engagement of all 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</p>	<p>Staff will have the knowledge and understanding why children should be active and that it links to their educational achievements, health, physical development and mental wellbeing. Staff will have implemented physical activity on their planning.</p> <p><b><i>How to sustain:</i></b> Each year make sure that new staff are trained. Subject leader to ensure staff do not revert back to sedentary classrooms. New ideas refreshed to keep up interest for staff and children.</p>	<p>MSA Staffing : £6,500</p>
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<p>Develop leadership skills in children</p>	<p>Pupils - enhance breaktime experience.</p>	<p>K12: Profile of PESSPA raised across the school  K13: Increased confidence, knowledge and skills (pupils and staff)  K15: Increased participation in competitive sport</p>	<p>Pupils will have increased self-esteem and confidence. Young leaders will benefit from the experience of planning, organising and delivering a range of sports to a diverse group of children. They will become more confident in their leadership qualities.</p> <p>Staff benefit from training by Malton Sports Centre so they understand their role back at school with the sports leaders. A more active school has been achieved by having the 'mini workforce' at break</p> <p><b><i>How to sustain:</i></b>  Sports leaders from Y6 currently trained. We need to continue this year on year and have the older leaders mentor the younger ones. Download more activity cards for the sports leaders to give them ideas for new game.</p>	<p>Leadership Training Cost: Malton Sports Centre - £500</p>
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<p>Increase knowledge, understanding, confidence and competence of the subject leader and PE Curriculum Team as a whole. The subject leader can then lead the whole school staff.</p>	<p>Subject leader through CPD/monitoring of the curriculum.</p> <p>Teaching staff- those teaching PE and being responsible for their children.</p> <p>Pupils- to be confident in their learning through quality teaching.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>As a result of CPD, the PE subject leader will:</p> <ul style="list-style-type: none"> <li>• develop a curriculum map appropriate to the children within the school.</li> <li>• Organise PE specific observations.</li> <li>• Introduce a user-friendly assessment tool and delivered staff training to the whole school.</li> <li>• Monitor the quality of teaching and learning.</li> </ul> <p><b>How to sustain:</b> Implementing annual PE observations. Track assessment for learning in PE. Keep tweaking the curriculum map to ensure it meets the school's intentions for PE.</p>	<p>Leadership Training Cost: 1500</p>
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<p>To ensure that all children and young people enjoy some form of sport or physical activity: Take part in RESSP festivals and development days – at least each year group once a term. Introduced additional activities at break and lunchtimes. Clubs – multi skills, dance, football</p> <p>Ensure that all children know how to and are confident and competent to ride a bike.</p>	<p>Teaching staff, lunchtime supervisors, buddies/leaders- encourage the use of physical activity and sport.</p> <p>Pupil- the ones taking part.</p> <p>Teaching staff with support from Bikeability coaches Year 6 Pupils- as they are participating.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 1: The engagement of all 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</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>The children are engaged more in PE and after school clubs due to the wider and broader selection of activities.</p> <p><b>How to sustain:</b> Continue to enter children into sports events and festivals. Ensure thought goes into which children are selected for which event. Follow up work to every event to ensure maximum impact.</p> <p>Reception children will all be able to glide and turn on a balance bike. They will then be able to ride with pedals. Guidance has gone home to parents about balance bike training and their child's next steps. Non-riders can now ride a bike. The sense of achievement and the increase in confidence was immediate Bikeability training for year 6 pupils</p>	<p>Festival &amp; Development Days Cost: Part of RESSP buy in (Part of £4,500). Transport costs: £2000 Clubs cost: £4000 New Kit costs: £2500</p> <p>Balance Bike Training Cost: £3 per child x 30 children = £90 Bikeability Training Cost: £18 per child x 27 children = £500 approx</p>
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<p>Ensure that every pupil, by the time they reach Y6, has represented their school in a sporting activity</p>	<p>Pupils- as they are taking part.</p> <p>Subject leader- to book and track for each child to have represented their school in a sporting activity.</p> <p>Teaching staff- to support with sporting events.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Pupils' skills will have developed will have through the experience and some developed an interest in a new activity. Pupils will have a sense of belonging to their school as they represented the school. Pupils will have improved their confidence, competence, motivation, knowledge and understanding in various sports and activities.</p> <p>The children will enjoy physical activity encouraging them to take part in future events. Staff will have benefitted from the professional development opportunities through attending events and learning from the deliverers.</p> <p><b>How to sustain:</b></p> <p>Ensure that all children are appropriately prepared for the competition they are attending to further increase their physical literacy levels particularly their confidence and motivation levels.</p> <p>Reinforce the Spirit of the Games values that RESSP are aiming to develop in our children: Honesty, Passion, Determination, Self-Belief, Respect and Teamwork</p>	<p>Competition Cost: 6,500</p>
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<p>Ensure pupils meet National Curriculum swimming requirements Provide additional support for non-swimmers</p>	<p>Curriculum swimming for Years 3 and 4 Targeted top-up sessions for Years 5 and 6</p>	<p>KI4: Broader experience of a range of sports and activities</p> <p>Key Indicator 1: The engagement of all 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</p>	<p>High percentage of pupils achieve 25m standard Increased water confidence and safety awareness</p> <p><b>How to sustain:</b> Early intervention reduces need for later catch-up Targeted support ensures efficient use of funding</p>	<p>Support from RESSP Cost: Part of RESSP buy in (Part of £5,000). Koboca Cost: Part of RESSP buy in (Part of £5,000).</p> <p>Put a plan together so that the challenges are timetabled for the year - including home challenges. Put more challenges on Koboca. Include more challenges in PE linked to curriculum plan. Can we start to look at 'Personal Challenges' in other subject areas?</p>
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## 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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	70%	<i>Due to family circumstances and cost of living, a declining number of our pupils attend swimming sessions outside of school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	63%	<i>Due to family circumstances and cost of living, a declining number of our pupils attend swimming sessions outside of school.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>63%</p>	<p><i>Due to family circumstances and cost of living, a declining number of our pupils attend swimming sessions outside of school.</i></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>No</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>No</p>	

Signed off by:

Head Teacher:	<i>Lucy Brazier</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Greg Kelly, PE Lead</i>
Governor:	<i>Stewart Morris</i>
Date:	01.09.24