



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2025

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 2024.**

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 (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p><u>Arches Package (£2680)</u> This included:</p> <ul style="list-style-type: none">- Balance bike training for FS2/Y1 (Autumn term)- Play leader training for Y6	<ul style="list-style-type: none">- Children enjoyed the session and improved their balancing skills- Y6 children take their roles seriously and have developed their leadership skills	<ul style="list-style-type: none">- Move balance bike training to summer term as Reception children were still settling in- Y6 children provide activities every lunchtime for KS1, three lunchtimes a week for KS2. A group of Y6 children also referee KS2 football matches. Next year: Play leaders to have a logbook to record activities/feedback. Y5&6 to do play leader training to increase the number of older children supporting with play on

<ul style="list-style-type: none"> - Player leader training for lunch-time supervisors - Gymnastics/dance coach in Spring 2 - Y1 after-school club - CPD for staff on high quality PE and differentiation (28/04/25) - PE review day - Support with Sports Day 	<ul style="list-style-type: none"> - Initially successful but there have been too many changes to lunch-time rotas for staff to plan activities - Opportunity for team-teaching (CPD for staff) - Y3/4 dance club to prepare for Arches dance competition - Targeted intervention club for children with social and emotional difficulties - Teaching staff have a better understanding of what a high quality PE lesson looks like - Focus on differentiation within PE lessons 	<p>KS1 yard.</p> <ul style="list-style-type: none"> - More beneficial for lunch-time supervisors to support Y6 play leaders - Gymnastics is generally the topic teachers feel less confident in teaching - Opportunities to discuss ways of adapting PE tasks to give all children a sense of achievement
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<p><u>Arches Competition Fee (£400 + £100 for Aquafest)</u></p> <p>We have attended the following Arches competitions in 2024/2025:</p> <p>Y5/6 tag rugby Y4 basketball Y5/6 football Y5/6 indoor athletics SEND dragonball SEND ice-curling Y4/5 Aquafest</p>	<p>Attended a competition: 55 % of KS2 pupils 66 % of KS2 PP pupils 92 % of KS2 SEND pupils</p> <p>Children with SEND have benefited from attending non-competitive/non-conventional sports such as ice-curling and dragonball.</p>	<p>Attending competitions against other schools has taken children out of their comfort zone and forced them to work harder on playing skills and working as a team</p> <p>Need to look at ways of building children's stamina (disadvantage of having a small playground)</p>
<p><u>Tag Rugby Coach (£400)</u></p> <p>We had a tag rugby coach from Sheffield Eagles in Autumn 1 for Y4&5. He also delivered an afterschool club for Y5&6.</p>	<p>Children have improved their knowledge and skills in tag rugby. The Y5/6 team were well-prepared for the Arches tag rugby competition.</p>	<p>Stephen has built up a good relationship with the children, as he also delivered sessions in 2023-2024.</p>
<p><u>Multisports Coach (£400)</u></p> <p>Sheffield Eagles Summer 1 Football training for Y5/6 girls</p>	<p>Stephen delivered sessions on racket skills to Y2 and handball to Y6.</p>	
<p><u>Multisports Coach (£400)</u></p> <p>Sheffield Eagles Summer 2 Cricket Club for Y4</p>	<p>Liam delivered cricket sessions to Y3 and Y5, and ran an after-school cricket club</p>	

Football Coach (£1584)

We had a football coach from the Sheffield United Community Foundation for the whole Spring term. He delivered lessons to years 1, 2, 4 and 5, ran a Y2/3 after-school club and supported Y6 girls to prepare for a football tournament.

Top-up swimming sessions (£793.33)

5 sessions to familiarise Y3 children with the pool and prepare them for formal lessons in Y4.

Indoor Bouldering (£330)

We selected 12 children to attend the Sheffield School Bouldering Competition at Climbing Works. We attended a practice session before the competition.

Staff have been able to work alongside Josh and learn strategies for setting up equipment efficiently and for managing class behaviour in PE.

The children (particularly those who attended the football club) have made huge progress in their playing skills and have also improved their general fitness.

Y4 children will be better prepared for formal swimming lessons as they already know the routines.

Staff have identified swimmers/non-swimmers and will encourage parents/carers to take children swimming over the summer holidays.

The children had no previous experience of climbing/bouldering. One child initially refused to climb but gained the confidence to try later in the session.

The children in the Y2/3 football club were selected on various criteria: PP, SEN and less active.

We had hoped to take Y5/6 for top-up lessons, but the sessions were fully booked. Rachel Jones from Sheffield Swimming Service recommended focusing on Y3 for this year.

Y3&4 class teachers have completed a training course on how to support children during swimming lessons

Most of the children selected were PP and were unlikely to have experienced bouldering before the session

Transport (£700)

We have relied on public transport to get to most venues. We shared a coach with Rivelin school to attend the indoors athletic competition at Concord.

Sports equipment (£8043.92)

New PE equipment following an inventory in the summer term:

- Additional footballs/basketballs
- Two new benches for gymnastics
- Handballs (new sport)

Equipment for play leaders

Athletics equipment (reversaboards, target games, long jump)

Children understand how to use public transport safely.

Walking to/from venues/tram stops improves fitness levels, and will hopefully encourage families to use active travel

Better quality PE lessons (e.g. one football each to practice dribbling, additional benches for gymnastics)

Play leaders have their own equipment (balls, cones, bibs, parachute...) that they can use to lead play sessions

Athletics has been challenging to teach in previous years due to a lack of suitable equipment. We have invested in a graduated mat for long jump and target games to practise throwing.

The Reversaboards will be used for Sports Day to create a more 'professional' event

<p><u>Active Travel</u> We use the Living Streets Travel Tracker to monitor travel to school</p> <p>Y5 children took part in Bikeability Training (week beginning 10th February)</p> <p>Y2 Scooter training (Mode Shift STARS)</p>	<p>73% of our children use active travel on a regular basis. We are consistently in the top ten Sheffield schools for active travel</p> <p>Y5 children understand how to ride a bike safely on the road</p> <p>Y2 children understand how to ride a scooter safely on the pavement</p>	
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

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
<p>1) Targeted provision in place to ensure that a maximum number of children achieve national standards in swimming</p> <p>Dance and gymnastics lessons to be timetabled alongside swimming lessons (practice swimming movements in warm-up activity)</p>	All KS2 staff PE lead	At least 60% of Y6 pupils to meet national curriculum requirements	<p>Whole-school focus on the importance of swimming</p> <p>Parent Assembly led by Sheffield Swimming Services</p> <p>Communication with families</p>	Top-up swimming lessons
2) Gain a clear understanding of children's needs and motivations in PE	All staff	<p>School to take part in Girls Active Survey (girls and boys)</p> <p>All KS2 children to complete a questionnaire about PE lessons/after-school clubs</p> <p>Pupil voice sessions</p> <p>Set up a School Sports Council</p>	School will use the findings from the Girls Active Survey to gain a better understanding of children's participation levels, attitudes, perceptions, motivations and barriers to participation.	

3) Ensure all children in KS2 have the opportunity to attend an extra-curricular PE activity and/or take part in an intra or inter-school sports competition	PE lead	All children in KS2 offered the opportunity to attend an extra-curricular PE club and/or take part in an intra or inter-school competition	Use GetSet4PE data to monitor which children have/haven't take part in a club	Transport
4) Tackle gender stereotypes in sport and activity	All staff	All staff to be made aware of the issue of gender equality and challenge any stereotypes. Gender equality to be part of the Y5/6 play leader training.	Girls and boys feel confident taking part in physical activity in PE lessons and at break-times/lunch-times	
5) Provide opportunities for children with SEND, and for inactive/vulnerable children	SENDCo PE lead	All children with SEND offered the opportunity to take part in competitions/PE clubs focusing on alternative activities (e.g. golf)	Use GetSet4PE data to monitor children with SEND Arches to provide an alternative activity day	
6) Monitor curriculum map to ensure a wide range of activities	PE lead/co-ordinator All staff	Children experience a range of sports and activities and develop skills in different areas. Arches Alternative Activity Day	Liaise with different coaches for varied provision (e.g. tag rugby, cricket, dance)	

7) Provide ongoing CPD for teachers	PE lead	All teachers feel confident teaching PE	Teachers to work alongside PE coaches (Arches, Sheffield Eagles). Opportunities for team teaching.	Coaching
8) Provide opportunities for children to compete in football league matches	PE lead	St Mary's to be represented in the SFSS Football League (mixed and girls)	Provide opportunities for children to play football before school, at break-time, lunch times and in after-school clubs Inter-merit team football tournaments	FA Football training SFSS fee
9) Raise awareness of the recommended amount of physical activity children should be doing every day: 60 minutes, of which 30 minutes in school	All staff	Families are made aware of the recommended amount of daily activity children should be doing, and can access support and resources through school	Play leaders to organise physical activities Promote free physical activities in the local community Newsletter	
10) Increase the amount of active play at break-times/lunch-times	All staff Lunch-time supervisors PE lead	Y5&Y6 play leaders provide activities on KS1 and KS2 yards every lunch-time	Y5&Y6 play leader training Play leaders to keep a record of activities School Sports Council to monitor play leaders	New equipment Play leader tabards

11) Continue to promote daily physical activity using Living Streets Travel Tracker	All staff	At least 70% of children using active travel regularly	Use of Living Streets Travel Tracker	
12) Promote outdoor learning and healthy lifestyle	All staff	Apply to become an eco-school All children to become involved in gardening/outdoor projects		

Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
1. Increased participation in school competitions (including SEND)	Children have developed their confidence and competence within physical activity	79% of KS2 children have represented St Mary's in a competition 92% of KS2 children with SEND
2. Increased participation in after-school clubs. We have run clubs in football, tag rugby, cricket, dance, golf and ball games. Children are selected for clubs to ensure wider participation.	We have created positive experiences for the children as well as promoted regular participation in sport	80% of KS2 children and 55% of KS1 children have taken part in an after-school sports club
3. Promoting girls' football	We have addressed potential barriers to girls playing football and set up a successful girls' team. Sheffield Wednesday led a Y5 workshop on gender equality and addressed all KS2 in an assembly on the Euros and female empowerment	The Y6 Girls' Team came top of their league and played in the SFSS finals. We had a visit from Barry Bannan as part of the Sheffield Wednesday assembly
4. Introduction of wider variety of activities (orienteering, bouldering)	Children have had the opportunity to experience different types of sports. Some children have gone on to participate in orienteering events out of school.	St Mary's came 16 th in the South Yorkshire Orienteering Schools League. We promote orienteering events in our school newsletter.

5. Play leader training	Y6 play leaders have successfully run lunch-time activities on KS1 and KS2 yards	Next year, we will be training Y5 & 6 to be play leaders
6. Purchase of new equipment	Better equipment (particularly in gymnastics and athletics) has led to higher quality PE provision.	
7. Developed a strong working relationship with coaches and sports organisations	Staff have worked alongside coaches from Arches, Sheffield United and Sheffield Eagles and have learnt strategies for PE class management and ideas for activities	
8. Promotion of sporting activities in the school newsletter	Parents/carers have been made aware of sporting activities taking part in school, as well as activities taking part in the community	
9. Promotion of active travel/Scooter Skills/Bikeability	Our families have been made aware of the benefits of active travel, and a large proportion of our children use active travel on a regular basis.	
10. Increase student voice	We have taken part in the Girls' Active Survey and will be using the results of the survey to inform our PE delivery. Children have also completed questionnaires and taken part in pupil voice sessions.	

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?	42 %	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	46%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based	95%	

situations?		
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?	Yes/No*	We were not able to book a full block for additional top-up sessions so were advised to use the shorter block (5 lessons) to prepare Y3 for formal lessons
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	The Y3&Y4 teachers both attended a course run by Sheffield Swimming Services on supporting children with swimming

Signed off by:

Head Teacher:	<i>Mrs Joy Burgess</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ms Sylvie Roux (PE lead)</i>
Governor:	<i>Mr Duncan Payne (Chair of Governors)</i>
Date:	22 nd July 2025