



The Primary PE and sport premium

Planning, reporting and
evaluating website tool



Commissioned by



Department
for Education

Created by



September 24/25

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 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 2023/24, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

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 2024



Details with regard to funding

Please complete the table below.

Total amount carried over from 23/24	£0
Total amount allocated for 23/24	£19,310
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2024/25	19,260
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	19,260

Swimming Data to be completed in review (Summer 2025)

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. 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. 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? 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</p>	93% swim at 25m
<p>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</p>	76% a range of strokes
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	72% perform safe self rescue
<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>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the

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		Imp act	
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:
New Sports Coach to plan and lead after school clubs to ensure there are more places for children to attend. Target all year groups, where possible.	Pupils to have the opportunity to experience competitive sport beyond school	Part of wider curriculum provision	Clubs were changed over each term. There were specific gender clubs after 2023/34pupil voice feedback. All athletics All handball All skateboarding All Ninja warriors All gymnastics All dodgeball All cricket Girls football Girls multi sports Boys multi sports Boys football	Continue with provision OVER THE YEAR- filter groups who accessed the sports All athletics 7/14 50% girls 7/14 50% boys of which 50% PP and 7/14 50% were SEND All handball 7/15 girls 8/15 boys of which 53% PP 3/15 20% were SEND All Ninja warriors 5 girls 11 boys 13/16 81%PP 8/16 50% SEND

				<p>All gymnastics 13 girls 3 boys of which 10/15 66%PP 5/16 31%SEND</p> <p>All dodgeball 5 girls 33% 10 boys 66% of which 7/15 47% PP 7/15 47%SEND</p> <p>All cricket 5 girls 33% 10 66% boys of which 9/15 60% PP 4/15 27%SEND</p> <p>Girls football 14 in total of which 8/15 53%PP 5/14 36% SEND</p> <p>Girls multi sports 15 in total of which 6/15 40% PP 2/15 13% SEND</p> <p>Boys multi sports 14 in total of which 7/14 50% PP 6/14 43%SEND</p> <p>Boys football 16 in total</p>
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				of which 10/16 63%PP 3/16 19% SEND
Ensuring a range of equipment is available to encourage active playtimes and lunchtimes.	Complete an audit of equipment Autumn 2 term A variety of independent play equipment) to be purchased to support lunchtime in KS1, to support the KS2 Year 6 Sports Leaders	£186.51	Resources to support lunch lead activities by sport leaders for KS1-3 Essential basic equipment Stilts, catching balls, skipping ropes and scoop/ball	More engagement reduced distractions or areas of behaviour
PE Sports Coach to support daily lunchtime to model game rules and how to referee	Coach supports and extends learning and to embed skills from PE. Supports lunchtime organisers and Teaching Assistants on duty.	Part of provision additional lunch coach needed in summer term		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
2024 Target Children's sporting achievements celebrated in class, in whole school assembly and onDojo Pupil Sports Leaders to nominate	Children to receive certificates and awards for sport and swimming in front of their class, in assembly and also through DOJO to engage with parents. Children also encouraged to		Raise profile empower confidence	Sport Leader to announce and continue PE stars for the week from each class. Sports Leaders to also pick KS1-3 names who have

a pupil from each year group, weekly, in assembly.	bring in any awards/ certificates from outside of school achievements.			played exceptionally when working with Y6 leader
Inclusive Whole school approach to swimming	To audit Year 6 pupils by Spring 1 and arrange additional sessions for pupils not swimming 25m.		Additional pupil was able to attend with Y4 and achieved standard 25m	There are 6 Year 5 2025/26 that did not achieve 25m They have been identified to join current Year 4 from Autumn term 2025
To increase % of Nursery children to be ARE for Gross Motor Skills. Identify children for additional support or challenge	Continue Nursery provision with Manchester City Coaches City in the Community	£950	Positive feedback from nursery team sessions are engaging child centred coaches are very responsive baseline and end of year significant progress	Butterflies - 62.5% baseline/ 93% summer Caterpillars - 35% baseline/ 76% summer Will continue in 2025/26
Identify and support children with motor skills barriers	Weekly session(s) for targeted children identified through class teacher and SEND leads. Year group allocations on the timetable for Y2-6 Sports Coach works with class teachers to ensure activities are built in to other times of school day and matched to needs of the children. <i>PRE TEACH Sessions</i> <i>Those with Occupational Health Reports</i> PE barriers for SEND pupils SL	(allocated within UK Sports time)	Additional sessions on the timetable to be picked up in no more than groups of 3 2 pupils with ADHD and and EHCP from Y6 were picked up x 2 week for the whole year. Supported their individual SEND targets	Timetable has been organised to pick sessions for pre teach PE engagement confidence gross motor skills

	document sits alongside the coach's planning.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
All teaching staff (including new teachers and TAs leading PPA) are confident and enthusiastic in delivering high quality, progressive PE sessions	UK Sports Coach delivers High quality P.E sessions delivered across school. One session in week 4 of every half term to be delivered by the teacher as part of on-going CPD support by Autumn 2. Planning shared from PE Hub in 2022/23 with adaptations shared with all staff. PDT completed 2022/23	£21,348	All staff involved in coaching sessions with Uk Sport coaches. The 3 part daily lesson are team taught or taught by school adult. This has supported the delivery of following the PE sessions with confidence and knowledge	UK Sport to continue School has expressed a regular coach for continuity There were changes in staff due to absence


<p>Activities (particularly at lunchtime) are inclusive and develop sport skills/ fitness/ social interaction/ team building</p> <p>TAs are confident to lead sporting activities and to provide feedback for pupils - shared with coach/subject lead</p>	<p>Coach and TA collaboratively to assess pupils and amend provision as necessary, to develop knowledge and skills within a topic.</p>		<p>Sport referee and rule cards were set up to build knowledge, continuity between staff/pupils and confidence amongst all providers.</p> <p>KS2 EHCPs were guided through tailored support, which enabled pupils to stay out for the duration of time and fully engage</p>	<p>Sport leaders also continue to work with EYFS and KS1-6</p> <p>Sport leaders very popular so applicants to increase</p>
<p>Subject leader and access to wider sporting opportunities across the local community- as school transferred to MAT.</p>	<p>Manchester Schools PE Association</p> <p>2023/24 subscription</p> <p>subscribe to the local School Games organisation to be able to take part in competitive sport across local and wider area. This will enable the school to take part in an increasing number of competitive sports events against other schools. (Links to the Manchester Community Sport & Club structure and School Games Mark)</p> <p>Offers Football Festival at Premier League Academies, Manchester United and Manchester City.</p>	<p>£1350</p> <p>PE Association Membership</p>	<p>Year 6 teams competed in football</p> <p>Year % girls excel groups</p> <p>Year % boys inspire group</p>	<p>Staff availability and low capacity made it difficult to attend all matches. Felt the event timetable was not fully utilised.</p> <p>Did complete Co-op opportunities like athletics event.</p> <p>Multisport event with partner co-op school</p> <p>Also took part in girls football at local high school to mark Women's international day.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>

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:
<p>Ensure that the school offers opportunities for all pupils, including access to less traditional sports</p> <p>% of vulnerable children accessing to remain high.</p>	<p>UK Sports Coach is planning and running after school clubs to ensure more places for children to attend.</p> <p>Allow fair opportunity across all year groups/gender/SEND..</p>	<p>Part of UK Sport Contract</p>	<p>See above breakdown on what was on offer</p>	<p>Continue with provision OVER THE YEAR- filter groups who accessed the sports</p> <p>All athletics 7/14 50% girls 7/14 50% boys of which 50% PP and 7/14 50% were SEND</p> <p>All handball 7/15 girls 8/15 boys of which 53% PP 3/15 20% were SEND</p> <p>All Ninja warriors 5 girls 11 boys 13/16 81%PP 8/16 50% SEND</p> <p>All gymnastics 13 girls 3 boys of which 10/15 66%PP 5/16 31%END</p> <p>All dodgeball</p>

				<p>5 girls 33% 10 boys 66% of which 7/15 47% PP 7/15 47%SEND</p> <p>All cricket 5 girls 33% 10 66% boys of which 9/15 60% PP 4/15 27%SEND</p> <p>Girls football 14 in total of which 8/15 53%PP 5/14 36% SEND</p> <p>Girls multi sports 15 in total of which 6/15 40% PP 2/15 13% SEND</p> <p>Boys multi sports 14 in total of which 7/14 50% PP 6/14 43%SEND</p> <p>Boys football 16 in total of which 10/16 63%PP 3/16 19% SEND</p>
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Children to be exposed to non-traditional sports, develop skills and to build sustainable links beyond school to local facilities	<p>Projekts MCR Skateboarding Provider</p> <p>Provision for 15 KS2 pupils each half term, after school club.</p> <p>Book on a termly basis</p> <p>Tuesdays</p> <p>12 week block</p>	<p>Free to school</p> <p>Secured national lottery funding</p> <p>£300</p>	<p>The groups were aimed at 15 pupils over each term</p> <p>The skateboarding lead was to teach 45 over the year.</p> <p>Numbers were not sustained at 23 for the year.</p> <p>Groups were as small as 7 over the term.</p> <p>Costing was going to change for 2025/26</p>	<p>All skateboarding over the year</p> <p>23 accessed the group, but groups tailed off of the year and could not manage 15 capacity</p> <p>9 girls 14boys of which 14/23 61% were PP and 6/23 23% SEND</p> <p>Numbers dropped over the termly sessions</p> <p>Cost for 25/26 was to increase</p> <p>Not viable for 2025/26 autumn term at this stage</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Summer Sports Day Community event Sports day celebration of talents and skills. Children will take part in a competitive sports day against their peers, lead by Pupil Sports Leaders.	Encourage friendly team building comradery, Children will take part in competitive races and activities against their peers. Achievements will be celebrated with certificates and medals/ trophies to end the year.	Certificates/medals	4 Sports days EYFS Year 1-2 Year 3-4 Years 5-6	Sessions organised into less events 2025/26 have 3 days based on class floors.
Children to attend as many competitions/ tournaments throughout the academic year. More children take an interest in the sport.	<i>Transport Cost to Manchester School from school budget Games/Cluster competitive competitions.</i> .		Cost to school Taxis Walk	

Signed off by:	
Head Teacher:	
Date:	July 2025
Subject Leader:	R Mirza

Date:	July 2025
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