

A collage of three photographs: a young boy in a blue t-shirt throwing a green coiled ball; a group of girls in blue hoodies running on a track; and a boy in a red helmet and red sweatshirt playing a sport on the floor.

The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated June 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.

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
To ensure that high quality physical activities are offered in school both within and beyond a rich PE curriculum	<i>Teaching staff, Play Leaders, Sports Coaches - as they need to lead the activities and lessons</i> <i>Pupils – as they will take part.</i>	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	Increased participation in the Daily Mile Increased active and adventurous play through implementation of the OPAL scheme (AM) Increased participation in daily before-school sport clubs (linked to pre-teaching PE curriculum skills for the term ahead) (SK) Increased participation in after school sport clubs (linked to reinforcing and consolidating PE curriculum skills for the current term) (SK) Active sessions during lunch breaks with a qualified Sports Coach (SK) Purchase of the SSP	£8625

<p>To ensure children understand how to lead a healthy life and make positive lifestyle choices through the delivery of an effective and beyond statutory PSHE/RHE & PE curriculum.</p>	<p><i>Subject Leaders and Teaching staff delivering learning opportunities</i> <i>Pupils – as they will take part.</i></p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>package to support local cluster competition/activities</p> <p>Effective subject leadership and mapping across PE & PSHE/RHE through development of the Pathway Curriculum (TW/SR)</p>	<p>£914</p>
<p>Increase the confidence, knowledge & skills of all staff in teaching PE & sport through effective CPD</p>	<p><i>Teaching staff, Play Leaders, Sports Coaches - as they need to lead the activities and lessons</i> <i>Pupils – as they will take part.</i></p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Leadership/subject specific CPD for PE lead to support continuing professional development to develop subject leader knowledge and skills (TW)</p> <p>Introduced specialist practitioners to work alongside teachers and upskill pedagogy</p> <p>Developed and improved pathways to local/cluster hubs</p>	<p>£457</p>
<p>Broaden pupils' experiences across a</p>	<p><i>Teaching staff, Play Leaders, Sports Coaches - as they need to</i></p>	<p>Key indicator 4: Broader experience of a range of sports and</p>	<p>Developed participation opportunities in activities</p>	<p>£7724</p>

<p>range of sports and activities during and beyond the school day</p> <p>Through a full curriculum and secure subject leadership, pupils will feel inspired to participate in competitions and will have the skills, knowledge and courage to do so confidently</p>	<p><i>lead the activities and lessons</i> <i>Pupils – as they will take part.</i></p> <p><i>Pupils – as they will take part.</i></p>	<p>activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>beyond the curriculum e.g. Orienteering, triathlon, ice hockey, Forest Schools (TB)</p> <p>Developed and resourced the before and after school provision</p> <p>Maintained and replenished current sports equipment/facilities</p> <p>Ensured access to inter-school sporting competitions & opportunities (LR)</p> <p>PE leader created and delivered a timetable of competitive sporting events throughout the year.</p> <p>Subsidised transport costs to ensure all pupils are able to participate</p>	<p><i>£inc. in above strategies</i></p>
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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
Subject specific (Forest School) SK Level 3 Forest School. SK has now undertaken the Forest School course in addition to AB, TB and GB who are qualified.	All children have access to a Level 3 Practitioner. (AB, GB, TB, SK) Children partake in Forest School Lessons lead by qualified staff. (Whole school participation). Afterschool club – Weekly Forest School.	Children have access to Forest School teaching them resilience, curiosity and adaptability. Continues classroom learning.
Afterschool sports club (Variety of Team Games) – This is weekly.	Lead by a qualified PE Coach. Accessing a variety of games/sports not necessarily linked to the national curriculum.	Children gain experience of a variety of games.
New Sports Equipment relevant to the School Curriculum.	Children throughout the school have access to sports equipment which ensures that all children can partake in PE lessons. PE is now twice a week totaling 45 mins per lesson (1hr 30mins a week). At least one lesson a week is lead by a qualified PE Coach. (Active 60)	The ability to teach the curriculum to its full potential without the barrier of missing equipment.
OPAL – Keyingham Primary have achieved the Gold Standard Quality Mark for OPAL. We have now submitted a request to be re-	OPAL has played an integral part in PE, children have access to daily sport on the MUGA, games, roleplay and an	Children learn to play together, teamwork, opportunities for children to experience new activities. Develop

accredited when the award runs out.	assortment of equipment during lunch and playtime.	problem solving skills.
Red Caps	Children lead an activity as directed by OPAL Leader. This varies each playtime and lunchtime.	Children learn the role of leading an activity – essentially developing sports leaders.
SSP Package	Cluster competitions children chose to take part in these activities.	Children took part in Swimming, Football, Rugby, Dodgeball, Girls Football, cross country.
Brownlee Triathlon	22 children took part in the Brownlee Triathlon at Hymers College, an experience opened to all KS2 children who can swim unaided.	Experience a competitive event without the pressure of winning

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?	56%	<i>We struggle to get pool space due to only having 10 swimming lessons allocated to the school per year. (Withernsea)</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	56%	<i>Initially this figure is probably nearer 65% children are able to use a range of strokes, they are taught front crawl, backstroke and breaststroke but are unable to meet the national requirement of completing one full length (25m) unaided.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>50%</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:	Michael Copley
Subject Leader or the individual responsible for the Primary PE and sport premium:	Tammy Whiting
Governor:	John Frankland
Date:	June 2025