

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2025



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

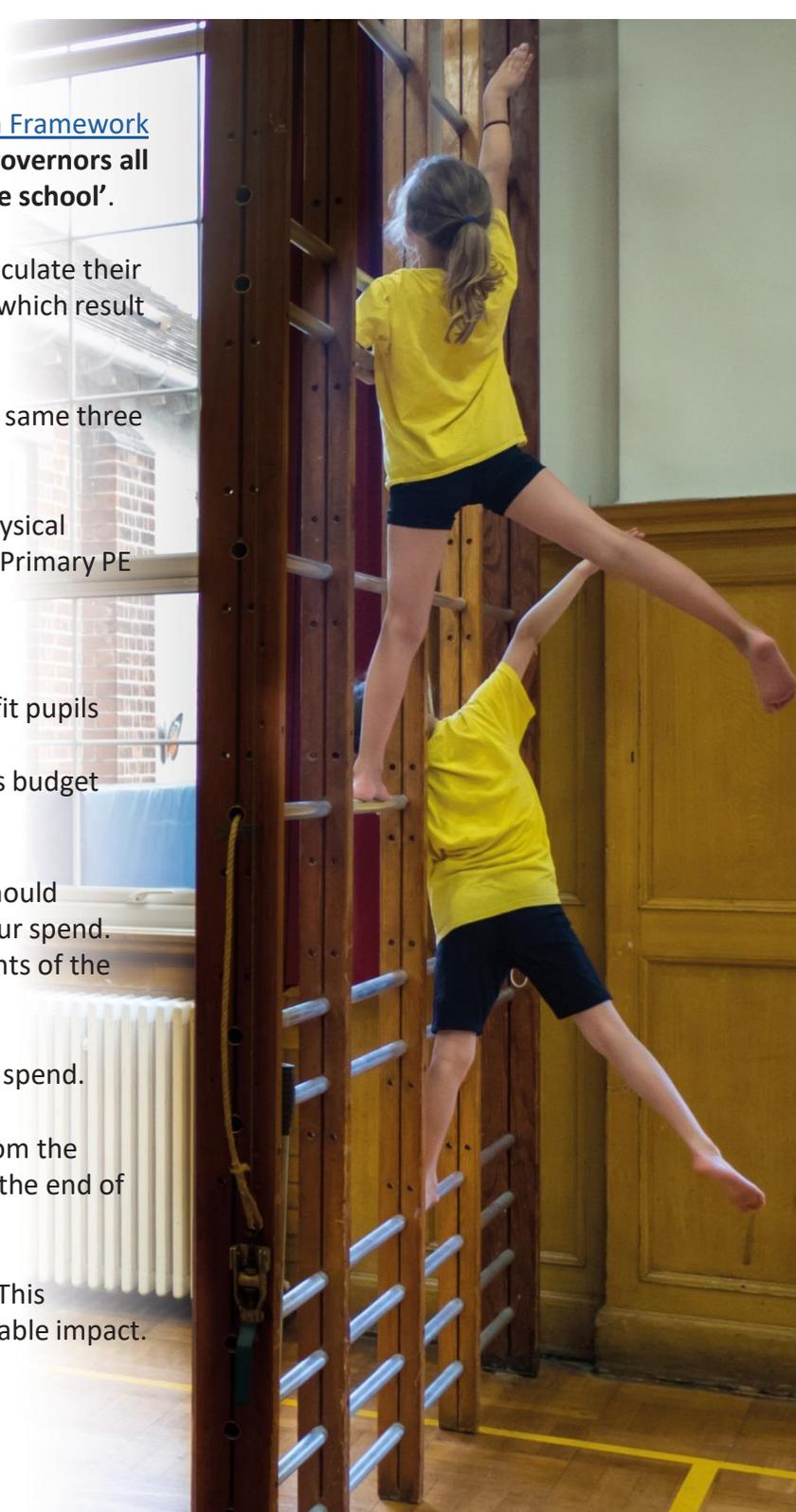
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 the previous year, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term.

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.



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>INCREASE THE OPPORTUNITY FOR ALL CHILDREN TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES, COMPETITIONS AND EVENTS, INCLUDING THE 'LEAST ACTIVE'</p> <ul style="list-style-type: none"> • Making use of attending festivals with specialist coaches and providers to extend opportunity and engagement in different sports. • Continued attend events provided through the School Games and the School Sport Partnership. • Link with outside agencies to provide afterschool sporting club to increase opportunities for all. <p>PARTNERSHIP WORKING - ENGAGEMENT IN THE North Eastleigh and Winchester School Games</p> <ul style="list-style-type: none"> • Enhanced quality of provision • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community • Part of Winchester Football league for boys and girls. <p>PROVIDE A FULLY INCLUSIVE PE AND SCHOOL SPORT OFFER – Improve teacher’s confidence and competence in a variety of subject areas</p> <ul style="list-style-type: none"> • New bespoke PE curriculum written that supports children’s physical development and confidence in PE. • Monitoring and feedback of lessons from the PE Leader. <p>DEVELOP A NEW TEAM OF SPORTS LEADERS</p> <ul style="list-style-type: none"> • To give pupils a voice and active role in developing and enhancing sport in school – working with and encouraging younger children to be more active in lunch times. 	<ul style="list-style-type: none"> • Identify opportunities for CPD development for individual teachers or groups of teachers. • Identify opportunities for other specialists to deliver sessions and help to develop CPD. • Encourage previous junior sports leader as they become year 6 sports leaders, as well as raising a new cohort of sports leader and developing them in their role. • Monitor the role out of new curriculum written and the equipment needed for this to be successful

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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?	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 students today and for the future.

Academic Year: 2024-25		Total fund allocated: 19,565 Total funds received to date: 19,565 Total funds spent to date: 32,453.84 (extra funds carried over from previous sports premium grant with spending allocated but not paid in 2023-24)		Date Updated: July 2025	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.					Percentage of total allocation to date:
					20.85 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Staff are confident in their understanding and teaching of PE, directly impacting the learning of the pupils. PE lead (EK/RS) is confident to support staff in their understanding and teaching of PE. Teachers supported with high-quality planning.	All staff to receive CPD from Kings sports provision staff. (New staff being priority) Time given for the re-writing of St Peter's PE curriculum. This planning to be a support in the teaching of PE within the school.	6,767.64	Teachers confident to teach PE, especially indoor. PE lead more confident to support staff in their confidence, knowledge and skill of teaching PE and sport. Planning provided supports staff in confidently teaching PE and sport.	Next steps: Our re-written, high-quality curriculum is now being used throughout the school, this is be a more sustainable way of accessing planning (free – as written internally).	
Key indicator 2: The engagement of all pupils in regular physical activity					Percentage of total allocation:
					26.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

<p>To improve the resources, allowing all children, no matter of age, gender, ethnicity, class, etc. to engage in regular physical activity</p>	<p>Providing PE kits to families who cannot supply to allow all pupils to engage in regular physical activity</p> <p>To ensure all age groups are engaged in regular physical activity by investing in suitable equipment for EYFS</p> <p>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</p> <p>To repair broken equipment to encourage active play, as well as allowing enough equipment for all PE lessons.</p> <p>Taking children (with focus on Pupil Premium) to events outside of school to boost motivation and engagement in PE. (Supply staff needed to release school staff)</p> <p>Providing structured lunchtime activities run by sports leaders.</p>	<p>8,697.30</p>	<p>All children partake in 2 hour of PE, with suitable equipment and access to kit where necessary.</p> <p>All children showing active play at lunchtime, either through adult led games or through independent active play.</p>	<p>To keep a selection of sizes in Kit as spare, to allow all children to take part.</p> <p>Ensure all curriculum equipment is up to date and available.</p> <p>New Sport Leaders trained up to run games and activities at lunchtime to encourage active play.</p>
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.				Percentage of total allocation:
				21.25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To enhance the profile of PE and sport through instilling a love of physical activity. Staff training on INSET. Ensuring our school grounds promote a love of physical activity.	To enhance motivation for PE using Sports leaders. To invest in lunchtime clubs and equipment for all ages to take part in physical activity for pleasure. A push on promoting PE and its importance to health through Staff meetings and INSET days.	6,896	Lunchtime clubs and equipment are always used and popular. Sports leaders are recognisable at lunchtimes and more involved in lunchtime games as well as PE lessons set up. Instillation of Table Tennis tables and bike racks showing a high profile of PE and sport in our school. School games Platinum 2024-2025	Sports Leaders tops to be kept and re-used each year. New Sport leader to be taught games used to then independently support lunchtime play.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
				21.33%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop our curriculum in order to provide a wider range of sporting activities within PE lessons Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.	New curriculum to be in use. Invest in outdoor sports equipment to enable a broadened range of sports and activities offered in PE lessons. Invest in a range of equipment to enhance opportunities during lunchtimes as well as lessons. Enable all children in year 5 to access Bikeability. Taking children to events outside of school to give opportunities for new	6,922.94	New curriculum has been in use since spring 2. All children in year 5 successfully passed Bikeability after being given the opportunity. A wider range of sports take place in PE lessons, including Hockey Children are active in a variety of ways using equipment made available at lunchtimes.	The continued role out of the new curriculum will introduce a wide range of activities and sports offered to all children through PE lessons. More active clubs run by teachers

	sports and activities. (Supply staff needed to release			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.77%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the number of competitive opportunities given internally as well as externally. Provide opportunities for all children, including SEND, to challenge themselves.	Provide opportunities for all children to challenge themselves. Increase participation in School Games competitions. Providing opportunities for all children including those with SEND, the least active and the least confident to attend competitions and events.	3,169.96	A number of children entered into external competitive sporting events. Our school is part of our local primary football league for girls and boys. A successful sports day, providing internal competition	Continued attendance at SGO sporting events and other external events. Continued participation in Winchester Football League.