



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023

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
There is a more detailed account of the impact for this academic year in the previous reporting document 2023 – 2024 – but to summerise I have added one or two key point to meet all 5 indicators: This was another good year for PE at our school.		
<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</i>	<p>CPD was given to staff through the WESSP partnership sports coach Julie Watkins, this resulted in confident and eager staff having the skills and confidence to deliver tennis lessons.</p> <p>Offer given to observe PE Lead and sports coaches to improve understanding and knowledge and understanding of PE, progression, etc.</p> <p>SGO from Debden Park delivered competitions and effectively inset for staff at our school.</p> <p>Partnership with SEND lead at WESSP established and meetings held.</p>	<p>SGO from Debden Park modelling how to deliver a 'Capture the Flag' tournament to help staff in KS1 and cross country/obstacle competition for the whole of KS2.</p> <p>PE lead assisted teachers in end of unit tournaments, and team taught PE with staff when requested.</p> <p>Sports coaches observed.</p> <p>Very useful – we were able to get lots of ideas for our children.</p>
<i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	<p>All year we ensured we were meeting the 30/30 Government recommendation</p> <p>OPAL PLAY</p> <p>Resources for OPAL, climbing wall, frames, rope swings, challenges such as tug of war, gladiators, skipping ropes, palettes to lift and build, etc.</p> <p>MUGA started to be introduced, tested as to how it could be effectively used and Play Rangers trained to supervise various sports such as uni-hoc and tennis.</p> <p>The addition of a plastic, moveable wall will enable this to become more effective</p> <p>Our children are developing their upper body strength, problem solving resilience through these and active playtimes. They are out in all weather –again improving fitness, strength and resilience.</p> <p>Noticeable how there is improved mood and</p>	<p>We continued to ensure our lessons included activities to help engage our learners further. In addition to the Daily Mile we ensured the children remained active by, eg using active maths and Supermovers, etc in lessons.</p> <p>Daily use of the track encouraged all children and adults to run, walk, jog, thus supporting the Daily Mile initiative, their physical well-being and mental health.</p> <p>Increased opportunity for clubs at lunchtime and OPAL play</p> <p>Level of challenge and engagement included for older children (ie slackline)</p> <p>All children have access to something they like to play/create/imagine</p> <p>Children (Play Rangers) given chance to lead,</p>

	behaviour on the playground.	etc
<i>Key indicator 3: Raising the profile of PE and sport across the school for whole school improvement.</i>	<p>We were awarded the School Games Gold Award for the second year running</p> <p>We received the award for the most engaged school in the area, we will endeavour to ensure we achieve that this year.</p> <p>Improved results in all competitions</p> <p>All less engaged pupils participated in an event this academic year. Our school qualified for Essex Summer Games.</p> <p>New school kit bought for all sizes to wear at competitive events. To raise the profile of our school and to enable the students to feel proud and be honoured and proud to represent the school.</p> <p>Shinpads, goalie gloves to ensure safety of players.</p> <p>After a successful handball competition, children so engaged with this sport, 2 goals were purchased to support this sport as a lunchtime club.</p>	<p>This is the first year ever we have received this award.</p> <p>SEND children qualified for the county finals of Boccia</p> <p>Year 5 and 6 qualified for the finals of Sports Hall Athletics</p> <p>We had improved results in the track events, with a number of children winning medals at district sports.</p> <p>We had 2 children represent at the Essex cross country finals in March 2024.</p>
<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<p>New equipment was provided to support lunchtime clubs and OPAL play.</p> <p>Again, our sports day was supported by our older students for KS1 and nursery and Debden Park for KS2. It was extremely successful and well attended by parents. Sports leaders were introduced and supported games and tournaments, they also supported staff when setting out equipment, etc.</p> <p>After school and lunchtime clubs were well attended and offered a variety of sports to embrace all needs. These ranged from gym and football to ultimate frisbee, tag rugby and cross country.</p> <p>Assembly was delivered by UKA to promote Karate.</p>	<p>Ideas such as Gladiators, slackline, use and operation of the MUGA are being introduced.</p> <p>Great links with local schools</p> <p>There were follow-up lessons to try and engage more children with this sport.</p>

<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p>We ensured every child attended at least one inter-school competition this academic year, those who refused or were disengaged were put onto a list for teachers to encourage to take part.</p> <p>Coaches were booked for transport to enable us to attend the maximum number of events on offer. The change in role of Mrs Evans enabled a smoother, more consistent and effective planning and delivery of events with better results from our athletes.</p> <p>Chance to attend well run inter school sport for all types of competition, SEND attending Panathlon events had opportunity participate in a gala at the Olympic pool!</p> <p>CPD and advice/help available 3 times a year and on request from Sports Lead at Debden Park.</p>	<p>More consistent and effective planning and delivery of events with better results from our athletes is shown by the attendance at finals and representing WESSP at Quad Kids. This included SEND events, which we attended more than any previous year.</p> <p>Introduction of lunchtime and before school clubs- by PE Lead, adjusted throughout the year to meet future competitions, popularity etc</p> <p>Enabling every pupil in school to have access to additional clubs (many cannot attend after school)</p> <p>Mrs Evans set up meeting for SEND advice given to inclusion team this year.</p>
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending for **September 2024 to July 2025**

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
Look into a new teaching scheme of work to ensure fidelity and a good understanding of Physical Literacy and its role in child development.	All teaching staff - Various schemes investigated and trialled throughout the year. Get Set 4 P bought and introduced in July '25	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</i>	PE lead to investigate other schemes, PE Passport, Real PE and Get set for PE. After trialing different schemes, Get Set 4 PE was introduced in July 2025.	£546.98
Ensure all staff are aware of resources and how to treat them	Go through at a staff meeting Audit equipment, ensure staff know equipment available send list to teachers Audit completed and list updated New equipment bought		To be more aware of what equipment can be used or adapted for different activities. New equipment introduced at staff meetings	
WESSP Partnership – CPD ie Julie W and Hannah C coming into school and delivering whole school CPD Gill Newland for SEND	Inclusion team school staff Inclusion team and staff have been supported throughout this year by the WESSP team Equipment brought to support		Membership to WESSP EFDSA Resources and lessons adapted where needed. Gymtrail and sensory trails	£2500

<p>CPD advise on PE and gym trails, etc Sports coaches organised and ran sports days for reception and nursery</p> <p>PE lead to team teach or support with end of unit tournaments, lessons, planning to promote confidence in staff.</p> <p>Offer of cricket CPD from Essex CC.</p>	<p>this group of children</p> <p>Mrs Evans team-taught with less confident member of staff. Modelled how to and organised tournaments end of unit tournaments Coaches observed for ideas/CPD by staff.</p> <p>On going PE lead to investigate 25/26, however Offer from Tottenham Hotspur taken in place, CPD for staff.</p>		<p>to be included.</p> <p>Increased staff confidence skill and understanding in PE, children have more opportunity to compete. Greater understanding of where a child is at ensures the correct progression is put into place</p> <p>Enabling more opportunities within sports. Ensuring staff gain greater understanding of progression and skills in different sports.</p>	<p>£2,940 (CPD total)</p> <p>£44.67 (tournament)</p>
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<p>Assembly at start of year to promote Daily Mile Mental health week walk and talk</p> <p>Continue to timetable to ensure use of track daily, promote children using this at their comfortable pace – not a race! Thus, ensuring the track remains a good experienced.</p> <p>Ensure staff use active learning in many different ways, children more engaged in lessons than if stationery therefore sedentary. Brain Breaks to be included throughout lesson time.</p>	<p>Delivered on the second week back.</p> <p>All children and adults in school and wider community- mental health as well as physical</p> <p>Track maintained and fixed where wear and tear visible</p> <p>Active maths scheme Supermovers Bank of ideas for active learning</p> <p>Idea and resources continue to be actioned by MH and KP</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	<p>Assembly delivered and resources sent out to support walks in Essex country Parks. Message, info sent out on app – to engage wider school community – ie carers, parents, siblings – etc.</p> <p>Achieved by having 3 groups, run/jog/walk Skipping ropes and other equipment to be provided to engage pupils to travel around track in other ways – eg space hoppers. Ensure Staff to model good use of the track to provide positive role model Reward with certificates for distances achieved, these can be edited to reward long distance runners or those who struggle to achieve 1KM - Certificates made available for staff to use as reward/progression.</p> <p>Active maths to be reassessed as to impact. Staff to embrace the idea of moving around class Bank of resources continue to be created in PE file for active lesson breaks in lessons, accessible by all staff.</p>	<p>£26,309.80 (equipment and resources total)</p>
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<p>Develop partnership with Essex Highways.</p> <p>To purchase plastic interlocking wall blocks for playground to make MUGA area separate -</p> <p>Ensure playground equipment, such as skipping ropes, balls, are up to date.</p>	<p>– we are now a TS school. Working with Nick Hill Grounds to be prepared to house more scooters and bikes Bike racks</p> <p>Will make the area used multi-sport thus accommodating all needs. thus engage less interested students.</p> <p>Audit was undertaken and new equipment brought.</p>		<p>Walk to school week and other initiatives actioned as a result. Travel sustainable school accreditation achieved More children use a healthy option to get to school. Storage areas for scooters and bikes added within the school grounds.</p> <p>Repurposing football area To be used as a MUGA , so multi use sports area. All children will benefit - Play Rangers to be trained thus giving extra responsibility and leadership skills.</p> <p>More opportunities for everyone to engage with a high level of activity during playtime</p>	
<p>Kit brought for sporting events</p> <p>Focus on football for girls, CPD for teachers .</p>	<p>Received September – increased pride in school – All competitors</p> <p>Tottenham offer – CPD to teachers 'Let girls Play' event</p>	<p><i>Key indicator 3: Raising the profile of PE and sport across the whole school for whole school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of</i></p>	<p>CPD from Tottenham Hotspur Assembly and coaching</p>	

New sports introduced	Karate offer from UKA	<i>sports and activities offered to all pupils.</i>	from UKA Karate to introduce children to Karate Beat Boxing and Breakdancing workshop assembly attended by all – workshops attended by all of KS2 – will return for KS1	
Recognise and gifted children	Referred to outside clubs		Parents advised of clubs where applicable One child identified for Tottenham academy.	
Boccia to be introduced	Those less engaged with sport, set up a club if able Continually expand, adapt and provide new experiences throughout the year.		Boccia set purchased and groups of children playing.	
OPAL playtimes	Have an ever increasing range of sports in MUGA that children may not have experience, or would like to try to improve – ie golf, tennis		Children try new sports, need new equipment to sustain this.	
Encourage SEND, PP disengaged to attend extra curricular clubs	Children identified in these groups that would benefit		SEND team to identify and use funds	

Use SP to provide coaches to all events	All Children Coaches paid by school to allow the children to take part in these events, otherwise they cannot attend.	<i>Key indicator 5: Increased participation in competitive sport</i>	Sports Premium to pay for this to ensure we can attend maximum amount of events.	£3,446
Continue to pay annually belong to EFDSA	All children – to ensure participation in leagues and District Sports		To ensure we compete with other schools in the area at District events and in the school leagues.	
Continuation of lunchtime clubs.	Dedicated football coach		Specialist coach to ensure our football squad is well drilled and competitive.	
Before school club - rugby	All children to be encouraged to join.		PE lead and UKA to provide – ensures children develop skills and are competition ready.	

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
<p><u>OPAL PLAY</u> We have purchased many new resources for OPAL play as well as maintaining existing resources. The MUGA is now split into areas by a plastic, moveable wall which enables multiple activities. Markings have been added to the playground area. Children trained to become play rangers and uniform has been bought. A large climbing frame and tunnel have been purchased.</p>	<p>Much improved playtimes, behaviour and move has improved noticeably and there is a happy buzz from contented children. Fitness in general, particularly upper body strength has been developed from accessing the equipment. A good level of challenge can be observed for all age groups. All children have access to something they like to play, climb, swing, create, imagine. Children, through the Play Rangers Scheme are given the chance to lead.</p>	
<p><u>Reception playground</u> A whole new upgrade</p>	<p>A much needed upgrade to the reception playground, enabling the children multiple ways to increase fitness, agility and problem solving. All equipment salvaged being used for OPAL play.</p>	
<p><u>CLUBS</u> Lunchtime clubs Before school and after.</p>	<p>Give children the chance to 'hone' their skills in certain sports. Many children have tried activities they would not have done before in a more relaxed environment. Most children attending have enjoyed it so much this transfers to their effort and skillset in lessons, whereas previously they did not have the desire within that sport. Improved fitness all round, helped great results</p>	

<p><u>PE LEAD</u> Dedicated lead ensuring all events possible are prepared for and attended Tracking system introduced to ensure all attend events Team teaching and advice</p> <p><u>New PE scheme of work</u> Get set 4 PE</p> <p><u>Ideas and advice given to OPAL team to support the physical side of the playtimes</u></p> <p><u>Membership to WESSP and EFDSA</u></p> <p><u>New Kit and equipment</u> For children representing at school events Boccia set for SEND and disengaged New equipment</p>	<p>throughout the year. Able athletes pushed, team bonding and improved results. NOTED by organisers within the WESSP.</p> <p>We attained the Gold Sports Mark for the third year running. We achieved the Active Essex Key Stage 1 Award 2025. We were awarded the Most Engaged School for our area for the second year running. All less engaged pupils were encouraged to attend an event, made possible by our transport arrangements. Team teaching and tournament organisation in school has been good CPD for teachers</p> <p>After many different schemes were trialled, it was decided to buy this scheme of work. (July 2025)</p> <p>Ideas – slackline, Gladiators, etc and how to use MUGA. Training of Play Rangers in safe use of sports equipment.</p> <p>Enables us access to well-run inter school sport, SEND events and Panathlon. We have had the opportunity to attend end of year presentations to recognise sporting effort and excellence. CPD for our staff 3 x year, plus 1 week with their sports lead for all staff. In house competitions organised. Advice to SEND team from their SEND lead. New school kit bought (all sizes)to wear at competitive events. Has raised the profile of the school and enabled students to feel proud and honoured</p>	
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<p><u>Plastic Wall for MUGA</u></p> <p><u>Partnership with Essex Highways.</u></p> <p><u>Beatboxing and breakdancing assembly/workshop</u></p> <p><u>Karate assembly/and follow up workshops</u></p>	<p>to represent the school.</p> <p>More competition equipment, ie shinpads, gloves, goals to support the children during their events plus clubs at school.</p> <p>Boccia set enables groups of disengaged children/SEND to compete in school.</p> <p>New equipment and its use introduced to staff to enhance lessons.</p> <p>This purchase has had a massive impact on how we use this space. Children access different sports at lunchtime, helped by the Play Rangers.</p> <p>Our developing partnership with Essex Highways has enabled many schemes, such as walk/scoot/bike to school to be put in place. Areas have been made to store bikes, etc.</p> <p>Enabling children to try something new. Was a great success.</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?	98%	2% (2 children) did not meet this 13% GD 85% E
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	98%	2% (2 children) did not meet this 13% GD 85% E

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	98%	2% (2 children) did not meet this 13% <i>GD</i> 85% <i>E</i>
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by: Teresa Phillips – Head Teacher

Head Teacher:	<i>Teresa Phillips</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sue Evans – subject lead for PE</i>
Governor:	<i>Rhian Jenkins (Chair)</i>
Date:	8.9.25