



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2024



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
Sports Week	All children enjoyed participating in Sports Week 2024. The feedback from children, staff and parents was positive. Children had the opportunity to take part in a variety of sports, some of which they had never done before. The feedback from Sports Day was also very positive.	
Gym Equipment	It was incredibly positive that we were able to purchase some gym equipment for the school playground. This will encourage children to move and exercise without needing to get any equipment out of the PE shed. These pieces of equipment are designed to target key areas of the body.	
Olympic Week	It was important for the children to research and understand the Olympics 2024, to recognize different sports that are involved. It was great for the children to present their findings to the school and create their own Olympic Ceremony video.	

Key priorities and Planning

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

Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Action – what are you planning to do	Implementation	Impacts and how sustainability will be achieved?
<p>To ensure complete knowledge and understanding of the PE and Sport Curriculum investment, will continue to be made in developing staff knowledge, confidence and competence in planning, delivering, assessing and improving the subject matter and content.</p>	<p>Staff training: A member of support staff is undertaking a level 5 qualification in PE training which will allow them to develop skills and understanding to support whole school PE teaching. £750</p> <p>ECT support: PE leader will liaise with and support ECT's with their knowledge and confidence of PE, sports and the curriculum coverage. PE leader will either team teach or model the PE lesson structure using the scheme of work as part of their knowledge and competency development. £0</p> <p>PE leadership: PE leader continues to promote upcoming events/topics relating to sports, games and physical activity with all staff involved. Structured conversations are scheduled to ensure members of staff leading groups of children, staff with children with SEN needs, or staff leading sports events/games themselves are comfortable with the activity. £410 (percentage of PE Lead Salary)</p> <p>Leadership and support from Lunchtime Supervisor: Staff supervising these time slots will receive guidance, support and leadership from the lunchtime supervisor who has committed to being present every day. Modelling and directing games/activities with new equipment is an example of the support given.</p>	<p>Staff training is a fundamental tool, ensuring staff have the capabilities, knowledge, and confidence to deliver PE and Sport as per the National Curriculum. Without this support/input, the levels of adaptation and progression and challenge within lessons as been observed to decline. This has not been the case due to the involvement and training provided by the PE leader.</p> <p>ECT's have fed back that support in this area is appreciated as their subject knowledge continues to be developed. In addition to the above support/communication, the PE leader dedicates additional time for structured conversations with ECTs to ensure they have the confidence to support activities effectively.</p> <p>Promotion of PE events and school wide activities is effectively lead by the PE leader with adequate notice given to all stakeholders including parents. There is always due diligence with regards to risk management and communication prior to events i.e. school newsletters, staff training and other forms of communication such as emails.</p> <p>It has been noted that the support provided by the Lunchtime Supervisor has been vital in ensuring there is a variety of activities, implemented daily and across the week. As well as</p>

	£0	ensuring that the segregation/organization of equipment and playground space continues to be effective.
Total SPS: £1160 (6% of grant)		

Key Indicator 2: The engagement of all pupils in regular physical activity

Action – what are you planning to do	Implementation	Impacts and how sustainability will be achieved?
<p>National Curriculum: Pupils to understand the importance of physical activity and become motivated to engage in regular physical activity throughout the school day.</p> <p>School Specific: Engage all children including disadvantaged pupils and those from all ethnic backgrounds in the required level of physical activity and sport each day, as per the school's inclusion policy.</p>	<p>A. Morning Break: The school has a scheduled morning breaktime (15 minutes) these are flexible in their timings to allow maximum space per child for activity in the areas assigned. This period of activity is supervised by the class teacher/teaching assistant.</p> <p>B. Lunchtime: The school has scheduled lunchtime periods which are divided into 50% eating/nutrition and 50% outdoor physical activity (minimum 30 minutes). This is supervised by MDMS and teaching assistants.</p> <p>Cost: £2,500 The basic salary of 1 x MDMS</p> <p>C. Physical activity is monitored and supervised by the staff during the above sessions. Staff are aware of pupils with additional needs and special needs and devise, implement and manage specific physical activities that include and interest them. Staff are also aware and feedback on those children who have not engaged in their usual routines of physical activity each day to class teachers to ensure the duty of care for each individual pupil is met.</p>	<p>A. The impact of morning breaktime has been monitored closely by the Lunchtime Supervisor, PE lead and SLT. It has been noted that the release/use of energy by pupils during this period offers a welcome break from indoor learning. Class teachers have confirmed that pupils return to lessons more able to focus and engagement has improved.</p> <p>B. The eating part of lunchtime is monitored to ensure the children receive the necessary nutrition for their well-being, growth and involvement in physical activity and afternoon learning. Staff encourage children and explain the value in different food groups, such as; vegetables, fruit and protein. The outdoor/physical activity session at lunchtimes continues to be successful in terms of pupil engagement with sports/games, development of PSHE and social skills with their peers and, for many, forms the favourite part of their day. This is monitored through observation and pupil voice.</p> <p>C. Feedback from the FLO (who supports with SEN provisions across the school) has been that there are high levels of engagement and enjoyment during these time slots and this has formed parts of conversations with the relevant parents who agree.</p>

	<p>D. The school has a Lunchtime Supervisor who is responsible for direction, training and support of staff leading these time slots, equipment organization and replenishment and the overall engagement and encouragement of physical activity and sports across the school.</p> <p>Cost: £1,760 8% of Lunchtime Supervisor yearly salary</p> <p>E. Gym equipment was purchased last term and installed during week 2 of term 1. This will provide children will more variety of equipment focusing on key areas of their body.</p> <p>F. A variety of new equipment has been purchased to be used on the playground to engage all pupils.</p> <p>Cost: £1500</p>	<p>The Lunchtime Supervisor has a direct impact on the planning, organization, implementation and adaptation of break and lunchtime outdoor sessions. He is support by the PE lead with planning segregated areas for different activities, managing risk, managing the equipment inventory and ensuring the provision provided by the sports premium funds remains effective every day.</p> <p>Children have more choice of physical equipment to use. This equipment is new, therefore inviting for children to play on and use. Each piece of equipment targets different areas of the body to exercise.</p> <p>There will be more choice of equipment and sports to play. The equipment is spread out on the playground providing children will enough space to be able to play these games effectively.</p>
Total SPS: £5,760.09 (31 % of grant)		

Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.

Action – what are you planning to do	Implementation	Impacts and how sustainability will be achieved?
<p>National Curriculum: Pupils to understand the importance of physical activity, their own physical and mental well-being and the core social skills that can be developed through sports, games and activities.</p> <p>School Specific: Pupils need to be encouraged, empowered and trusted to assist and lead the development and increasing the profile of sport, games and activities and Ditton Junior School.</p>	<p>A. <u>Worships and celebration:</u> Sports, PE, breaks and lunchtimes are discussed regularly, and their importance is advocated/promoted. Weekly, celebration assemblies take place, during this time outdoor and in school celebrations are shared with the whole school.</p> <p>B. <u>PE lessons:</u> Using the new equipment purchased with the Sports Premium funds and following the National Curriculum for PE and Sports, every student has 2 hours per week of physical education lessons. These are structured and planned by the class teachers and support by teaching assistants in accordance with purchased scheme of work (Complete PE and Quigley). These lessons involve an introduction, progression, challenge, questioning and a plenary. With a view to teaching and developing transferable gross motor skills, fine motor skills and communication skills.</p> <p>Cost: £210</p> <p>C. <u>Sports Week:</u> Sports week takes place annually. During this week children are introduced to a variety of different sports, some of which, they may not do before, such as: skateboarding, karate, skipping. Children take part in these activities in their classes. Each activity is timetabled so that all children have an opportunity to participate. These specialist instructors with their own equipment is directly funded by the Sports Premium.</p> <p>Cost: £1,000 Cost of booking specialist sports/activities to visit the school.</p>	<p>A. The impact of celebrating physical education and sport in celebration worships is positive; it promotes the profile of outdoor sport to the rest of the school and encourages engagement and interest for others to get involved.</p> <p>B. The teachers now have the correct equipment to be able to teach the lessons in the national curriculum effectively. The wide array of equipment purchased allows the teachers to effectively manage adaptation for students requiring more support and progression/challenge for those who are ready.</p> <p>C. The impact of Sports Week is huge for the status and profile of sports and physical activity at Ditton Junior School. Feedback from all stakeholders including children, parents, staff and SLT is that the investment made, and the organization of, Sports Week is vast improvement on a single standalone Sports Day. The clear impact is that many children try sports that they would never otherwise encounter and develop new interests and skills.</p>

D. Display boards and visual promotion: PE is displayed around the school and is managed by the PE leader and class teachers. Sporting achievements and photos of child participation in sport is promoted and publicized on these displays. Necessary materials are funded by Sports Premium.

E. Head students/Play leaders involvement: The PE lead will meet with the Head Students to empower them to lead their own pupil voice surveys to gather information about the pupils enjoyment and suggestions of PE equipment. They will also be used to help support the run of lunchtime games.

F. New Equipment: Basketball and netball posts need to be renewed. These are very popular amongst the children in the school. They need to be replaced to ensure they are safe and accessible.

Cost: £1400

G. New Equipment: table tennis tables, bats and balls were purchased to provide the children with an alternative of sport. These tables are outdoor tables and therefore can be used all year round. Two tables were purchased so that groups of 8 children can play at a time.

Cost: 1,831.63

H. Roots to Food: Darren from Roots to Food comes into school to work with each year group to cook and eat a meal. During the sessions he discusses the importance of healthy eating and the impact this has on our bodies.

Cost: £1,500

D. The impact of this board is that everyone in the school has a point of reference and a place to look to view sporting achievements and the sport that is being taught across Ditton Junior School. Positive acknowledge has been made and it has created enthusiasm for PE lessons and topics to come.

E. The empowerment of pupils in leading the improvement of sports and physical activity in Ditton is vital and having students involved in the pupil voice and planning of key events such as Sports Week ensures that the Sports Premium budget is allocated with input from students themselves. Younger students are aware of these roles and the impact/involvement they look forward to having once they reach Year 6.

F. Children will be able to use these at breaktimes and lunchtimes. It encourages competitive sport and also for children to bring in their own balls to play with.

Total SPS: £5,941.63 (33 % of grant)

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Action – what are you planning to do	Implementation	Impacts and how sustainability will be achieved?
In addition to the games, sports and physical activities prescribed in the National Curriculum, every effort will be made to introduce a wider array of activities to pupils of all abilities and needs.	<p>A. <u>New equipment:</u> As above, a significant investment has been made using the Sports Premium to ensure a wider variety of activities are available during structured and child-led play. Cost: As above.</p> <p>B. <u>Sports Week:</u> As above, significant planning, research and consideration is given by the PE leader to ensure new and exciting games/activities are available to pupils at Ditton Junior School during this designated week. Cost: As above.</p> <p>C. <u>Wider variety of games/activities during break/lunchtimes:</u> As above, Lunchtime Supervisor along with other staff are trained/encouraged to initiate, participate in and include other children in a broad variety of games with different levels of activity to suit their individual needs, weather conditions and moods.</p> <p>D. <u>Evolve:</u> an online tool for planning and managing educational visits, school trips, OAA offsite activities. It is currently used by over 28,000 schools across the UK. It helps schools, academies, colleges, trusts and Local Authorities improve and simplify the process of planning, approving, monitoring, evaluating and reporting all learning which takes place outside of the classroom.</p> <p>Cost: £400</p>	<p>A. As above, with the new equipment purchased and new games/activities available this year, there has been a notable increase in the number of different activities available to pupils.</p> <p>B. As above, the PE leader has been able to organize and facilitate a wide variety of new sports/activities to pupils scheduled for that week. Significant research and planning is involved to ensure these are inclusive and engaging.</p> <p>C. As above, observations by the PE leader, class teachers and SLT members have been that there are now a broad array of games/activities available during break and lunch activity times. Children have a wide choice of activities they may wish to engage with; some individually and many in collaboration with others.</p> <p><i>e. Improve provision and resource for all children to access a wider range of alternative sports in relation to gymnastics, dance and indoor sports such as badminton.;</i></p>

	<p>E. Development of school hall to provide additional sports such as badminton to increase participation in alternative sports and improve provision for gymnastics and dance within the setting.</p> <p>Cost £4574</p>	
Total SPS: £4974 (27.5 % of grant)		

Key Indicator 5: Increased participation in competitive sport		
Action – what are you planning to do	Implementation	Impacts and how sustainability will be achieved?
<p>In conjunction with the development of skills and competencies in PE lessons and other physical activities during the school week, there is a need to increase the level of available competitive sport (including inter-school matches)</p>	<p>A. <u>Football club (UKS2):</u> Football club has continued to be available since it was established last year, on a weekly basis as an extra-curricular club. At present this involves UPKS2 (Y5/6) exclusively and matches have been arranged on a termly basis with other schools in a competitive local schools football league.</p> <p>B. <u>Pupil voice/communications with other schools:</u> The PE leader in conjunction with the Lunchtime Supervisor (Football Club Coach) will research and liaise with other schools and Ditton Junior School pupils to gauge whether there is significant interest in other new extra-curricular sports clubs and whether that participation would justify external competitive matches against other school teams.</p>	<p>A. The football club continues to be very popular with UKS2 pupils. Relationships are building with other schools in the local football league and the reputation and profile of Ditton Junior School is being enhanced by the good behaviour of the pupils selected in the team. They are proud to represent the school and wear the Ditton team kit. The confidence/social skills of the children involved has improved.</p> <p>B. A wider variety of competitive sports could greatly benefit the pupils of Ditton Junior School as well as progressing positive relationships with other local schools. Pupils will feel listened to and be able to offer their ideas.</p>

Total SPS: £ 0 (0 % of grant)

PUPIL PREMIUM GRANT – Spend Summary 2024-25 18,060

Key indicator 1: Increased participation in competitive sport	£1610.00
Key indicator 2: The engagement of <u>all</u> pupils in regular physical activity	£5,760.09
Key indicator 3: The profile of PE being raised across the school as a tool for whole school improvement	£5,941.63
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	£4974.00
Key indicator 5: Increased confidence, knowledge and skills of all staff in teaching PE and sport	£0.00
<u>TOTAL SPEND:</u>	£18,285.72
<u>REMAINING SPEND:</u>	£0

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
New equipment brought for activities within school	New equipment, to support the newly implemented PE scheme, has helped to provide a wider range of activities and lessons, with increased success and engagement for all pupils.	
Development of provision and improvement of resources for alternative physical sports such as gymnastics, dance, table tennis/	Increase in equipment means a wider range of PE based activities are able to take place, including improved gymnastic activities and indoor sports.	
Increase in range of physical opportunities to take part in sport within school	Wider range of sports offered after school, including dance based opportunities for children to increase range and participation.	

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?	51.11%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35.5%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	51.11%	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Swimming is taught by external coaches, who are based at the swimming pool and are booked and paid for by the staff.

Signed off by:

Head Teacher:	<i>Mr Graham Ward</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs Amy Knell – PE Lead</i>
Governor: Jane Prideaux	<i>Jane Knell</i>
Date:	July 14 th 2025