



# 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)

Activity/Action	Impact	Comments
Used the In2Sports coach to deliver weekly PE sessions to all children with class teachers also attending.	Monitoring demonstrated that the expertise of the coach ensured that children learned the correct techniques and skills in a wide range of activities. Support and challenge activities ensured the sessions were accessible and developed all children. Subject lead monitoring and staff voice evidenced that teachers benefited from expert CPD including how teaching is adapted to meet the needs of individual children and groups. Pupil voice demonstrates that children are engaged and motivated in these sessions.	We will continue this model in 25/26 using the same quality provider.
In2Sports coach delivered lunch time games to encourage all children to be active.	Observations and pupil voice evidenced that there were more opportunities for children to be involved in safe, fun games where they were able to be active, for example such as structured football, dodgeball etc. This provision supported our Year 3 children to learn netball skills this year in preparation for a game against another school.	We will continue this model in 25/26 using the same quality provider.

	Pupil voice demonstrates that children are engaged and motivated in these sessions.	
Increase participation in outdoor activity by using sports premium to pay for Forest School.	The least active children were involved in outdoor and physical activities. Every child was offered 6 full day sessions of Forest School.	Continue with forest school provision in 25/26 with same provider.
<p>Teams from the school took part in a range of competitions and competitive matches in sports including:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Strictly Come Bathford</li> <li>• Tag Rugby</li> <li>• Netball</li> </ul>	<p>Pupils have had numerous opportunities to participate in various sports over the year in a friendly, competitive environment.</p> <p>There were also opportunities for children to engage in new sports and activities with a view to compete in future competitions.</p>	<p>Continue with provision of school sports competitions and clubs.</p> <p>Look to further increase opportunities for competitive sport with other local schools.</p> <p>Tag Rugby Festival not on next year due to provider retiring. Looking to become affiliated with East Bath PE Cluster for more opportunities for competitions and competitive matches</p>

## Key priorities and planning 24/25

Total SSP allocation for 2024 to 2025: **£17, 540**

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
Increase engagement of all pupils in regular physical activity through <b>Forest School</b> .	Use of a qualified Forest School instructor to deliver weekly sessions across classes, provides CPD for teachers and TAs and ensures that every child receives one full day of Forest School each term.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 1: The engagement of all pupils in regular physical activity.	All children involved in physical activity. Children will be taught physical skills/activities with a wider use. Long term sustainability to be achieved by teachers attending sessions such that we are building internal capacity to lead Forest School sessions in the future.	£5734 funded through Sports Premium, £4616 funded through school budget.
Increase engagement of all pupils in regular physical activity through <b>Opal play</b> .	The provision of OPAL play means that all children are encouraged to be active during playtimes.	Key indicator 1: The engagement of all pupils in regular physical activity.	All children are encouraged to be involved in outdoor and physical activities including the least active. Capacity to be built through developing internal Opal playleader team as well as child leadership roles.	£1500 (funded through Friends of Bathford School)

<p>Lunchtime, after school and holiday activities available which encourage all pupils to engage in regular physical activity.</p> <p>Use of pupil premium fund to support vulnerable children to attend.</p>	<p>Use In2Sport coach to run after-school clubs, lunchtime clubs and holiday camps.</p> <p>Sports clubs run by staff and outside providers, offering a range of activities for children with school staff learning from external experts.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All children from different year groups participate and experience a wide range of activities during lunch time and after school.</p> <p>Children from across the school have the opportunity to participate in activity camps during the school holidays.</p> <p>Long term sustainability to be achieved by teachers watching experts model such that we are building internal capacity to lead sessions in the future.</p>	<p>Costs included below</p>
<p>Weekly PE sessions taught by a qualified sports coach to all children with class teachers present so that they can further develop their practice.</p>	<p>Use of a qualified sports coach to deliver weekly PE sessions for all classes, provides CPD for teachers and TAs and ensures every child receives high quality PE teaching each week.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 1 -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.</p>	<p>The expertise of the coach ensures that children learn the correct techniques and skills in a wide range of activities.</p> <p>Support and challenge activities ensures the sessions are accessible and develop all children.</p> <p>Class teachers feel more confident in their own PE delivery, having seen best practice modelled and using this to refine their teaching.</p>	<p>£11, 347 (fully funded by Sports Premium)</p>

Use of the GetSet4PE scheme to ensure consistent teaching of PE and progression of knowledge and skills.	PE subject lead leads class teachers to lead sessions, supported by TAs to develop the physical education of the children.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Since using this scheme, teachers have reported the lesson plans, resources and progression of skills are clear and easy to follow. This has helped them to deliver high-quality PE lessons with increasing confidence.	£459
Teams from the school will take part in a range of competitions and competitive matches in sports including: <ul style="list-style-type: none"> <li>Football</li> <li>Dancing (Dance Umbrella)</li> <li>Tag Rugby</li> <li>Netball</li> </ul>	Opportunities for children to engage in different competitions, as we work with both external specialists and other schools.	Key Indicator 5: Provide in school opportunities for children to engage in friendly, competitive sport.	Pupils will have numerous opportunities to participate in various sports over the year in a friendly, competitive environment.  Various opportunities for children to engage in new sports and activities with a view to compete in future competitions. Build networks with neighboring schools to build future capacity.	



## Key achievements 2023-2024

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
Increase engagement of all pupils in regular physical activity through <b>Forest School</b> .	<p>Parent, staff and pupil voice demonstrate high levels of engagement with this outdoors activity, with many sharing that these sessions are a highlight of their term.</p> <p>Teachers report the following positive impacts:</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence, children shared ideas with each other and to adults confidently.</li> <li>• <b>Social skills:</b> children worked well as tools and learned how to problem solve as a group better or to share resources.</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences, children would recap what they had done or communicate their thoughts on a question well.</li> <li>• <b>Motivation:</b> children very much enjoyed being out in nature and would be keen to go out in all weathers. Children would look forward to their sessions and remembered what they were told well.</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills. Children became more able to climb over stiles on the way to the folly as the year went on and learned how to tie knots and make swings.</li> </ul>	<p>On average children have spent 30 hours over the year taking part in outdoors Forest School, making use of our school grounds as well as exploring the local area, including Brown's Folly. They have done a variety of activities such as den making, mindful 'sit spots', bug identification and collection, and have learned about seasonal changes.</p>



	<ul style="list-style-type: none"> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment- knowledge of making knots and other items such as necklaces was learned.</li> </ul>	
Engagement of Dance Students increased with introduction of <b>Strictly Come Bathford</b>	<p>Children both in club and not in club enjoyed the introduction of Strictly Come Bathford performance.</p> <p>More children in KS1 have voiced excitement at possibly being part of this next year.</p> <p>Cross curricular links- music students and choir performances well received.</p> <p>Money raised for school through sale of tickets</p>	

<p>Increase engagement of all pupils in regular physical activity through <b>Opal play</b>.</p>	<p>Pupil, parent and staff voice has evidenced the positive impact of OPAL play and the development of the approach in school this academic year. Key areas identified as having been positive impacted include:</p> <ul style="list-style-type: none"> <li> <b>Physical engagement and activity</b>  Children are engaging in a wider range of varied activities that promote a broader range of physical benefits. Children have access to activities such as bikes and trikes, discos, climbing equipment, rolling and lifting den building equipment, transporting resources such as water, hoops and using chalk to draw and write. </li> <li> <b>Social communication</b>  The variety of activities promote collaboration, competition, teaching skills to others and problem solving. Children are encouraged to recognize the signals of others, challenge thinking and consider cause and effect- has provided opportunities for why certain materials shouldn't be used for an activity as well as which ones should be used. Children look forward to play and discuss what they will do  Use of zones helps behaviour management. There are increased social interactions and play between children from different year groups which promotes wellbeing and language/skills development. </li> <li> <b>Pupil responsibility and leadership</b>  All children are engaged in celebration, negotiation and risk benefit assemblies. Children understand their rights in relation to the UN Rights of the Child. Children share the responsibility to care for school environment and resources.  Children are in a routine of taking responsibility for tidying their equipment up after use and for picking up what has been left by others to keep </li> </ul>	<p>OPAL play has included investing in small parts to suit the interests of more children. The staff team have worked to reduce the number of wet playtimes (indoors), utilise our outdoor spaces and to ensure that children are appropriately dressed.</p> <p>A shelter for OPAL play equipment has been built at FOBS expense £1000 to better store and equipment to ensure it is not lost or damaged and to remove risks by having equipment left out.</p> <p>Staff CPD on risk benefits has been delivered to the whole team.</p>
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	<p>our playground and field safe and tidy. The OPAL team engages KS2 children by sharing ideas, problem solving and articulating updates and celebrating successes with peers.</p> <ul style="list-style-type: none"> <li>• <b>Positive attitude and emotional wellbeing</b> Children have shared their enjoyment of playtimes in school. They like the range of activities. Parent's visiting for tours have commented on the fun children seem to be having. . Children in Key Stage 2 are observed as engaging in more varied play types than previously (pre OPAL).</li> </ul>	
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<p>Lunchtime, after school and holiday activities available which encourage all pupils to engage in regular physical activity.</p> <p>Use of pupil premium fund to support vulnerable children to attend.</p>	<p>Using the same high-quality company for PE coaching sessions in school, lunch and after school club and holiday activities results in good levels of attendance across all. The holiday programme is now a regular fixture due to being well attended. After school sports clubs offered in 23-24 included football, tag rugby, netball, hockey, adventure sports, multi-sports, dance, musical performance and gymnastics.</p>	<p>Cost covered for attendance by parents or Pupil Premium fund</p>
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<p>Weekly PE sessions taught by a qualified sports coach to all children with class teachers present so that they can further develop their practice.</p>	<p>Monitoring evidences that children learn correct techniques and skills in a wide range of activities with support and challenge activities ensuring the sessions are accessible and develop all children. Staff voice shows that class teachers feel more confident in their own PE delivery, having seen best practice modelled</p> <p>Teachers have demonstrated to coach their own lessons and warm ups and received positive feedback of these. Monitoring of teacher led sessions demonstrates that teachers have refined their practice as a result of the CPD they have received.</p>	<p>In2Sport practitioners are valued additions to the provision at Bathford and fit in well with the school staff and support school values.</p>
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<p>Use of the GetSet4PE scheme to ensure consistent teaching of PE and progression of knowledge and skills.</p>	<p>Since using this scheme, teachers have reported the lesson plans, resources and progression of skills are clear and easy to follow. PE lessons require less preparation and lightens teacher workload This has helped them to deliver high-quality PE lessons with increasing confidence. Monitoring evidences that children are better able to articulate what they are learning and why as well as how this links to previous learning.</p>	<p>Organisation of PE cupboards and undercroft has helped to ensure equipment easier to find pre-lesson</p>
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<p>Teams from the school will take part in a range of competitions and competitive matches in sports including:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Dancing – Strictly Come Bathford)</li> <li>• Tag Rugby</li> <li>• Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice demonstrates that children felt pride and accomplishment at taking part in competitions such as Strictly Come Bathford, Tag Rugby Festival.</li> <li>• Taking part in local competitions such as these links the school with the local community and sporting strength such as Bath Rugby which inspires children.</li> <li>• Visits to other schools such as RHS have been enjoyable for the children involved and have fostered friendly competitions.</li> <li>• Children taught physical skills/activities with a wider use including those not usually engaged in PE.</li> </ul>	<p>D Burston of Dance Umbrella has been emailed to ensure we are signed up to Dance Umbrella in the 2025-6 season.</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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	



What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	.
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?	Yes/No	We have done this in the past but it was not necessary for the 24/25 cohort
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ <del>No</del>	Swimming instructors were used at the swimming pool.

Signed off by:

Head Teacher:	 <i>Becky Hayter</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Stuart Thompson</i>
Governor:	by Local Governing Committee July 25
Date:	31 July 2025