



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

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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.

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# Heage Primary School

## PE and School Action Plan 2025-2026

At Heage Primary School, we receive PE and Sport Premium funding based on the number of pupils in years Reception to year 6. In most cases, the DfE determine how many pupils in the school attract the funding using data from the previous January school census

### Funding for 2025– 2026:

Schools like Heage Primary School get £16,000 + £10 per pupil on roll.

### **The DfE provide advice and guidance on how the PE and School Sport funding is to be used.**

They state that schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that we should use the premium to:

1. Develop or add to the PE and sport activities that our school already offers
2. Make improvements now that will benefit pupils joining the school in future years For example, we can use our funding to:
  - a. hire qualified sports coaches to work with teachers
  - b. provide existing staff with training or resources to help them teach PE and sport more effectively
  - c. introduce new sports or activities and encourage more pupils to take up sport
  - d. support and involve the least active children by running or extending school sports clubs
  - f. increase pupils' participation in the School Games g. run sports activities with other schools

The DfE has stipulated that we should not use our funding to:

1. Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of our core staffing budgets
2. Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach our existing PE curriculum)

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## Rationale behind Heage Primary School Action Plan

This action plan has been created based on the 5 key indicators set out in the guidance for the spending of Sports Premium. These indicators are:

- Key Indicator 1: The engagement of all pupils in regular physical activity.
- Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement
- Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
- Key indicator 5: Increased participation in competitive sport

By addressing these areas, we aim to:

- Improve the health, fitness and wellbeing of children by increasing activity levels
- Improve the quality of Teaching and Learning
- Increase participation in intra-school and inter-school competitions
- Encourage more pupils to take part in sport and be active
- Increase/improve resources
- Increase the range of sporting activities on offer

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## Review of last year's spend and key achievements (2024/2025)

Activity/Action	Impact	Comments
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<ul style="list-style-type: none"> <li>• To ensure high-quality PE is being delivered throughout school with the use of a sports coach.</li> <li>• To increase the subject knowledge of staff and confidence in PE teaching.</li> <li>• To increase the amount of competitive sport opportunities for pupils and increase levels of participation in whole school sporting activities and challenges.</li> <li>• Increase the availability of quality sports coaching at break and lunch times.</li> <li>• A variety of after school clubs have taken part throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff confidence and skills has improved and children have had access to high quality PE with the use of the sports coach.</li> <li>• Mini leaders running activities at lunch times supported by sports coach. Children recorded the hours they led activities as a mini leader and received certificates.</li> <li>• Some staff received CPD in the teaching of Gymnastics.</li> <li>• Staff survey used to identify areas of strengths and areas for further support for the next year.</li> <li>• Competitions were attended by children of different abilities. School entered a combination of development and elite competitions and festivals in KS1 and KS2</li> <li>• Provided leadership skills for children and collaborative working across mixed year groups.</li> <li>• Children have had more structured and active lunchtimes and have had the opportunity to engage with lunchtime sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• New sports coach to support active lunch times and support mini leaders.</li> <li>• Create links with clubs outside of school.</li> <li>• Identifying those children who are less active and using student voice to hold a lunch time coach to engage these children.</li> <li>• Offer a broader range of Physical activities, this needs to be timetabled with the sports coach and equipment availability.</li> <li>• Provide additional CPD to staff within PE lessons through the AVSSP sports coaches. Teachers to work alongside the coach and work towards leading the final lesson with the support of the coach.</li> <li>• Review and update the PE section of the school website.</li> <li>• Liaise with School Governor to discuss current plans for PE, Sports and Curriculum as well as to confirm the planned spending.</li> <li>• Look at a consistent way to assess PE.</li> </ul>
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## Key priorities and Planning

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
<p><b><u>Sports council</u></b></p> <p>To set up a Sports Council with a clear role in school PE and Sport improvement.</p> <p>Children to apply for the role of Sports Council.</p> <p>Successful children to be trained on their role. Photograph of children to be displayed and shared on Dojo.</p> <p>Sports council members to meet termly to identify areas in which PE and school sport can be improved. Children to take on tasks to gain pupil voice from their class.</p> <p>Children responsible for identifying additional equipment needs and placing an order for play equipment.</p>	<ul style="list-style-type: none"> <li>• PE lead</li> <li>• Pupils</li> </ul>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>		<p>£29.40 for sports council badges</p>

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**Raising the profile and communication**

**Raise the profile of competitive sports.**

\* Share match reports for different sporting events on the school website, through the Dojo and in assembly.

- Create links to local sports clubs.
- Share the competition calendar with parents on the school website or noticeboard.

**To raise the profile of PE through PE and school sport display that is interactive and engaging.**

- Utilise Facebook, the website, Dojo, to create and share platforms for sporting achievements to be shared in and out of school.
- Include photos to celebrate success.
- Competitions calendar for the year available on the school website.

**To use school website to celebrate success and sign-post to clubs to encourage participation.**

- Update the school PE section on the website to provide information about expectations and opportunities in PE.
- Event leaders to provide a short summary after events for Dojo.
- Area on the website to show competition schedule.

**To celebrate the participation and success of sports in weekly assemblies to inspire and motivate others.**

- \* Pupils
- \* Staff
- \* Parents

- \* PE lead

- \* School staff
- \* Pupils
- \* Parents

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key indicator 5: Increased participation in competitive sport

Achievements to be celebrated.

Improved content on website with links to clubs and competitions.

Pupils to be proud to read updates and success.

<ul style="list-style-type: none"> <li>• Hand out certificates for events in assembly.</li> <li>• Celebrate success of achievements from both in and outside of school.</li> <li>• Share inspirational sporting stories and events and promote sporting values through assemblies and Dojo.</li> <li>• Encourage parents to email in details of achievements from outside school with or without a photo.</li> <li>• SLT include sporting heroes and achievements in at least one assembly a term.</li> </ul> <p><b>To raise the profile of school sport.</b></p> <ul style="list-style-type: none"> <li>• Purchase labelled bibs for mini-leader</li> </ul>	<ul style="list-style-type: none"> <li>* Pupils</li> <li>* Parents</li> <li>* Staff</li> </ul>	<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Success shared with Pupils and parents. Children feel proud of achievements.</p>	<p>£60 for mini leader bibs.</p>
<p><b><u>AVSSP coach – 1 and ½ days per week</u></b></p> <ul style="list-style-type: none"> <li>• AVSSP coach to run a sports club at lunch time to encourage active play.</li> <li>• AVSSP coach to work with sports lead and mini leaders to continue their role and enhance the range of activities. Provide some coaching for the mini leaders with fresh activities.</li> <li>• Work with the AVSSP coach to identify when additional equipment can be used within school to offer a broader range of activities from the following: Boccia, Archery, Fencing, Martial arts.</li> </ul>		<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school).</p> <p>Key indicator 3: Increased confidence, knowledge and skills</p>	<p>High quality- teaching for pupils in school.</p> <p>Increased staff confidence and CPD.</p>	<p>1 days coach per week including lunch time and after school club (33 weeks) £6903 1/2 days coach per week including lunch time and after school club (33 weeks) £5020</p> <p>£860 Martial Arts Specialist.</p>

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**To increase the range and quality of extra-curricular sporting clubs.**

- Provide a high-quality coach to run after school and lunchtime clubs across a range of sports across the whole school. Aim to run 2 after school clubs a week. Cost of £1.50 per pupil per week to attend a club. Money to ensure cost of coach and equipment is sustainable.
- Lunch time clubs 2 times a week.
- Link the after-school clubs to sporting competitions where possible.
- Pupil survey to identify areas of interest in clubs both at lunch times and after school. Sports council to survey own classes for clubs children would like in school.
- LR to run Netball club Spring & Summer term.

\*AVSSP coach

\* PE lead

**To increase the quality of teaching within PE sessions.**

- Employ a sports coach from AVSSP 1 1/2 days a week to assist with the teaching of high-quality PE lessons.
- AVSSP coach to work alongside staff supporting PE lessons and leading activities. Coach to lead lessons, team teach sharing planning.
- Sports coach to support with inclusion of all children and maximise engagement through differentiation.

\*AVSSP

\* PE lead

\* Sports Council

of all staff in teaching PE and sport.

Key indicator 5: Increased participation in competitive sports.

More children active at lunch times.

Children given opportunities to access physical activity and sport outside of the curriculum.

Increased number of children taking part in extra-curricular activity.

Evidence: Registers, pupil surveys, timetable on website.

Half a day lieu to staff for running afterschool club £1000.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sports.

Staff upskilled and confident in the teaching of PE in future years.

Teachers to show greater confidence in specific areas of PE as identified in the staff survey.

CDP as part of the AVSSP affiliation.

<ul style="list-style-type: none"> <li>• Sports coach to support staff in stretching those children who have specific talents in PE.</li> <li>• Sports coach to assist staff with assessments during PE session.</li> </ul>			<p>Children engaging in high quality PE and are active for longer.</p> <p>Extra support with the coaching of key skills and developing these skills within game situations.</p> <p>Additional support in the differentiation and challenge of key skills.</p> <p>Staff able to identify good to outstanding practice and criteria required</p> <p>Evidence: PE planning, learning walks, staff questionnaire.</p>	
<p><b>To increase the confidence in staff abilities to include all children within PE lessons.</b></p> <ul style="list-style-type: none"> <li>• PE lead to work with NL (Senco) and AVSSP understand the use of sensory circuits within school in order to increase participation.</li> <li>• Active Learning to become part of the curriculum (1 active lesson per week).</li> <li>• PE lead to work with SENCo to devise new Physical Literacy and active learning timetable.</li> </ul>	<ul style="list-style-type: none"> <li>*PE lead</li> <li>*AVSSP coach</li> <li>* School staff</li> <li>* SENCO</li> </ul>	<p>Key indicator 2: The encouragement of all pupils in regular physical activity.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>All children able to participate at their own level within PE lessons and sporting clubs.</p> <p>Staff showing greater confidence in differentiation and inclusion within PE lessons.</p>	<p>£300 time with SENCo.</p>

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**Curriculum**

**To continue to increase the subject knowledge of staff and confidence in PE teaching.**

- Ensure staff have copies of AVSSP planning.
- Clear progression of skills and curriculum coverage shared with staff.
- Sports survey used to inform which units of PE staff receive support with.

To improve the assessment of PE and identify ways of supporting pupils.

- New assessment format introduced to staff.
- PE learning walks to support the teaching and assessment of PE and identify areas of development.

**To ensure a broad coverage of the curriculum.**

\* PE lead to ensure that the overview showing coverage of sports in games, gymnastics units and dance is being followed across the school.

\*PE Lead  
\*School staff

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Evidence: lesson observations, staff questionnaires.

Staff clear about planning and expectations in PE.

Staff more confident in supporting all pupils within PE lessons.

Children participating in high quality PE lessons.

Staff delivering high quality PE lessons with greater confidence showing an increase in skill development and application.

Documents for planning, progression of skills and curriculum overview available on Teams.

Staff following progression of skills, using games and gym plans as a guide.

### Bikeability

To develop confidence and competence in cycling.

- Bike-ability training for all children in year 5 and 6 increasing cycling ability and confidence. Level 1 and 2 qualifications.

### Competitions

To increase the amount of competitive sport opportunities for pupils.

- A school competition calendar developed with the school games organiser (AVSSP) including a wide variety of different sporting competitions against other schools across KS1 and KS2.

- Continue to enter competitions to encourage a range of ages, abilities and skill levels to take part in high quality competition.

- Increase the number of competitions entered by encouraging more staff to support with competitions over the year. Staff questionnaire to identify staff available to support.

- Continue to hold a competitive element within PE lessons. Units of games sessions to end with a competition either between members of the class or between different houses.

- \* PE lead
- \* School staff

- \* AVSSP
- \* PE lead
- \* School staff

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)

Key indicator 5: Increased participation in competitive sports.

Increased cycling ability along with road safety awareness. Increased number of children travelling safely to school.

Evidence: Register, photographs Increased desire to perform well showing determination. Certificates presented after each event.

Increase the number of children competing. Pupils motivated to be active and take part in competition.

Approx £450 – through AVSSP.

£750

£1200 affiliation with AVSSP.

<p><b><u>Intra-school competition</u></b></p> <p><b>Increase levels of participation in whole school sporting activities and challenges.</b></p> <ul style="list-style-type: none"> <li>• Include small sided games and competitions at the end of each unit of work. Sports coach to model this and support staff.</li> <li>• Sports day, children compete across a range of skills-based stations in house teams as well as individual races.</li> <li>• Within lessons, children encouraged to score and officiate.</li> <li>• Sports council to plan a competition day for their year group.</li> </ul>	<ul style="list-style-type: none"> <li>* Parents</li> <li>* School staff</li> <li>* Sports Council</li> <li>* Parents</li> </ul>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>All children engaging in Intra school competition and celebrating success.</p> <p>All children enjoying competing against themselves and others.</p> <p>All children engaging in intra school competition and celebrating success.</p> <p>Increased quality of skills within the sports day.</p> <p>Achievements celebrated and rewarded.</p>	<p>£100 medals/stickers</p>
<p><b><u>Enrichment opportunities</u></b></p> <p>Tough Rower to take place in the Autumn Term Tough Runner to take place in the summer Term</p>	<ul style="list-style-type: none"> <li>*School staff</li> <li>* Pupils</li> </ul>	<p>Key indicator 4: Broader experience of a range of sports offered to all pupils</p>	<p>Children to develop stamina and confidence tackling new challenges and new sports.</p>	<p>£495 tough rower experience</p> <p>£650 tough runner experience</p>

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## 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.

Action	Impact	Comments

## 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*

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<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?	79% 23/29 children	<i>Some of the remaining 21% are able to swim 5 and 10m but only in a limited stroke.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79%	<i>Most children are more confident at front crawl and back stroke than breast stroke and butterfly.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</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>Yes</p>	<p><i>Teaching staff who attend swimming have had training provided by AVSSP.</i></p>

Signed  
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off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	Rebecca Darnell
Governor:	
Date:	04.07.25