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The Primary PE and Sport Premium

Spalding St Paul's Primary



Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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 judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2023.





Evidencing the Impact of Primary PE and Sport 2024-2025

Our Vision for the Primary PE and Sport Premium

Our vision is that ALL pupils leaving Spalding St Paul's Primary School will be physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

In all subjects, we want our pupils to be:

- ✓ **Confident Communicators**
- ✓ **Resilient Researchers**
- ✓ **Aspirational Ambassadors**
- ✓ **Collaborative Citizens**

Our School Sporting Vision

Our vision and objectives are underpinned by our school values:

Positive early experiences will inspire children to discuss PE and school sport confidently. During lessons, children will be asked a range of open questions to elicit their understanding and will be challenged to evaluate their performances and discuss their tactical decisions. Children will explain their thinking using specific PE vocabulary.



Children will learn new skills, games and tactics as they enjoy a range of sports in their PE lessons and sporting competitions. They will have access to a range of equipment and high quality teaching, with the opportunity to build their own games too. This wide range of activity will inspire increased participation in competitive sport.

PE and School Sport will give pupils the opportunity to extend their experiences of the sporting world around them, helping them to develop their enjoyment and love for physical activity, with the aim to encourage positive early experiences to inspire lifelong participation and active lifestyles. Children will aim high in competition too.



Children will be given the opportunity to participate in teams as well as lead them. They will represent the school in sporting competitions. Events such as inter-house games and Sports Day will facilitate participation for all in these teamwork opportunities. This in turn will raise the profile of PE and sport across school.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£17,670
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2024/25	£17,670
Total amount of funding for 2024/25 to be reported on by 31st July 2025	£0

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	0
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 pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2024. Please see note above	41%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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 pupils today and for the future.

Academic Year: 2024/25		Total fund allocated: £17,670	Date Updated: July 2025	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				30%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to encourage greater Physical Activity in our children, to empower children to make positive healthy lifestyle choices.	Curriculum overview set up for new academic year – designed using partnership academy school/SG/LL and Discovery Sports advice Begin using the 'Beyond the Physical' scheme of work Frameworks update to be used for start of 24/25 academic year	£550 – as part of Discovery Sports partnership	-Beyond the Physical scheme of work purchased. -Clear structure of scheme which builds on prior knowledge. - Pupils now articulate the purpose of physical activity beyond sport – including links to mental wellbeing, teamwork, and resilience.	-Continue with Beyond the Physical PE scheme.
To improve active opportunities at lunchtime and playtimes	Audit lunch time equipment and purchase new equipment if required	£500	-New lunchtime equipment brought. -2 days a week Sports Coach run lunchtime clubs. -Sports Coaches work alongside playground leaders to support a range of games at lunchtime. -Sports Coaches work alongside lunchtime staff to support a range of games at lunchtime.	-Continue work of better playtimes to be supported by our behavior policy. Retrain the Playground leaders next year
	Qualified sports coach (through Discovery Sport) running lunchtime sessions each week	£500 – as part of Discovery Sports partnership		
	Qualified sports coach (through Discovery Sport) to train sports leaders who can support playtime activities – Year 5 & 6	£500– as part of Discovery Sports partnership		
	Qualified sports coach (through Discovery Sport) to train Lunchtime supervisors to facilitate more physical activity provision at lunch	£500– as part of Discovery Sports partnership		
To empower children to make positive healthy lifestyle choices.	Roots to Food session for KS1 AND KS2 classes	£1,000 (2 day experience)	-February 2025: 2 day support from Roots to Food for all children from EYFS to Year 6. Each class had a 2 hours session.	Rebook Roots to Food for 25/26 academic year
	Roots to food pop up restaurant for Year 6 children and parents.	£500	-June 2025: Roots to Food pop up restaurant for year 6 children. All year 6 parents invited to gala dinner at the end of the day.	Rebook session for 25/26 academic year

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To improve active opportunities in Early Years	Forest school training for EYFS staff, through 'Learning Through Landscapes' to ensure children access school forest area once a week. 2 hours of training + Climate ready School grounds Audit.	£1000	-All teaching staff and 4 TA had training through 'Learning through Landscapes'. -Forest school take place every week for Pre-School, EYFS and BASSE group.	-Forest school to continue next year.
PE Sports Partnership	Discovery sports membership provided PE lessons for KS1/KS2 over two days (part of Core Budget) Lunchtime support sessions x 2 weekly Afterschool clubs x 2 weekly	£7,000	-2 days a week sports Coach run lunchtime and after school clubs. They have run clubs for children in EYFS to Year 6.	Staff to run clubs and lunch time clubs for 2025/26 year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Use PE and School Sports as a vehicle to support those children with low self-esteem, confidence and behavior.	Sensory circuit sessions set up and delivered by support staff – timetable to be set up in T1 – aim for 10 children and multi-sport sensory activities	£300 (equipment fund)	-Sensory Circuits set up every day for a bespoke group of children who need this support. -KS1 and KS2 group set up. -between 8 – 12 children access this provision.	-Continue Sensory circuits next year.
To continue to raise the profile of PE and Sport at school	To hold an 'Active Week' where children have active lessons, sample new sports and also compete in sports day – also include parent opportunities	External providers (up to £300)	-Sports day held -Children have participated in Girls football tournament, Boccia, Sports hall Athletics and transition event for Year 6 children. -Sports achievements celebrated on Face book and Class Dojo.	-Plan in more sporting events next year. - continue to work with SGO to put on events in and out of school.
	Sporting successes, values and participation to be celebrated in school assemblies, displays and on school website	Website Certificates/ medals (£150)		
To organize a sporting visitor to our school to inspire	To book and host an Athlete visit to inspire pupils with a professional athlete	Athlete visit day £500	Sports For Schools: Shaun Rose (Paralympian) came in and lead a session for children	-Increase engagement of sports visitors
Ensure PE is seen as a subject with equal importance when compared to others in the school.	PE timetable devised and shared with all staff – indoor/outdoor sessions – two hours of PE each week PE to be monitored throughout the year.	£1,000 release time for PE lead to monitor subject. – as part of discovery sports partnership	-All children have had access to 2 hours PE each week. One session has been delivered by staff, 1 session delivered by Sports Coach.	-Continue with 2 hour PE sessions each week. - Staff to lead both PE sessions each week.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the quality of teaching and learning in PE	Discovery Sports to deliver Physical Education Curriculum Support (PECS) training across the year to all staff. Support will monitor teachers confidence, subject knowledge, tracking and reporting and planning.	£3800	-All staff across school have had access to 1 term of the PECS program. -Evidence shows increased confidence in teacher delivery of the PE scheme.	-Teachers to use the skill learnt as part of their teaching.
To review PE equipment to support delivery	Audit and purchase PE equipment to meet intentions on knowledge maps	£500	-PE equipment audited and purchased as needed throughout the year	-Continue to audit and reorder equipment when required.
To monitor the subject of PE	Subject leader to write action plan, learning walk in lessons Pupil voice termly with sports ambassadors and random selection of children from mixed key stages	Staff time Leadership time (£2500)	-Actions plans completed each term – added to 'S' drive -Learning walks weekly or drop in sessions Pupil voice completed T5	-Continue termly action plans to ensure strengths of PE are celebrated but also targets are set and met -Continue to monitor staff PE delivery and support as required -Termly pupil voice
To ensure pupils know more and remember more through improving teaching and progression	Sports lead to ensure deep dive questions are up to date and relevant for new academic year	Staff time Leadership time (as above)	-Deep dive questions prepared and added to school folder. -Links made to other knowledge or learning concepts	-Further pupil voice opportunities to be implemented with governors

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure children have access to high quality after-school sports provision.	Discovery Sports to deliver 2 after school clubs in a variety of sports across the Year. Staff to carry out more clubs throughout the year – aim for more than 2 throughout the year	£5,148	-Discovery Sports have delivered 2 after school clubs all term. Children from 1 – 6 have attended the club over the year.	-Encourage staff to offer sporting clubs throughout the 25/26 academic year
Enhance and extend the range of physical activities and sports offered in and out of curriculum.	Organise activities outside of term time in line with the Holiday Activities and Food programme (HAF)	Free	-HAF club has used school facilities for Christmas, Easter and Summer holiday clubs.	-Continue to promote community events throughout the year
	Children in Year 5 receive Bikeability to ensure all children are safe on the road to cycle.		-Bikeability held T3– all Y5 children attended. Week bike safety training	-Rebooked session for 25/26 academic year
Ensure all children leave primary school being able to swim 25m	Top up swimming sessions for those children in Year 6 who are unable to swim 25m.	£2,000 transport costs and hire of pool	-2 x term swimming sessions for Y5 and Y6 children -Y3/Y4 year groups all received a term of swimming	-Continue swimming provision for 25/26 year -Offer top up swimming sessions during Y5 & Y6 swimming session.
Learning through OOA	OOA sessions in Term 3 delivered by teachers and discovery sport sessions.	As part of discovery sports partnership	-OOA delivered to all KS2 year groups as part of PE – term 3 -Get Set 4 PE OOA lesson planning – part of school framework -PGL offered to children – to be accessed outside of school but no offer taken up	-Offer outdoor learning opportunities for all – forest school learning -Gardening planters for all year groups -Further train KS2 staff to offer OOA provision
To improve links with local clubs to create more opportunities	Provide enrichment opportunities for children to try new sports (links to clubs) Share information about local clubs with children (leaflets, newsletters, flyers)	Staff time Leadership time (as above)	-Local clubs or community groups shared via newsletter/parent mail/flyers to all children	-Continue to develop partnerships with local clubs -Local clubs to deliver assemblies promoting sport in the area – rugby/football/netball/swimming ect...

	Encourage local sports clubs to promote sport via assemblies			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To run intra-school competitions using the house system	Intra-school (inter-house) competitions run during PE lessons	Staff time Leadership time	-Thursday celebration assembly – celebrate sporting success Intra school competitions held through Discovery Sport (archery, nerf gun activity, boccia, athletics)	-Greater promotion of intra-school competitions via assemblies etc. -Consider mixed year group competitions – football/netball -Continue sports day athletics competition
	Celebrate successes in assemblies to raise the profile	£200		
	Order medals/ trophies for different house games on offer this year			
All staff to use the school / Beyond the physical assessment tracker – tracker to be used each term. Discovery sport / PECS coach to support monitoring PE	School assessment / Beyond the Physical assessment to be updated and monitored to ensure assessment is being completed by all staff members Children not on track to be offered sensory circuit sessions or extra PE booster sessions	Staff time Leadership time (as above)	-Assessment offered with ‘Beyond the Physical’ – all year groups PE assessed	Continued to implement and use the ‘Beyond the Physical’ assessment tracker.

Signed off by		
		REVIEW
Head Teacher:	Mrs. Selina Ratchford	Mrs. Selina Ratchford

Date:	July 2024	July 2025
Subject Leader:	Mrs. Lauren Lee supported by Mr Sean Goff (2024)	Mrs. Lauren Lee
Date:	July 2024	July 2025
Governor:		
Date:		