

PE and sport premium

The [PE and sport premium](#) is funding allocated to primary schools that must be used to:

- make **additional and sustainable improvements** to the existing PE, sport and physical activity offer available in the school
- **build capacity and capability** in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future

Governing boards are responsible for monitoring PE and sport premium spending.

Governors and trustees can use the following tool to:

- ensure appropriate use of the funding (in line with [conditions of grant](#) and any other relevant financial rules and procedures)
- ensure that spending represents good value for money
- evaluate the impact of spending on pupil outcomes

Reporting requirements

All schools who receive PE and sport premium funding must publish a report on their website detailing how the funding has been spent. The report must be published by 31 July each year.

This must include:

- the amount of premium funding received
- a full breakdown of how it has been spent
- the impact seen by the school on pupils' participation and attainment in PE and sport
- how this improvement will be sustained
- swimming and water safety attainment

From July 2025, all schools who receive PE and sport premium funding must complete an [expenditure reporting return](#). **This form can also be downloaded and published to fulfil the above reporting requirement.**

School leaders draft the report, but governing boards should review it and ensure it is published on time.

A PE funding evaluation form is available from [Youth Sport Trust](#) and [The Association for Physical Education](#) to help schools prepare to complete the expenditure reporting return.

PE and sport premium monitoring tool

	Governing board monitoring priorities	Notes and actions
1	<p>Schools should prioritise PE and sport premium spending to improve in the following five key areas:</p> <ul style="list-style-type: none"> increasing all staff's confidence, knowledge and skills in teaching PE and sport increasing engagement of all pupils in regular physical activity and sport raising the profile of PE and sport across the school, to support whole school improvement offering a broader and more equal experience of a range of sports and physical activities to all pupils increasing participation in competitive sport <p>Refer to the reports provided by school leaders and ask questions to help you understand how spending has met any of the above key priorities.</p>	<p>Purchasing the PE planning tool 'Get set for PE' has built in CPD to support the teaching of skills within each year group. This has increased staff confidence and strengthened the development of skills within each year group. (£1,375 – 3 year subscription)</p> <p>The planning tool has supported staff with adaptations in order to increase the engagement of pupils within lessons. Play leaders have created a more active approach during playtimes. New equipment has given pupils new games and activities to do at lunchtime. (£100 play leader training)</p> <p>Sports day offered the opportunity for all pupils to participate in inclusive positive competitive activities – based around team contributions including fundamental skills and some OAA events. The feedback was highly positive from pupils and parents/carers.</p> <p>Half termly intra-school competitions raised the profile of PE and sport across school and gave more pupils the opportunity to engage in positive competitive activities.</p> <p>Pro-skills have led after school clubs 3 x nights per week. 1 paid by school (£1,200 1 ASC per week x 40 weeks) The paid club has supported the training of pupils for team events plus KS1 club. Other clubs have included different new sports such as Kinball, ultimate frisbee, quidditch. Some of which have engaged pupils who are less active within lessons.</p>

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		<p>Clubs run by SRBC have included wheels club to support pupils across KS2 with their skills, multi-skills for KS1. This has supported the gaps in development and encourage a higher uptake of less active pupils. (£400 2x ASC)</p>
2	<p>Schools should see continuing professional development (CPD) for staff as a key priority to ensure that improvements to the teaching of PE, sport and physical activity are sustainable. This could include:</p> <ul style="list-style-type: none"> • professional development • mentoring • appropriate training • access to external resources <p>Governing boards should monitor the quality of the CPD provided to ensure that it is effective and fit for purpose, ensuring that the school uses established quality assured local, regional, and national subject-specific and suitably qualified providers.</p> <p>Refer to NGA guidance on CPD for school staff for further information.</p>	<p>CPD for teachers for lessons is sources within the Get Set for PE planning scheme which includes videos for skills taught within the lessons and a full explanation of the benefits for the skills being taught. There is also support for how to engage and support less active pupils and how to adapt the activities in the lessons.</p> <p>Part 1 CPD for OPAL has been delivered in Summer term. Further support from OPAL will be delivered throughout the project. The mental health lead will support staff throughout the project.</p> <p>Subject leader for PE and Sport has supported the staff in preparation for lessons and inter-school activities.</p> <p>Subject leader has met with the lead governor to discuss the monitoring of the subject and how the premium is being used. All qualified providers have been selected through quality assured evaluations and are linked to local, regional and national initiatives.</p>

	Governing board monitoring priorities	Notes and actions
3	<p>Evaluate how the use of the PE and sport premium fits into school improvement plans and assess the impact it is having on pupils. Consider:</p> <ul style="list-style-type: none"> the overall quality of the teaching of PE how it assists with the development of transferrable life and social skills such as respect, fairness and resilience the impact PE and sport have on other school priorities, values and ethos the role of PE and sport as a vehicle to engage and raise achievement in other subjects how PE and sport create opportunities to learn and maximise social development how PE and sport improve pupil engagement and wellbeing <p>Refer to reports from the school's PE lead as well as insights gained from school visits and interactions with staff and pupils.</p> <p>NGA's PE and school sport guidance sets out the features of high-quality provision.</p> <p>The Department for Education's updated School Sport and Activity Action Plan sets out new ambitions for equal access to PE and sport for girls and boys and two hours of PE a week.</p> <p>Guidance is available to help schools meet the ambitions of the physical education national curriculum, aims of the school sport and activity action plan and Chief Medical Officers' physical activity guidelines.</p>	<p>Our recent purchase of the scheme Get set for PE has provided us with an improved offer of the PE lesson taught. The purchase of equipment matched to the scheme has raised the quality of the teaching and the profile of PE and sport. All lesson plans within the scheme include social, emotional and thinking skills which link to school values and support the development of the whole child. Each lesson highlights the importance on reflecting how our bodies feel and the challenges we faced during the lesson.</p> <p>Using the PE scheme has supported our whole school behaviour and wellbeing development this year in relation to our mindset and readiness for learning. We have been able to support the impact of our updated behaviour policy through PE and sport activities – use of regulation time and how our 3 Rs of school support our development in all areas of the curriculum. (Ready, responsible, respect.)</p> <p>PE and sport activities have been celebrated in assemblies, on newsletters, school website and on social media from in school, inter-school and pupils' success out of school. This has all supported the school values approach – Aspire to be our best, Belong – belonging to groups, teams and in representing school in events, Care – care for each other in a team or group and care of equipment, Discover – discover new skills, games and sports that we haven't done before.</p> <p>We had a visit from inspiring athlete – Gladiator Steel who delivered an inspiring assembly and workshops with all pupils with a focus on attitude, hydration and fitness as important</p>

	Governing board monitoring priorities	Notes and actions
		factors in living a healthy life and achieving your dream goals in future – whatever they are.

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4	<p>Assess the impact of spending on the five key areas referred to in section 1 of this tool. Also consider:</p> <ul style="list-style-type: none"> Do pupils take part in 30 to 60 minutes of moderate-to-vigorous intensity physical activity each day? Is the school offering a wide range of sports and physical activities to pupils? What is the school doing to encourage all pupils to take part in competitive sport? Do all pupils leaving the school meet the minimum national curriculum requirements for swimming? Is the profile of PE and sport promoted within the school (for example, are achievements recognised, such as in assemblies)? <p>This list is not exhaustive – there are many ways schools can make use of PE and sport premium. Governing boards should focus on ensuring that spending results in sustainable improvements to the PE, sport and physical activities it provides.</p>	<p>Sports lead has led training in staff meetings about the importance of daily active minutes. All classes are timetabled to use 1 x 10 minute break from learning each day for an active break. This needs further development through the Get Set for PE scheme with incentives to encourage a higher engagement in this initiative.</p> <p>A wide range of sports is delivered through the Get Set for PE scheme and the yearly overview is set for appropriate activities are matched to year groups.</p> <p>After school clubs led by Pro-Skills soccer have offered a wider range of sports and physical activities. The paid club has supported the training of pupils for team events plus KS1 club. Other clubs have included different new sports such as Kinball, ultimate frisbee, quidditch.</p> <p>Competitive sports elements are built into each lesson through the Get Set for PE scheme and allow for engagement by all. This may be either through setting own personal targets to beat/overcome or through small mini tournaments to embed skills taught in the lesson.</p> <p>We have held inter-school competitions each term to develop positive competitive skills. 2x year groups carry out their activities based on skills developed within lessons and work in teams to compete. This has ensured a high level of engagement in competitive</p>

activities and the opportunity for more pupils to participate to support their team.

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86% of pupils in Year 6 meet the minimum national curriculum requirements for swimming. Those who have not, did not attend training for religious reasons or have joined the school late in the year in Year 6. They have not taken the offer to attend swimming lessons out of school.

This tool was produced in partnership with the Department for Education (DfE) and the Local Government Association (LGA)

