

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

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](#) 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 offer
- 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 [gov.uk](#) 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 under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 31st July 2023. To see an example of how to complete the table please click [HERE](#).



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.

Shillington

Academic Year: 2024/25		Total fund allocated: £16,910		Date Updated: 09/07/2025	
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:
					%
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?:
To engage all children in daily activity		Fitness fun on the timetable daily. Go Noodle/Danny Go. Use of outdoor environments.		£0	General fitness of all children raised and maintained. Children will see physical activity as fun and engaging. It will encourage them to want to do it again.
Provide additional opportunities for children to take part in physical activity – with the objective to improve and develop specific skills		Premier Sport to work with two classes each week. Sessions will be delivered in line with the school curriculum map for PE, linking to skills, sports and activities the children are being taught each half term.		Premier Sports Curriculum £3906	Children’s fitness levels will improve from the additional PE lesson. They will have a deeper knowledge and understanding of PE and the skills required for each sport. Children will be challenged and supported appropriately.
Encourage high intensity and active PE lessons that last the whole duration		Children to continue to come to school ‘PE ready’ – dressed in their PE kits for 2 days each week.		£0	Children’s fitness levels would have improved as they are getting more time being active in the lesson.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%

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:
Raise the profile of PE across the school – being able to see that Shillington & Stondon Lower are active schools	Use displays to show case Sports Ambassadors, PE & Sport in school. Use the Sports Ambassadors to deliver extra-curricular activities at lunch times for the other children.	Premier Sport Sports Leaders (included in curriculum costs)	There will be a clearer picture of how Shillington Lower is an active school. Displays will reflect thing. There will be a range of activities on offer for children during lunch times.	Continue having Sports Leaders next year across years 3 and 4. Ensure they support PE at Shillington Lower School and the MDSAs, working with Premier Sport to fulfill their roles. Update PE display in hall.
For the PE curriculum to be planned effectively to include our on-site pre-school	Have an understanding of what physical activity is happening in our pre-school. Build this into the whole school curriculum to ensure there is progression and skills are built upon.	£0	There will be a clearer progression of knowledge and skills on the whole school progression grid for PE. Staff will be aware of what skills the children will be learning next and what they have learnt previously.	The PE curriculum includes pre-school. Continue to observe PE across the school including pre-school.
PE specific vocabulary being taught and used	PE displays / PE vocabulary where appropriate New vocabulary being taught in lessons using vocabulary pyramids and lesson plans from GetSet4PE. Use of school values in lessons.	£0	Pupils will be able to use PE specific vocabulary in their lessons and wider discussions across the school. Pupils will show an understanding of a variety of vocabulary and build upon this each year.	Continue to teach, model and display appropriate PE vocabulary. Encourage all children to use this.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

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and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Staff to feel confident when assessing pupils in PE	PE Lead to review and analyse data across both schools. Staff to use Insight to assess PE as this has been new from September 2024.	£0	Staff will have a better understanding and confidence when assessing pupils in PE. Objectives on Insight will be clear and in line with the curriculum.	Support staff moving forward with PE assessment if needed.
Increase the confidence of staff when teaching PE	Purchase and follow GetSet4PE. Create a curriculum map for staff to follow throughout the year. Complete staff audits to identify strengths when teaching PE and any support that is needed.	Get Set 4 PE £439	Staff will feel more confident when teaching PE and have a secure understanding of the lessons they are delivering. Staff will know what they are teaching and when by following the curriculum map.	Continue to be a part of our PE scheme, GetSet4PE. Ensure PE Lead checks website for changes and updates staff accordingly.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:

Develop the children's dance knowledge and skills, in line with our curriculum and school topics	<p>All children from R-4 to receive dance lessons from a specialist dance teacher that links to their current learning topic</p> <p>Year to have support in the Summer Term from the dance teacher to prepare them for a performance for celebration evening.</p>	<p>Dance Teacher £1200</p> <p>(One off Year 4 session + £50) =£1250</p>	<p>Children will feel inspired to dance. They will have developed their skills in line with the curriculum and feel more confident when performing.</p> <p>Year 4 were able to perform their dance confidently to an audience of parents as part of our whole school celebrations evening.</p>	Ensure children's dance knowledge and skills progress in accordance with the curriculum next year.
Purchase equipment to provide opportunities for increased involvement in PE and sport (including fine & gross motor skills for EYFS), during lessons and lunch times	<p>Purchase equipment needed for whole school use:</p> <p>Bricks, breeze blocks, polydrons</p>	Equipment £974	<p>Staff and children will have the correct equipment they need for PE lessons. Children will be able to develop new and existing skills using up to date equipment.</p> <p>Children will have more opportunities during lunch time to play with new equipment and develop their team work skills.</p>	Check will all staff going forward if there is any equipment needed for PE lessons or lunch times.
Provide opportunities for extra-curricular activities, building upon pupil resilience and team work	Premier Sport to support different pupil groups through multi-sports, targeting specific groups of children	Premier Sport Lunch Clubs £2034	<p>Improve fitness of children. Inspire children to exercise and encourage a healthy lifestyle. Increases children's confidence and knowledge of the sports/activities. Children will show greater resilience in the face of a challenge and be able to work more successfully as part of a team.</p>	Continue to provide extra-curricular activities next year. Identify groups of children/classes who will benefit from lunch clubs.

Provide greater opportunities for children to participate in sessions as part of leading healthy lifestyles	Life Bus visit to school for Years R-4	Life Bus £425	Children have learnt new skills to enable them to lead healthier lifestyles. They will learn about their bodies and minds and how to keep them healthy and active.	Book the Life Bus for next year.
Trained lunch time staff to provide and support a variety of activities for children	Ensure that there are members of staff to provide activities/games that all children have access to. Support Sports Leaders in this too.	Staffing costs £7162	Children will participate in a variety of new activities and games during their lunch times. Staff feel confident in delivering a range of activities for all pupils.	Continue to have MDSAs to support lunch times.
Provide all children in Y4 with the opportunity to learn how to ride a bike. Organise Bikeability sessions for Year 4.	Children learn how to cycle safely and how to be safe near roads. Children to be reminded of storage available for bikes and encouraged to cycle to and from school.	£0	Children's confidence and knowledge of how to ride safely improved.	Book Bikability for the Year 4 children next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Children to have the opportunity to compete against other schools in competitive sport	Premier Sport to organise and deliver competitions with Stondon Lower, across year groups/key stages.	£0	Children will be taking part in competitive sport.	Look into new ideas for competing against other schools locally.
Children to have the opportunity to compete against each other within the school	PE Lead and Premier Sport to organise and deliver competitions within school, including sports day/week.	£0	Children have taken part in competitive sport including Sports Day, multi-sports competition, archery	Continue to incorporate school competitions throughout the year for all children to take part in.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	C Hanlon
Date:	09/07/25
Governor:	
Date:	