



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 (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p>KI1:</p> <ul style="list-style-type: none"> - all year groups have timetabled PE for at least 2 hours a week - daily mile for each class - Sports Crew who plan active sessions at lunchtime - provide additional swimming sessions for non-swimmers - track children's participation through participation tracker tool - engage in Carre's Friday festivals for children to experience non-competitive and competitive sporting opportunities. <p>KI4:</p> <ul style="list-style-type: none"> - develop curriculum overview with additions of new sports for the pupils to try (including disabled sport) 	<ul style="list-style-type: none"> - children positive about PE and its place in their routine; they are able to vocalise this to others. Monitoring showed children have high regard for PE and enjoy the lessons - most children have joined an after school club this year and represented the school at Carre's Outreach events either non-competitively or competitively (see participation tracker) - children demonstrate our curriculum drivers frequently in PE: resilience (improving at the daily mile), collaboration (success in team events at competition level), curiosity (improving own performance through choosing the best tactics or equipment) - More children being able to swim 25m by the end of Year 6 <p>-Overview completed and amended for 2025-2026.</p> <p>-purchased Get Set 4 PE to assist with progression planning and assessment. This is being used by teachers who need some guidance and support.</p> <p>The school took part in Bikeability again this year with 96% (Year 5s) passing level 1 and 2. Bikeability is booked for Year 5 next year. In addition we have also</p>	<p>Staff confident teaching most elements of the PE curriculum. Staff able to model and inspire children to do their best (eg running club hosted by a TA). Staff (current and ex) provide a wide range of after school clubs so children have multiple options each night.</p> <p>Sports apprentice has helped develop the impact of the Sports Crew who have worked with all year groups through lunchtimes.</p> <p>We are proud to have won the award from our outreach providers. Our commitment to school PE and sport is high on our agenda and it is great to see this acknowledged beyond the school.</p>

<ul style="list-style-type: none"> - partake in Bikeability - resources (eg update trim trail, improve garage storage, new kit) <p>K15:</p> <ul style="list-style-type: none"> - attend as many competitive events through the Carre's Outreach support. - Kobocca used to monitor games competition - involvement with the School Sport Partnership - look for additional opportunities (eg in Lincoln or local secondary schools). - include school games values in PE lessons 	<p>booked Level 3 training and a course for children learning to ride.</p> <ul style="list-style-type: none"> -the school is well resourced to teach all areas of the curriculum effectively. All intended areas for improvement have been achieved. <ul style="list-style-type: none"> -we attended 97% of Carre's organized activities (only missing 1 due to other commitments); Subject lead attends the PE conference and SADO meetings to engage with schools locally. -school were awarded the CGS Outreach Gold Cup Champions 2024/2025 for finishing top of the league for participation and success. 	
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Key priorities and Planning 2025-2026

This planning template will allow schools to accurately plan their spending.

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>KI2:</p> <ul style="list-style-type: none"> - to have as many children active in all aspects of the curriculum - to promote physical activity around school - to investigate the links between physical activity and academic attainment -continue to work with, and develop, the impact of the Sports Crew <p>KI3:</p> <ul style="list-style-type: none"> - to continue to develop the self-confidence of all staff in teaching PE through CPD and shared practice - for all staff to be competent in teaching their PE curriculum - for all staff to develop their ability to plan progression effectively - to broaden staff experiences of lesser known sports - for all staff to develop their ability to assess accurately to assist accuracy of future planning 	<ul style="list-style-type: none"> - Teaching staff in PE lessons - PE lead in accessing Carre’s provision - PE lead/PE Gov/Sports Crew in developing the environment (eg displays/information board/community mag) -Sports Crew representatives <ul style="list-style-type: none"> - teaching staff in PE lessons -PE lead for guidance and support of staff team -Carre’s Outreach staff; work with Carre’s Outreach Service: weekly ASCo to guide, advise and lead PE lessons where the need is (4 classes per week) 	<p>Key indicator 2:</p> <p>The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3:</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Children see the benefits of an activity programme on health</p> <p>PE curriculum is fit for purpose and is enhancing children’s opportunities through confident and competent staff delivering well-pitched, challenging lessons. By working with an expert (Carre’s) and having the structure of GS4PE, staff should develop confidence and knowledge moving forward</p>	<p>£1000 - resources</p> <p>£9,800 for Carre’s provision GetSEt4 PE already purchased for 3 years (this will be the second of those three years).</p>

<p>KI1:</p> <ul style="list-style-type: none"> -all year groups have timetabled PE for at least 2 hours a week - daily mile for each class - Active English/Active maths lessons as part of the curriculum - additional physical days (eg Camo Day, Sports Games Day, Sports Days etc) - Sports Crew who plan active sessions at lunchtime - provide additional swimming sessions for non-swimmers - track children’s participation through participation tracker tool - engage in Carre’s Friday festivals for children to experience non-competitive and competitive sporting opportunities. 	<ul style="list-style-type: none"> - All staff - Carre’s Outreach ASCo - PE lead 	<p>Key indicator 1:</p> <p>The engagement of <u>all</u> 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</p>	<p>Need to ensure more classes are doing the daily mile when they can.</p> <p>Keep the participation tracker up-to-date to target individual children or cohorts if they are not represented at check points.</p> <p>Continue to build on the swimming provision by using funding for top up sessions</p>	<p>£1,500 for swimming</p> <p>£300 Camo Day</p> <p>£200 Sports Days</p> <p>£200 Friday Festivals</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?	93%	<i>Children have accessed swimming provision throughout their time at Navenby. In the Summer term 2025, we took 6 Y6s as part of a top up swimming group. 4 of these were able to swim the required distance after these sessions.</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>Many of our children attend swimming clubs and in our swimming lessons backstroke and front crawl are focused on so they are proficient in these strokes. Only the 6 who had top up lessons can't swim two or more strokes</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	<i>All children are taught to get themselves safely in and out of the pool and how to tread water. Unfortunately, we have not been able to cover all self-rescue due to costs and pool availability. There will be some children (eg those who attend swimming clubs) who can do this but we haven't been able to assess this in our sessions.</i>
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	<i>We took a group of 20 children in years 4 – 6 to 6 top up sessions in the summer term.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<i>We do not have access to a pool at school and so we use a local leisure centre. They provide all swimming instructors and lifeguards for our sessions.</i>

Signed off by:

Head Teacher:	<i>Mr Craig Elliott</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Craig Elliott</i>
Governor:	<i>Mrs Jerstice, Governor with responsibility for PE 2024-2025 Mrs Fenwick, Governor with responsibility for PE 2025-2026</i>
Date:	<i>22nd July 2025</i>