



# 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 2026.**

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
Extend 'Active Play' lunch times providing all pupils the opportunity to take part in physical activity	Pupil voice indicates that the children are reporting their enjoyment of lunchtimes. Pupil are happy with the variety of activities on offer throughout lunchtime. Staff are reporting a positive impact on attitudes to learning after lunch times and less times is spent dealing with negative behavior issues.	Consider the introduction of active minutes cards in the classroom – all pupils who access active play fill in a square on the Active Play Chart or a daily challenge. Consider ways how to deliver an 'active play' during rainy days. (Table Tennis League, New Age Kurling etc) Consider introducing 'zones' on the playground in order to structure the activities effectively.
Develop a more active breakfast	Breakfast club figures have increased by 10% this year ensuring that more children have a nutritional breakfast and a healthy start to the day	Target specific children to attend breakfast club
Increase teacher's skills and confidence to teach PE and sport. High quality PE lessons delivered during curriculum time To equip the PE Coordinator, Leadership Team & Governors with the latest up to date information for PE, Sport & Physical Education	Learning walks and lesson observations showed that PE coaches and teachers are confident in their delivery of lessons and that all teaching is considered at least good or better. Staff stated that shadowing an expert in gymnastics and athletics has given them increased	P.E. subject leader to help new Staff/students with Physical Education. Monitoring use of schemes and whole school PE coverage

<p>LSSP Enhanced Membership that includes Skoot Skool, Balanceability, Play Leader Training and Power</p>	<p>confidence to deliver gymnastics sessions effectively themselves.  P.E. subject leader has attended CPD training and had fed back to all staff. As a result of this all pupils have made good or better progress over the past year. Pupil voice was extremely positive children said that they really enjoyed P.E.  Staff are extremely positive about the Get Set 4 PE schemes of work. The differentiation and whole child approach has ensured that PE lessons are inclusive, progressive and fun.</p> <p>30 Reception children really enjoyed the Balance Bike sessions and staff have reported encouraging feedback from parents about the sessions noting excellent progress at home in learning to ride a bike with or without stabilisers.</p> <p>The Play Leader training has resulted in 15 Year 6 children developing their leadership skills and raising their self-esteem and self-confidence. They have organised a series of fun games every Friday afternoon play time for 30 Y1 children and this has increased the amount of physical activity they undertake. Y6 also have morning break with Year 1 and 2 in order to develop their play leader roles.</p> <p>The Power programme has targeted and engaged with 30 of our Y5 children. Staff and children have noted positive health behaviours (particularly for our most inactive children) as a result of this initiative 8 children are taking part in an extra-curricular club for the first time.</p> <p>Skoot Skool was highly beneficial to a group of children</p>	<p>Help staff understand how to assess in P.E. (use Get Set 4 PE tool)  P.E. subject leader to identify any staff that need extra training in P.E. and extracurricular activities.</p> <p>Further professional development for P.E. subject leader and any other staff who need it. P.E. specialists to continue to teach lessons and continue to develop other staff during these lessons.  Develop use of Koboca surveys to tailor PE curricular and extra-curricular programme.</p>
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<p>To raise the profile of PE and Sport</p>	<p>with SEND helping to increase their participation, engagement and enjoyment in sport and PE. It has also developed and improved agility, balance, co-ordination and muscle strength and endurance greatly benefiting other sporting activity. A number of children have now started to regularly scoot to school and this active travel has improved their health and fitness.</p> <p>Pupils are very proud to be involved in assemblies/photos on website etc. which is impacting on children's physical, social and emotional wellbeing As a result children's attainment in school has increased along with attendance. A high number of pupils are now attending clubs in the community which is complimenting activities in school and in the curriculum.</p> <p>We have raised the profile of sport around the school by exposing children to a number of different sports and activities such as athletics and cross country. The Liverpool Harriers have been invited into school to coach 90 of our KS2 children and an after-school club has been established due to this, with an uptake of 20 children. School are committed to bringing these coaches back for the next school year and around 70 children will benefit from their expertise. Enhanced coaching will expose the children to new disciplines such as hurdles and high jump, and school will be able to register for the cross country and athletics competitions</p>	
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## Key priorities and Planning

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
Invest in specialist CPD so that staff have the confidence and skills to deliver a high-quality PE curriculum. Encourage staff to seek out and engage in specialist external CPD to address gaps in their own practice. (Focus on Gymnastics, dance and Outdoor and Adventure Activities identified in previous staff audit).	All teaching staff, our sports coach and our PE Subject Lead.	<b>Key Indicator 1:</b> increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teaching staff value the impact of CPD and a significant proportion report an increase in confidence to deliver PE lessons.	£1500 to cover the costs of providing time for our staff to engage in high quality CPD.
Provide adequate time and resources for staff to engage with the school's PE curriculum/scheme (Get Set 4 PE) so that they know and understand what is to be taught.	All teaching staff, our sports coach and our PE Subject Lead.	Key Indicator 1	Teaching staff report a great knowledge and understanding of the curriculum/scheme, resulting in an improved percentage of pupil attainment in PE.	
Allocate sufficient dedicated leadership time to ensure that the subject of PE is well-led, that staff are adequately supported and that local and national initiatives and developments are implemented effectively at St Vincent de Paul Catholic Primary School.	All teaching staff, our sports coach and our PE Subject Lead.	Key Indicator 1	Increased PE Subject Lead knowledge resulting in better outcomes for pupils in PE. Staff recognise the support from the PE subject Lead, resulting in improvements in their teaching practices.	
Empower teaching staff to take responsibility for teaching PE in 2024/25, supplementing and	All teaching staff	Key Indicator 1	Improved percentage of teaching staff teaching PE on a weekly basis. As a result, staff confidence improves	

<p>enhancing the lessons taught by our specialist Sports Coach</p> <p>Embed a play leader approach by providing additional training for pupils and staff with the support of 'Get Set 4 PE' and the LSSP Sports Coaching, so that all pupils have access to moderate to vigorous intensity physical activity at breakfast club, playtimes and lunchtimes. Introduction of LSSP – 'Personal Challenge'.</p> <p>Ensure that the improvements to the playtime offer are sustained by purchasing more equipment, games and storage to further enhance the pupils' experience.</p> <p>Continue to offer a variety of extra-curricular clubs and opportunities to improve the engagement of our pupils in physical activity and sport.</p> <p>Further develop the profile of PESSPA at St Vincent de Paul by celebrating our successes on the school website and social media platforms.</p> <p>Hold a high-profile Sports Day where all of the children throughout the school take part in a carousel of activities, Y6 Sports leaders to</p>	<p>Support staff, play leaders and pupils.</p> <p>PE lead</p> <p>All staff, pupils</p> <p>Pupils and the wider school community.</p> <p>The whole-school community.</p>	<p>Key Indicator 2: Increased engagement of all pupils in regular physical activity and sport.</p> <p>Key Indicator 2</p> <p>Key Indicator 2</p> <p>Key Indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key Indicator 3</p>	<p>Play leaders in post, resulting in better lunchtime activities on offer for the children and a higher percentage of pupils involved in moderate to vigorous intensity physical activity on the playground. More zonal activities developed on yard.</p> <p>Pupil voice recognises the impact of the new resources and as a result, more pupils engage in regular physical activity.</p> <p>Improved attendance at extracurricular clubs with more children engaging in regular physical activity (recognised through parental feedback).</p> <p>Increased number of social media/website posts sent out promoting physical education, school sport and physical activity</p> <p>All stakeholders report a positive impact, collected via pupils/parent/staff voice.</p>	<p>£2000 to support the lunchtime and to train our play leaders. LSSP PALS training – UKS2 children to plan, lead and review activity sessions</p> <p>£3500 to purchase new resources and to support the implementation of a strong extracurricular offer.</p> <p>£150 to purchase certificates, medals and trophies to promote PE and sport across the school.</p> <p>£250 to cover any associated costs.</p>
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<p>support.</p> <p>Organise further whole-school events, including inter and intra competitions throughout the 2023/24 academic year.</p> <p>Continue to empower our pupils to drive improvements in PE and Sport across the school through the appointment of PE and Sport ambassadors.</p> <p>Further improve and enhance our extra-curricular provision by offering a wider range of sports and activities</p> <p>Improve the systems used to collect and analyse the participation data so that we can better target specific groups of children and identify gaps in our provision.</p> <p>Provide residential and outdoor/adventurous opportunities to pupils across the school, as well as those in Year 6.</p> <p>Offer swimming lessons to a wider range of age groups; including top-up, to address a lack of access to leisure activities outside of school, caused by the pandemic. This will</p>	<p>PE lead</p> <p>Sports ambassador and pupils</p> <p>PE lead</p> <p>PE subject lead Curriculum lead</p> <p>PE subject lead/SLT</p> <p>PE subject lead</p>	<p>Key Indicator 3</p> <p>Key Indicator 3</p> <p>Key Indicator 4: offer a broader and more equal experience of a range of sports and activities to all pupils.</p> <p>Key Indicator 4</p> <p>Key Indicator 4</p> <p>Key Indicator 4</p>	<p>Improved number of inter and intra competitions offered to the children. All pupils to participate in some form of competition.</p> <p>Ambassador roles created and pupils actively engaging and promoting PE and sport.</p> <p>More pupils subjected to, and engage in, a wider range of sports resulting in an increased percentage meeting their daily physical activity goal.</p> <p>Harder to reach pupils, and groups of pupils, are participating in sports and physical activity.</p> <p>More pupils from across the school engage in residential trips and/or outdoor and adventurous activities.</p> <p>More pupils from across the school engage in swimming lessons and top up, resulting in improved percentages of attainment in</p>	<p>£2000 for specialist LSSP coaches to deliver extracurricular sessions.</p> <p>£1000 to cover the costs of additional top-up swimming lessons after pupils' completion of core lessons.</p>
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<p>allow vital skills to be embedded earlier and built upon in order to create secure and confident swimmers.</p> <p>Further develop our provision for intra-school competition by creating whole-school dropdown days and events (Olympic games/Quidditch Championships etc).</p> <p>Engage in the inter-school competitions provided through the LSSP membership and through other local network groups (LFC, EFC, Liverpool Harriers, Chance to Shine Programme, Cross-country league). Develop links with local schools in order to provide more opportunities for pupils to participate in competitive sport.</p> <p>Provide opportunities for our most vulnerable and inactive pupils, including those with SEND, to participate in a range of inclusive sports. Access to LSSP festivals. Access the POWER programme (delivered over 6 weeks, 50mins per week in groups of 15)</p>	<p>Pupils.</p> <p>Pupils from our school community and other schools.</p> <p>Pupils from our school community and other schools.</p>	<p>Key Indicator 4</p> <p>Key indicator 5: increase participation in competitive sport.</p> <p>Key Indicator 5</p>	<p>swimming and water safety.</p> <p>More pupils from across the school participate in competitive sport, resulting in improved outcomes, attitudes and participation.</p> <p>A greater number of events are attended resulting in a larger proportion of pupils being subjected to competitive sporting activities.</p> <p>Improved links results in more opportunities for pupils to engage in competitive sport.</p> <p>Membership of Liverpool and District Cross Country League and Liverpool Primary Schools Athletics Association. Participation numbers are strong for all groups of pupils, including those with who are vulnerable/those with SEND. This results in better attitudes towards PESSPA.</p>	<p>£1000 to cover the LSSP membership and to cover the costs of participating in inter-school competitions</p> <p>Minibus costs</p> <p>Affiliation fees</p>
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## Key achievements 2025-2026

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.

Activity/Action	Impact	Comments
<p data-bbox="107 370 770 437"><b>Key Indicator 1:</b> increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p data-bbox="107 871 748 938">Key Indicator 2: Increased engagement of all pupils in regular physical activity and sport.</p>		

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Key Indicator 3: raising the profile of PE and sport across the school, to support whole school improvement

Key Indicator 4: offer a broader and more equal experience of a range of sports and activities to all pupils.

<p>Key indicator 5: increase participation in competitive sport.</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?	51.7%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	44.8%	<i>Use this text box to give further context behind the percentage. e.g., 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</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>51.%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>Yes/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/No</p>	

Signed off by:

Head Teacher:	<i>Mrs Lisa Salters</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Peter Allen</i> <i>PE Co-Ordinator</i>
Governor:	<i>Eithne Proffit</i> <i>Chair of Governors</i>
Date:	July 2025