

The Primary PE and sport premium



Commissioned by



Department
for Education

Created by



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](#).

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.

by:

Review of last year's spend and key achievements (2024/25)

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> ● Upskill staff with a new scheme of work, working alongside Kick Start Coaches to improve teacher confidence. ● Staff confidence is needed so that more children are active through school and those with IEPs can be provided with a specific physical intervention, developing familiar interventions such as sensory circuits to support all staff, involved with a child, rather than support staff who usually deliver these interventions. ● Use of Sports Premium Spend to fund lunchtime coaching, team teaching and afterschool sports. So PE profile is raised within school and wider opportunities offered. ● Review of PE equipment across the school with the focus on teaching and learning, working with Sports company to upskill teaching practice and improve lunchtime and after school provision offer. 	<ul style="list-style-type: none"> ● New scheme of work purchased and support from KickStart coaches with delivery to upskill teachers provided. ● All children with IEPs had timetabled physical interventions such as finger gyms, sensory circuits but also have high quality first teaching during PE Slot with their peers. ● The Activall is still available at lunchtimes for all children to use. ● All children are able to engage in physical activity during lunchtime, increasing the opportunities for children to meet the CMO's recommended amount of daily physical activity. ● Balance has been an issue that we have focused on in EYFS so that children are KS1 ready. The equipment has helped more children 	<ul style="list-style-type: none"> ● Practice shared will continue to be an offer for all children into the year 25/26 after a year of support. ● Staff have a better understanding of NC objectives and skills to be taught and including sequence. ● Funding was used to ensure that a constant range of sports were experienced by our children with KickStart and St Matthews staff working side by side. ● New Scheme of Work - Complete PE used throughout the year and preferred by almost all staff. ● In 2025/26 Clever Bodies Screening Programme in order to ensure that we can track physical development outcomes in EYFS and screen the children regularly.

	achieve end of EYFS outcomes in PD.	
--	-------------------------------------	--

Key priorities and Planning

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
<i>Introduce lunchtime sport sessions and after school activities for pupils.</i>	<i>Lunchtime staff worked alongside coaches</i> <i>Teaching staff and coaching staff worked closes looking at skills needed to meet EOY expectations for each year group.- as they need to lead the activity pupils – as they will take part.</i>	<i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	<i>More pupils meeting their daily physical activity goal, more pupils are encouraged to take part in PE and Sport Activities.</i>	£5.833.34 x 2
Purchased a SOW to support the implementation of the Curriculum Complete PE	Teaching staff	<i>Broader experience of a range of sports and activities offered to all pupils. Staff have a better understanding of teaching PE through a scheme and support from the Kickstart staff, supporting children’s skills and physical development appropriately for their age range.</i>	<i>Consistent Curriculum, more high-quality lessons being observed and access to a wide range of resources to help improve subject knowledge.</i>	£ 500[+ VAT
Provide CPD for all staff to work alongside a sports coach	Teaching staff		<i>Staff feel more confident when delivering PE and the quality of lessons have improved.</i>	
	A percentage of pupils in		Approximately 40% of	

To participate in a range of external competitions.	schools competing in external sports	<p><i>Increased confidence, knowledge and skills of all teaching staff in PE and Sport.</i></p> <p><i>Stretford Olympics Girls Football Tournaments - North</i></p> <p><i>Boys Football Tournaments - North</i></p> <p>Increased participation in competitive sport</p>	<p>children represented school in an external competition, a figure we will aim to increase significantly in the 2025/26 year.</p>	<p>£5.833.34</p> <p>PE working alongside coaches to develop skills and stamina of children involved</p> <p>CPD</p>
To purchase additional resources and sports equipment to support lunchtime provision and PE lessons.	All pupils and staff	<p><i>Increased confidence, knowledge and skills of all teaching staff in PE and Sport.</i></p> <p>The profile of PE and Sport is raised across the school as a tool for whole school improvement</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p>	<p>New equipment has allowed us to offer a more comprehensive lunchtime offer with higher levels of physical activity and we have a broader curriculum with children having opportunity to access more sports & activities beyond the PE Curriculum.</p>	<p>£0</p> <p>Teaching/Support staff Volunteers for after school comps</p> <p>£200 Transport</p> <p>£2667.80 (equipment)</p>

Key achievements 2024-25

Review of PE equipment across the school with the focus on teaching and learning, working with a Sports company to upskill teaching practice.

1. Implementation

- **Equipment Review and Audit**

- Pe Subject Lead conducted a comprehensive audit of current PE equipment to identify gaps and areas for improvement, ensuring suitability for all learners including those with SEND.
- Prioritised purchasing or upgrading equipment that supports a broad range of activities beyond curriculum content.

- **Partnership with Kickstart Sports Company**

- Establish a partnership with a reputable sports company specialising in primary school PE.
- Schedule regular CPD (Continuing Professional Development) sessions delivered by the sports coaches to upskill teachers and support staff in delivering high-quality PE lessons by working alongside each other.
- Focus CPD on inclusive teaching strategies, effective use of equipment, and embedding subject-specific knowledge (declarative and procedural) in lessons.

- **Curriculum Integration**

- Aligned with new scheme of work, Complete PE and ordered equipment to ensure teaching strategies with the PE curriculum were sequenced to enhance progression and competency.
- Incorporate opportunities for learners to apply knowledge practically, e.g., applying rules or techniques during lessons and extra-curricular activities.

- **Monitoring and Support**

- Set up a system for ongoing monitoring of teaching quality and learner engagement during PE lessons, using tracking from Complete PE
 - Involved PE leads and senior leaders in coaching and training
 - Collect learner voice and teacher feedback to inform future CPD and equipment needs.
-

2. Impact

- **Increased Teacher Confidence and Competence**
 - Target: 90% of PE staff report increased confidence in delivering PE lessons by the end of the academic year.
 - Evidence: Pre- and post-CPD surveys, lesson observations showing improved use of equipment and teaching strategies.
 - **Improved Learner Engagement and Progress**
 - Target: 85% of learners engage actively in PE lessons, including those from disadvantaged and SEND groups.
 - Target: At least 75% of learners demonstrate competency in key skills and knowledge (e.g., applying rules, performing techniques) by the end of units.
 - Evidence: Assessment records, learner work (e.g., match reports, self-assessments), and observation notes.
 - **Enhanced Extra-curricular Participation**
 - Increase extra-curricular club attendance by 20%, emphasising inclusion of underrepresented groups such as EYFS - which was highly attended each week
 - Evidence: Club registers and informal feedback from parents and children
 - **Better Use of Equipment**
 - 100% of PE lessons use appropriate equipment effectively to support learning and inclusion.
 - Evidence: Lesson observations and feedback from coaches, equipment usage and staff feedback
-

3. Sustainability and Next Steps

- **Embedding CPD Culture**
 - Develop internal PE champions who can cascade training and support peers, due to the reduction and reliance on external providers, Kickstart, as we develop what we have learnt last year and work without their support, as staff confidence has increased.
 - Schedule annual refresher training and peer observations to maintain high teaching standards. Supporting the PE Lead with allocated staff development slots.
- **Ongoing Equipment Maintenance and Review**
 - Implement a regular equipment maintenance schedule and annual review process linked to curriculum needs.
 - Budget allocation for replacement and upgrading to ensure equipment remains safe and fit for purpose.
 - Improvements to the hall, with new hall flooring beginning fitted in August 2025

- **Cross-Curricular Links and Whole-School Engagement**

- Extend PE-related learning into other subjects (e.g., maths, computing, English) to reinforce knowledge and raise the profile of PE.
- Celebrate participation and progress in PE through assemblies, newsletters, and displays

- **Community and Partnership Development**

- Continue to build relationships with local sports clubs and organisations to expand learner opportunities beyond school.
- Join Trafford School Sports Partnership engages and works with local schools across the borough to support them to develop and improve the quality of the PE and school sport activities they offer for their pupils and staff
- Explore pupil leadership roles (e.g., sports leaders) to sustain engagement and responsibility in PE activities for the children.

Swimming Data 2024-2025

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?	63%	<i>Attendance of pupils attending swimming lessons during last half term - which meant some pupils have attended fewer swimming lessons than others.</i> <i>Additional sessions attended in Year 6 for lowest achievers in this group.</i> <i>4 new children joined in September - which meant they did not attend swimming at St Matthew's - unable to gain their data.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	42%	<i>Ability to use a range of strokes was an area the majority of children struggled with.</i> <i>Again attendance impacted on data - due to some children missing last few weeks of the swimming sessions.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	48%	
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	As swimming was taken in Year 5 for these children and pupil numbers were lower in our Year 4 class, this enabled us to send 6 children swimming for an additional 8 weeks in Year 6
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ No	

Signed off by:

Head Teacher:	<i>Shelley Lynton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Carla Bradbury</i>
Date:	29/07/2025