

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/2024	£0
Total amount allocated for 2024/25	£19,940
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£19,940

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. 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 2025.</p> <p>Please see note above</p>	53%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

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.

Academic Year:	Total fund allocated:	Date Updated:		
Key indicator 1: 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			Percentage of total allocation:	
			26%	
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:
PE taught for 2 hours per week from Year 1 to Year 6	Staff accountable for ensuring maximum movement and participation in every PE lesson	N/A	Children are active within school through play time and in their PE lessons	PE taught for 2 hours per week from Year 1 to Year 6
Children in KS1 have play leaders at lunch time on the playground. Each playleader engages in a different activity, these include play leader led games and engagement with equipment such as hula hoops and ball games.	Children to increase their confidence and knowledge in sports Develops team work and competitive sports To encourage children to participate in games		Many children are enjoying break/lunch time as they are engaging in a variety of different sports and team games and have access to a range of sports equipment Children enjoy team games.	Continue with the playleader involvement at lunchtimes in KS1. continue with Playleaders next year
Equipment for playgrounds		£1450		

Created by:



Supported by:



Laser tag day	To promote sporting activities	£375	To encourage team building and resilience	
Girl Power NWACF	To encourage girls who do not feel confident in sport excel.	£2940	To encourage wellbeing and a positive look on sporting activities	
Sports equipment kept to a high standard, for children to use.	. Develops other skills	£496.74	KS1 children enjoy engaging in these activities on the Children enjoy engaging in the other activities.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 42.5%
---	--

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?:
Children's sporting achievements are praised in assembly and on the newsletter with information provided to encourage other children to join the teams/events	Teachers will ask MP to mention children in assembly for their sporting achievements and share certificates		Self-esteem and confidence is developed in the children
The school now works closely with Vision football club, to deliver sports intervention throughout the school day and runs after school's clubs. to encourage children develop their skill and raise independence and team building and sportsmanship	Vision are in school several afternoons a week and run after school clubs three times a week.	£7854	encourages children develop their skills and raise independence and team building and sportsmanship skills.
			Sustainability and suggested next steps:
			Updates on the website about all sporting achievements inside and outside of school

skills.				
The school now promotes all sporting activities with awards of Medals.	Awarded at the events and in assembly	£820.80	Encourages and awards children for hard work	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Sports Equipment is refreshed and expanded	The school has a wealth of equipment which is used regularly. Through wear and tear the school allocates a generous budget to ensure that there is appropriate equipment and that is in good working order. A significant amount is spent annually on keeping sports equipment.	£243.10	All equipment is in good working order and safe to use.	The resources allow pupils to experience all aspects of the PE curriculum.



Introduction of to support teacher's knowledge and teaching of the skills required for PE	Has started to be embedded across the school following the training day in September. 1:1 support for subject lead	£478.80	Teachers confidence is building and PE lessons are becoming more structured. The PE planning Programme is ensuring a range of skills are being covered across the school. Opportunities to challenge and support all children.	Implementation of to meet the needs of skills development Assessment of to be embedded to track progression across the school
---	---	---------	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
26%

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:
Teacher led and TA after school clubs	We offer a wide range of after-school clubs to all year groups		Clubs are very popular and children gain a lot of enjoyment out of them as well as being able to interact with peers from other year groups and classes	More teachers to run a club so we no longer have to rely on external agencies

Change4Life sessions offered to Year 4 Repairs to outside equipment for use of children	Children to learn about the different food groups and how they keep themselves healthy	School Games subscription £796.93 £126.23	Children gained a broad range of knowledge which they can apply to their own lives	Continue to promote Chang4life in school
All year groups/groups of children engage in a trip	Children will learn new skills during their trip that they wouldn't usually have the opportunity to do		Children will develop many skills by attending out of school trips including the development of confidence and independence	Continue to encourage participation in trips and field trips such as going on a walk
Bikeability for reception, Year 3 and Year 5/6	Children will learn pre-pedal in reception, control in Year 3/4 and road safety in Year 5	School Games subscription £2540	Children will grow in confidence when riding their bike and will understand about road safety	Continue each year
1-2-1 TAs employed for PE purposes to give access to all disabled children to the PE curriculum	Support with inclusion within PE lessons Implementation of MOVES intervention	£1750	Children were able to feel part of the PE lessons, enabling them to develop individual skills	Assessment to be made of where children are on the intervention path

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Competing in a range of competitions against other schools County level trips – often require transportation	Weddington have achieved great success in their sporting events this year Many children have had the opportunity to engage in a competitive event throughout the year	£430 £820	Development of sportsmanship, team work Children love the element of competition Great to compete in person again following covid Opportunity to represent the school	Offer the same provision Gain feedback from the events to ensure children are enjoying/gaining from them
Internal trials for sporting events	Children have the opportunity to identify their strengths and weaknesses and compete against others		Development of resilience and engagement in competition	Hold more trials for other sports
Weddington Primary School have invested time and finances this year to promote inclusion of sports for SEND children and to encourage girls participation in football.	Children from Weddington and other Nuneaton schools have competed in football tournaments at Weddington Primary.		Develops children’s self esteem and encourages interest and sense of well being and achievement.	To continue to hold further sports day for the whole school community locally.

Signed off by	
Head Teacher:	Mitesh Patel 
Date:	September 2025
Subject Leader:	Jennie Daffern
Date:	September 2025
Governor:	Gwyn Evans 
Date:	September 2025