



# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

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preparation for digital  
reporting24-25

With impact for 24-25

Digital tool submitted  
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Department  
for Education

Commissioned by  
 association for  
Physical  
Education

 YOUTH  
SPORT  
TRUST

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## PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2023/24.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

*Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.*

## Review of last year 2023/24

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

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Children have had opportunities of a Cricket Club and football club.</p> <p>All children have enjoyed after school sports clubs run by members of staff</p> <p>Children have opportunities of enrichment days</p> <p>All children had balanceability for 10 weeks and 92% of them were able to use a balance bike and ride at the outcome of the sessions.</p> <p>All staff have enjoyed CPD from an expert and have developed their knowledge and pedagogy.</p> <p>Children have had the opportunity of several enrichment days and as a result</p>	<p>Pupil and staff voice</p> <p>Opportunity to target children who wouldn't ordinarily sign up to an after school club</p> <p>Positive feedback from parents</p> <p>GLD results Gross Motor Skills</p> <p>Staff voice</p>	<p>Weather made things difficult due to lack of space in school</p> <p>Pitch conditions poor</p>	<p>Some sessions had to be held as skill sessions in school hall</p>

## Review of last year 2023/24

have enjoyed extended physical activity.

Playtime games are a continued success and opportunity to use equipment is accessed by all – consistently.

Worry Monsters are now accessible across school

Children enjoy opportunities for 'Bubble Room'

Mental health and well being days have ensured children have had time to talk about feelings and experienced dedicated sessions

There have been a variety of after school and lunch time clubs – offered across school.

Snacks remain healthy, children have had cooking opportunities to raise awareness of balanced meals.

All children have enjoyed 'well-being weeks' a variety of dance and theatre opportunities

92% of children attended a club and playtime clubs ensured VG children could be accessed

Children were able to talk about their experiences

Staff dedicated a rota of activities during MHWB week

Parents send children into school with healthy snacks

Class teachers teach children about the need for a balanced diet

## Review of last year 2023/24

KS2 have enjoyed being part of the Cheltenham Festival 2024  
Staff have been able to have excellent CPD from the Forest School | Leader and children have enjoyed learning about the environment and taking care of it.

All children have opportunities for outdoor learning and regular Forest School sessions

Not all children arrive at school with Forest School clothing and this sometimes has an impact on a few

Children had to do alternative activities

## Review of last year 2023/24

## Intended actions for 2024/5

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
<p>Provide balance ability for all new children in Reception Class Sept 2024 Therefore, they are able to ride a bicycle by the end of Reception Class</p> <p>Source additional coaches (progressive Sports) to help deliver after school sports clubs so that Skilled coaches to deliver alongside staff a broader range of clubs are on offer</p> <p>All children will have access to clubs but school will also target vulnerable children. Clubs will run during lunchtime and after school</p> <p>Children will have the opportunity for enrichment days to build on their Cultural Capital</p> <p>Staff to run after school sports club – hockey</p>	<p>Employ outside coach to provide resources and skills</p> <p>Skilled coach to provide and deliver CPD</p> <p>School staff with support of coach</p> <p>Qualified dance instructor will deliver 5 weeks of dance Dodgeball</p> <p>Skilled member of staff will deliver club</p>



## Intended actions for 2024/5

<p>Start early morning fitness to music – before school club</p> <p>For all children to continue to participate in a range of regular physical activities. Sport Leaders continue to be appointed to run activity clubs for younger children Supported by staff</p> <p>To team up with Hartpury university and opportunities to work with coaches ( school governor link)</p> <p>Continue to participate in cluster physical activities</p> <p>Continue to promote Cross Country events</p> <p>Sports – Spirits of sport and its values promoted in celebration assemblies</p> <p>Promotion and recognition of sporting activities outside of school</p>	<p>Attend Hartpury university</p> <p>Cross country - organisers – TDP cluster</p> <p>Newsletters Celebration assemblies</p>

**Expected impact and sustainability will be achieved**

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
Physical development and fine motor skills in EYFS- Children engaged in regular physical activity.  All EYFS children involved in Balance ability programme. Reception children have developed their confidence and gross motor skills by participating in the programme this year  PP chn and those who don't sign up to attend clubs – and provide them with the opportunity to access and participate in regular physical activity.	Reflected in results of GLD
All year groups continuing to access Forest School opportunities to continue to promote The love of outdoor learning  CPD for all staff working alongside sports coaches  CPD for all staff working alongside Forest school Leader  Continued support for year 6 pupils and increase in life saving skills	Online pupil survey of years 4,5 and 6  Data July 2024

Expected impact and sustainability will be achieved

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen? <span>End of 2024-25</span>	What <b>evidence</b> do you have?
<p>Staff have had many opportunities for CPD this year</p> <p>100% of our children have taken part in a club offer</p> <p>Enrichment opportunities have been increased</p> <p>Lunchtime games and friendships opportunities</p> <p>All Reception children have used a balanceability bike</p> <p>Children have had opportunities for dances from around the world</p>	<p>Lesson observations have shown staff excited to engage in different sports and run different extra curricular clubs</p> <p>Records show all children accessed a club</p> <p>Children and staff have accessed different opportunities and staff have accessed CPD</p> <p>Playtimes are more structured and staff organize games for the children</p> <p>100% of Reception children can use the balanceability bike more confidently</p> <p>58% of them can ride a pedalmbike</p> <p>Increase awareness of diversity</p>

## Actual impact/sustainability and supporting evidence