



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 (2024/25)

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

Activity/Action	Impact	Comments
The hiring of specialist Sports coaches to support with leading high-quality, high-impact PE lessons.	Children have received high quality teaching from specialist coaches. Staff have learnt alongside to staff to up-level their knowledge and confidence when teaching PE to a high standard.	In 2025/26 we plan to keep Activ8 in school to further upskill teachers' knowledge of high-quality PE lessons. We feel that we are able to reduce the amount of support needed from 2 days per week to 1 day per week based on increased staff competence/confidence.
Extra-curricular activities	Children have had more opportunities to attend after school clubs that has resulted in more children being active and more children having a love for PE, physical activity and school sport.	In 2025/26, we are taking part in an annual CAS framework process to review our existing activity provision and explore other opportunities for physical activity both in and out of lessons.
Staff have access to the 'Your PE' scheme of learning and planning tool	Staff have accessed the Your PE platform consistently and have used it to inform their planning for PE, including their adaptive teaching within lessons. Ideas and teaching points ensure teachers are confident to teach the skills in PE.	We plan on targeting Activ8 support and other CPD for new staff, to ensure consistency in the way that PE is taught across the academy.
Ensure all pupils in the academy have access to physical competitions (both intra and inter school).	All children have had the opportunity to compete with one another in-school (through	

	<p>organised class-vs-class or individual competitions) as part of Fitness Fortnight, Sports Days and end-of-term intra-school competitions. Many pupils also had the opportunity to compete out of school, with us attending around 16 external competitions in the 2024/25 academic year.</p>	<p>Meet with Pupil Parliament, Sports Ambassadors, midday supervisors and Playground Leaders to discuss equipment that could further enhance social times/extra-curricular opportunities.</p> <p>Specialist CPD to develop midday supervisors' knowledge and ability to lead structured activities during lunchtimes.</p>
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Key priorities and Planning 25/26 Intention of spend

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>Intention 1: Buy in to Activ8 package and Your PE scheme of learning to support the consistent delivery of a high-quality, high-outcome and inclusive PE curriculum.</p>	<p>Teaching staff/coaches, as they will lead the activities. Teaching staff, as they will benefit from the CPD. Pupils, as they will take part in lessons, with barriers to participation/success being anticipated and tackled by teaching staff.</p>	<p>Key indicator 1: 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.</p> <p>Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Using a ‘team teach’ format, to build upon previous support, Activ8 staff to build teachers confidence and aptitude in delivering ‘high-quality’ curriculum PE. ‘Activ8 lead; both lead; class teacher leads’, with Activ8 staff informally observing and giving feedback to class teachers, then working to address any areas of development that they identify together, in line with other academy peer coaching practices.</p> <p>Develop playground leaders to ensure pupils are engaged in activities.</p> <p>Deliver before and after-school sports clubs to raise participation in school sports.</p> <p>Coach children in specific</p>	<p>£8700 – this package includes full-school access to the ‘Your PE’ platform, delivery of lessons over 1 full day per week, support with lunchtime activities, delivery of after-school clubs 1 day per week, entry to all Activ8 competitions throughout the year, 2 CPD twilight sessions and Playground Leaders training.</p>

			<p>sports for inter-school competitions.</p> <p>Increased participation in inter and intra school competitions.</p> <p>Raise the quality of curriculum PE delivery through specialist provision and training.</p> <p>Playground leaders to be trained later in the school year, once routines are more established, and to meet regularly with PE coordinators and Activ8 staff to develop the delivery of engaging activities.</p> <p>Access the full range of inter-school competitions hosted by Activ8 (and some other providers) so that more pupils are engaged in out-of-school competitive sport.</p> <p>Activ8 staff to support class teachers in the delivery of high-quality PE lessons when in school (Wednesdays).</p>	
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			<p>After collecting staff audit data, continue to provide regular support and training for teachers - use of Activ8 staff support to provide CPD based around identified needs.</p> <p>Activ8 staff to assist PE leads in ensuring that the 'Your PE' platform is being utilised properly and consistently across the academy, including support staff where needed and helping to ensure a consistent teaching and assessment of skills/lesson outcomes.</p>	
<p>Intention 2: Hire an additional lunchtime supervisor to bolster the support staff and activities on offer to pupils during lunch social times.</p>	<p>Lunchtime staff, as they will lead organised activities during social times to raise physical activity levels and engagement during social times.</p> <p>Teaching staff, as greater engagement in structured, adult-supervised games should result in less social-time related issues.</p> <p>Pupils, as they will take part in these structured activities.</p>	<p>Key indicator 1: 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.</p> <p>Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities</p>	<p>More pupils meeting their daily physical activity goal.</p> <p>More pupils encouraged to take part in physical activity and School Sport activities.</p> <p>In line with wider Academy Development Plan, break and lunchtimes to be further developed to ensure that pupils are actively engaged and using playground markings and</p>	<p>£6960 approximately, to cover the annual wage of said lunchtime supervisor.</p> <p>This may include additional funds, which we have also set aside, to cover Active Lunchtime CPD costs that all lunchtime staff will benefit from, collectively.</p>

		<p>offered to all pupils.</p>	<p>equipment properly and to their full potential.</p> <p>Train midday supervisors in the effective delivery of inclusive playground games, in line with the CLA 'Active Playtimes' plan.</p> <p>Revisit active lunchtime training with other supervisors as/when necessary, throughout the year.</p> <p>Ensure that all lunchtime supervisors are familiar with the team of Playground Leaders and the remit they have been given, so that they are able to adequately support and supervise them in the running of pupil-led games and activities.</p> <p>Lunchtime supervisors to liaise with PE lead and Activ8 staff to ensure a smooth and consistent delivery of activities throughout the year, and so that any issues that arise can be addressed in the first instance.</p>	
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<p>Intention 3: Purchase of additional equipment for breaks, lunchtimes, extra-curricular clubs and PE lessons.</p>	<p>Teaching staff, coaching staff and lunchtime staff, as they will each benefit from having a broad range of fit-for-purpose equipment with which to deliver broad and adaptive physical activity sessions, extra-curricular clubs and PE lessons.</p> <p>Pupils, as they will be the beneficiaries of abovementioned sessions.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Have appropriate equipment to make adaptive teaching within PE lessons possible and straight forward to plan/prepare for.</p> <p>Provide a wide range of extra-curricular activities.</p> <p>Pupils engaging in structured, inclusive and varied physical activity during playtimes.</p> <p>Promotion of a wide range of different activities.</p> <p>Support pupils in providing a strong presence in leading break and dinner duty activities.</p> <p>Happy, safe playtimes with high pupil engagement, in line with academy development plan.</p> <p>Ensure that there is adequate, sustainable equipment to offer a variety of games, sports and activities that cater to all learners of various needs and tastes (inclusive</p>	<p>Approx. £2,000. This could vary, as previous years this has ranged between £700 (2024/25) and £2,500 (2023/24). This should cover the cost of purchasing new equipment required to run additional activities to those already on offer, plus to replace/replenish equipment that is now no longer fit for purpose due to normal (expected) wear and tear, e.g. badminton rackets.</p>
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			of lessons and playground games).	
Intention 4: Travel to/from sporting fixtures/events.	Pupils, as they will have the opportunity to attend a range of high-profile competitive events, including visits to elite sporting venues (Eco Power Stadium, English Institute of Sport).	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Pupils engaged in competition. Promote the school within the local authority. Participate in competitions with other Exceed Learning Partnership Trust schools. Continue to raise sporting profile of Carr Lodge Academy in the Exceed Partnership Trust. Attend high-profile sports events (e.g. Sports Hall Athletics). Provide more opportunity for a wider group of pupils to access competitive sports. Ensure that as many pupils as possible have the opportunity to compete	£2000 approx. to cover the transport costs in getting teams to competition sites.

			<p>externally, with a considered approach towards inclusivity and thoughtful consideration of disadvantaged groups.</p> <p>Work with ELP, Active Fusion, Club Doncaster and Activ8 to organise intra-trust competitions across the year.</p> <p>Create a calendar of dates and tournaments and share with staff/pupils.</p> <p>Encourage all SEN/PP/disadvantaged pupils to attend clubs to inspire them in physical activity and/or school sport.</p> <p>PE coordinators to organise competitive/friendly matches between local Trust Academies.</p> <p>PE coordinators to collect/collate contact details for external clubs so that these can be signposted for pupils and their families (e.g. through</p>	
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			flyers/newsletters) and add these to the PE display.	
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Key achievements 2024-2025

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>Pupils greatly benefitted from well-structured, inclusive and adaptive lessons. Over the course of the year, internal and external reviews of the subject supported our feelings that lesson outcomes were high. Head, Hand and Heart criteria were more explicit than previously, making staff and students more articulate in their physical, mental and social outcomes in PE lessons.</p> <p>PE leads organised Activ8 intervention/support based on need, as identified through new school staff and through staff survey.</p> <p>PE leads organised Activ8 intervention/support based on need, as identified through new school staff and through staff survey.</p> <p>Lesson observations and pupil voice demonstrated consistency across the academy.</p> <p>Staff feedback around ease-of-use of the Your PE platform was incredibly positive and Activ8 support embedded the use of the platform with new staff.</p> <p>Pupil voice, Sports Ambassadors and Pupil Parliament members all spoke positively about the inclusive and equitable approaches to playtime activities. These were established and consolidated in part due to organised</p>	<p>The Activ8 team rotated through working with most of our school staff throughout the year. In this time, the 3-stage model became more secure than previously, with most sessions adopting the 'I teach, we teach, you teach' model over a three-week period.</p> <p>A thorough deep dive into PE, with Education Consultant Phil Riozzi, confirmed our internal feelings that PE lessons are being taught to a consistently high standard and that our curriculum is well structured and tailored towards the needs of our pupils. Highlights included the ease of use of the Your PE platform for staff to 'pick up and deliver' lessons of high quality, and pupil voice reflected that lesson outcomes were high for pupils, who were literate in their physical, mental and social outcomes.</p> <p>Phil's overall recommendation that the standard of PE teaching and learning across the school would be supportive of a (formerly) 'Outstanding' judgement in a potential Ofsted inspection.</p> <p>Furthermore, all staff members are now teaching sessions following the Your PE schema consistently across all ages.</p> <p>Playtime activity sessions were modified to cater</p>	<p>We aim to continue our service with Activ8 (in line with the rest of the ELP trust), employing them primarily to work with new staff to ensure consistency and continuity across the school.</p> <p>We will be looking to continue the lunchtime supervisor appointment into the new school year, for continuity both in terms of behaviour management and lunchtime play provision.</p> <p>We plan on taking part in even more external competitions than ever before in the 2025/26 academic year, by collaborating (along with other schools in our trust) with Activ8, Active Fusion, Club Doncaster, Legacy Sports and more.</p> <p>Equipment is checked, audited and risk-assessed regularly, to ascertain if/when it is in need of replacement/maintenance.</p> <p>To ensure that PE standards continue to be driven, we have arranged for Activ8's Quality Assurance Lead, Leighton, to support PE leads with observing all school staff throughout the year and for Activ8 support to be centred around addressing any ongoing feedback from</p>

<p>Activ8 support during social times.</p>	<p>to pupils more inclusively, incorporating 'Women's Wednesdays' and 'Female Fridays', in order to give girls at the school the opportunity to compete and play in their own sessions. It was felt that prior to these changes, girls were usually reluctant to join these sessions as they often felt intimidated by the highly competitive attitudes that some of the more seasoned students brought to these games.</p> <p>Carr Lodge won the Doncaster Finals of the Sports Hall athletics, finishing 3rd place overall in the South Yorkshire Regional Finals at the EIS.</p> <p>In addition to the above, we ran out as overall winners in the Exceed Trust Games (essentially, our Trust Olympics event), which is typically highly competitive and taken very seriously by our Trust schools.</p>	<p>these reviews.</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?	76%	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	98%	N/A

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>83%</p>	<p>N/A</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>Our data is above national expectations which reflect approximately:</p> <ul style="list-style-type: none"> • 70% of children can swim 25 metres competently, nationally. • 71% of children can use a range of strokes effectively • 40% of children can perform a safe self-rescue (as of most recent National data, circa 2022)
<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>	<p>This hasn't been necessary as the swimming center we use provides a high standard of lessons that enable our pupils to develop their swimming and safe self-rescue techniques.</p>

Signed off by:

Head Teacher/Principal:	Sarah Crampton
Subject Leader or the individuals responsible for the Primary PE and sport premium:	Aaron Gill and Kimberley Rattigan
Governor:	Chris Lambert
Date:	Tuesday 23 rd September 2025