



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 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.

[Salisbury Academy for Inspirational Learning \(SAIL\)](#)

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
<p>1. The profile of PE and sport was raised across the school as a tool for whole school improvement:</p> <ul style="list-style-type: none">• Primary PE was taught by the school PE lead whilst being supported by the class teachers and support staff. In so doing building knowledge understanding and capacity for primary teachers, whilst ensuring a high-quality PE offer for students• Swimming was provided in KS2 every week for students in small groups to enhance our offer and ensure a clear and directed focus on the swimming and water safety skills and a fundamental skill which many of our students have not historically had regular opportunity and access (due to needs and profiles)• A new primary PE curriculum was developed – ensuring consistent, high quality and progressive knowledge, skills and understanding across the primary phase• Weekly opportunities were provided for KS2 to engage in learning outside the classroom sessions led by expert instructors whilst being supported by the class teachers and support staff. In so doing, building knowledge understanding and capacity for primary teachers with the aim of enhancing the offer internally in the future.		

2. Increased engagement of all pupils in regular physical activity

All pupils in the primary phase are achieving 30 minutes or more of physical activity through:

- *Targeted active breaks – interspersed throughout the day*
- *The development of a ‘play’ framework to support active engagement of younger students and those more reticent about physical activity, active modelling for students from older pupils, acting as role models,*
- *The introduction of a more adapted and varied curriculum to ensure enhanced interest and engagement,*
- *The set-up of a primary football team (inc. our first matches) which was both responsive to pupil request and motivational for many students in an area of high interest.*
- *Increased resource investment – to support use and access*
- *Regular increased opportunities in key areas such as swimming and learning outside the classroom (where enhance investment has been made*

3. Increased knowledge and skills of staff in teaching PE and sport

- *All primary staff have had the opportunity for regular modelling of high-quality physical activity teaching – both in curriculum PE and learning outside the curriculum. This has ensured the transfer of knowledge, skills and understanding and the transition of key approaches and ideas into day-to-day teaching.*
- *A new PE scheme has also been introduced to help increase rigour and progression, access for class teachers to teach and therefore increase the impact on student progression and outcomes*

Overall, our use of sports premium 2024-25 has been very significant and has shown impact in the following areas:

- *Increase in access and participation*
- *Increased in variety activities and breath of access*
- *Increased performance in national requirements for swimming and water safety*
- *New options for competitive sport*
- *Support and development for staff to increase translatable knowledge, skills and understanding*

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
<p>1. Further develop high quality PE and sports coaching/teaching for pupils on a weekly basis.</p>	<p>PE lead/ Instructors/coaches as they will lead the sessions.</p> <p>Staff as they will support the sessions.</p> <p>Pupils as they will take part in the sessions.</p>	<ul style="list-style-type: none"> • All pupils will access high quality PE and sports at least 1x per week. • Pe Leaders will ensure high quality implementation of the new primary PE curriculum • All pupils will consistently access a breadth of sports including multi-sports, football, hockey basketball, netball, cricket, rounders and athletics. • Pupils will also access learning outside the classroom sessions – as enhancement and development of their curriculum (supporting specific needs and profiles) 	<ul style="list-style-type: none"> • Pupils meet their daily physical activity goal. • Staff can implement some of the PE and coaching activities during breaks, lunch and through enrichment. • Pupils are encouraged/ enabled to take part in PE and sport activities in school i.e. daily sports activities and sports day. • Some pupils have joined local sport clubs and activities outside of school. 	<p>£4,355</p>

		<ul style="list-style-type: none"> • <i>Including breaks, lunch and enrichment, pupils access a minimum of 30 minutes of daily activity.</i> • <i>Pupil confidence, proficiency, knowledge and skills will show tangible improvement across the breadth of the curriculum.</i> 		
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<p><i>2. Invest in better PE and sport equipment.</i></p>	<p><i>PE Lead, Instructors/coaches and staff as they will use the equipment as part of PE and sports coaching activities.</i></p> <p><i>Pupils as they use the equipment.</i></p>	<ul style="list-style-type: none"> • <i>PE equipment and support provision in demonstrably of a higher quality – which impact on access and breadth of opportunity.</i> • <i>PE Lead, Instructors/coaches use quality sports equipment in each lesson – with knowledge and understanding as to how to maximise these investments</i> • <i>Staff use quality sports equipment and enhance provision at breaks, lunch and through enrichment.</i> 	<ul style="list-style-type: none"> • <i>Pupils access better, quality equipment to use when participating in PE and sports, enhancing performance.</i> • <i>Pupils are taught how to take care and put away new sporting equipment ensuring its sustainability.</i> 	<p><i>£8,625</i></p>
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		<ul style="list-style-type: none"> • <i>Feedback from pupils identifies a positive picture, recognising the opportunities created with the provision established</i> 		
<p>3. <i>For primary aged pupils to access additional / focused swimming lessons as part of the school's targeted and enhanced swimming offer.</i></p>	<p><i>Staff as they will transport pupils to and from the swimming pool.</i></p> <p><i>Instructors as they will instruct the pupils.</i></p> <p><i>Pupils as they will take part in the swimming lessons.</i></p>	<ul style="list-style-type: none"> • <i>Primary aged pupils, where necessary, have access to additional swimming lessons as part of the school's targeted and enhanced swimming offer</i> • <i>All students are able to swim at least 25m, swim more than one stroke and show specific water safety skills</i> 	<ul style="list-style-type: none"> • <i>All primary aged pupils have access to additional/ targeted swimming lessons to improve their swimming and water safety skills.</i> 	<p><i>£3,230</i></p>

Key achievements 2024-25

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>1. <i>Increase access to high quality PE and sports coaching.</i></p>	<ul style="list-style-type: none"> • <i>Primary PE was taught by the school PE lead whilst for targeted sessions each week whilst being supported by the class teachers and support staff. In so doing building knowledge understanding and capacity for primary teachers, whilst ensuring a high-quality PE offer for students (which supported on-going daily physical activity offer)</i> • <i>Weekly opportunities were provided for KS2 to engage in learning outside the classroom sessions led by expert instructors whilst being supported by the class teachers and support staff. In so doing, building knowledge understanding and capacity for primary teachers with the aim of enhancing the offer internally in the future.</i> • <i>A new PE curriculum has been invested in and developed to support the long-term quality of knowledge, skills and understanding for all primary staff</i> 	<p><i>Pupils have been given an enhanced provision and physical activity offer this year. They have been enabled and encouraged to take part in PE and sport activities in variety of contexts in school across the school day, in addition to specific, targeted opportunities. This has helped raise the profile of PE, sports, keeping fit and living a healthy lifestyle. Because of this, interest and enthusiasm has gone up and some pupils have joined local sport clubs and activities outside of school and the newly formed school football team.</i></p>

<p>2. <i>Invest in better PE and sports equipment</i></p>	<p><i>Significant investment has been made in sports equipment and adaptation to spaces to support physical activity and sports. This has increased enthusiasm, interest and access and as a result the quality of the learning and activity taking place.</i></p> <p><i>This has also enabled us to use an enhanced curriculum with a wider breadth and range of opportunities – increasing access, interest and development</i></p>	<p><i>As a new school key to enhancing our offer has been developing and investing in our resources to ensure that what we can provide is matched by our intent.</i></p>
<p>3. <i>For primary aged pupils to access additional swimming lessons.</i></p>	<p><i>The school has provided weekly access to swimming for Key stage 2 – to ensure focused and targeted support to increase the number of pupils who are meeting and exceeding swimming and water safety targets and have the capacity where necessary, to have accessed additional swimming lessons to improve their swimming and water safety skills.</i></p>	<p><i>Because the school has offered an enhanced swimming offer (increased regularity and small group tuition) swimming to primary aged pupils, this has enabled most pupils to improve their swimming and water safety skills. It demonstrates the schools continued commitment to ensure that all pupils can swim and be confident with water safety.</i></p>

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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>83% (+54% from 2023/4)</p>	<p><i>The current cohort of year 6 pupils, as last year is very small (6) and all but one pupil had no previous swimming or water safety experience. 83% represents 5/6 students.</i></p> <p><i>Due to pupils’ complex needs, including ASC and SEMH, one pupil was not able to access regularly due to safety, which represents the only pupil not to meet the national expectation. This year swimming has been available every week in primary, which has meant that targeted sessions and small group teaching was possible throughout the year – which is recognisable in the significant increase from the previous year with a comparable group.</i></p> <p><i>The school has also only been operational for 18 months in its new building and all year 6 students have transitioned into the school, at some point during this period, coming from other settings and provisions with turbulent and unsettled histories.</i></p>

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50% (+21% from 2023/4)	<i>Limited swimming fluency in half of the cohort should be seen in context of what has been set out above.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	83% (+54% from 2023/4)	<i>Targeted, specific water safety skills have been taught this year to all students – with the vast majority being proficient. This figure aligns to the number who are basically proficient as per question 1 in this section.</i>
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	<i>However, these figures represent very significant improvement for a group of pupils with low prior skill base, limited access and in comparison to the previous year. These opportunities also represent a vital provision for our students to build the confidence and necessary skills and do so in an environment that may not otherwise have been previously possible due to some of their presenting needs.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>Water safety specific provision has been added into the curriculum this year – to ensure sustained and appropriate input here. In addition to this staff consistently accompany and support the provision which is taught by an experienced swim teacher (and therefore has provided the chance to learn through modelling)</i>

Signed off by:

Executive Head Teacher:	Matt Sambrook
Governor:	Penny Marland
Date:	31/7/2025