

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2023/24, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2025.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£21,270
How much (if any) do you intend to carry over from this total fund into 2024/5?	£0
Total amount allocated for 2025/26	£ 21,270
Total amount of funding for 2025/26 to be reported on by 31st July 2026	£ 21,270

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	Yes/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: 2024/25		Total fund allocated:	Date Updated:	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.1%
				£2,140
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Develop teachers' confidence and subject knowledge in teaching of PE.	1) Herne Bay and Whitstable Schools Partnership to support PE coordinators knowledge and enable coordinators to support colleagues in the subject.	£895	Continued support and CPD from the partnership has continued to support PE-coordinators and colleagues to provide high quality PE sessions.	Ensure the partnership is continued into the next academic year as this has a positive impact on the quality of teaching and support the PE-coordinators provide to colleagues. It also allows the school to participate in several competitions throughout the year.
	2) PE coordinators to provide staff training during PDM sessions including how to incorporate Voices for Choices into PE.	£595	Release time has enabled staff time to observe PE sessions and plan for training sessions to improve the confidence and quality of teaching P.E.	Continue to provide enough release time for staff to carry out monitoring of PE and to provide high quality training/update sessions for the subject.

Created by:



Supported by:



	3) Questionnaire to see where staff lack the most confidence.	Included in above	Although we have not yet been able to achieve this, this will be a focus moving forward to ensure staff feel listened to and supported.	Ensure this is a priority moving forward and is then a focus for training needs.
	4) External coaches coming in to offer a range of sporting opportunities for the children and a CPD opportunity for all staff.	£0	Herne Bay Hockey club has provided an hour session for each class across the whole school to engage them in a new sport and raise the profile of physical activity. Sports Week gave the opportunity for outside coaches and adults to offer a range of sporting activities across the school.	Hockey club- Children have been speaking very highly of this opportunity and wanting to join a hockey club- provide information on how to join a club. Continue to build up Sports Week next year and contact different external coaches for voluntary sessions.
	5) Continued high quality swim school lessons delivered to all pupils, including SEN and PP.	Included in above £895	Children from Reception to Year 6 swim every year for at least 3 terms- equating to half of the year. The majority of children leave school confident in all strokes.	Keep ensuring time is given to each year group to fully access the 3 terms worth of swimming per year.
	6) Access to The PE Hub	£650	Continued support for teachers to help plan engaging lessons and assess children to identify where further support is needed.	Ensure all teachers are confident in using the website to access lesson plans and using the assessment tool.
Key indicator 2: The engagement of all 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: 43.7% £9,300
Intent	Implementation	Impact		

Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Increase the amount of physical activity on offer throughout the day, ensuring that playtimes are active and encouraging teachers to make learning active with the support of the Outdoor Learning Lead.	1) Participation in the OPAL programme has increased the amount of physical activity available to every child every day through transformation of playtimes.	£3,000	All pupils are involved in higher levels of physical activities at play times. Children are more active and using gross motor skills which is positively impacting physical and mental health. This is evident across the school.	Continue to develop OPAL play across the school to provide high levels of physical activity across the day. Attend meetings with OPAL team to see how PE team can support.
Target inactive children to become more engaged with exercise.	2) Offer a range of active extracurricular sessions after school- offered by experienced teachers and some external companies.	£0	PE Coordinators, Head Teacher and other highly skilled teachers and TA's have run a range of after-school clubs including running, netball, football and rounders etc.	Continue to provide a range of physical extracurricular clubs. Explore new physical extracurricular clubs that are not taught explicitly in the curriculum.
Provide equipment to support high quality PE lessons and support extra-curricular activities.	3) PDM sessions to suggest how lessons can be more active and inclusive.	£0	This will be continued into following year- working with outdoor learning leaders to support colleagues to make the curriculum as active as possible.	Ensure this is a priority for next academic year.
Ensure the curriculum is accessible for all children and provides equal opportunities for girls and boys.	4) Improved PE and playground equipment. All staff and children to have access to appropriate sports equipment to deliver high quality, high-impact and enjoyable physical activities.	£5,000	We have added more balls, beans bags, cones, hoops, rugby tags etc. for active play times and quality PE sessions.	Continue to monitor equipment and any that needs updating to provide the best equipment for the children. Termly audits.
	5) Train new year 6 Sports Leaders and OPAL play leaders to lead a	£300 (bibs etc)	Sports leaders and OPAL leaders are effectively supporting younger years to have a more active playtime,	Continue to select Sports Leaders and OPAL play leaders in the next academic year to drive the physical activity levels during play

Ensure all children meet the minimum swimming requirements.	range of play time activities.		setting up and leading physical activities and games. Have been very strong in leading Sports Week activities and supporting with Yr 4 PE lessons.	times. Future plans for TA's to lead directed sports clubs at lunchtimes. Continue to use Sports Leaders to facilitate a range of sports during Sports Week for different year groups.
	6) Provide top-up swimming lessons to children who have not met the requirements.	£1,000	Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres. Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Continue to identify children who need further support in swimming on top of the 3 terms worth of lessons per year.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21.8%
				£4,630
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

All children, including those who are disadvantaged to be involved in and enjoy PE sessions and make good progress. Improve the number of Pupil Premium children accessing extracurricular clubs.	Competitive Leagues Entered	£230	By entering the leagues, it provides children with an opportunity to compete at a competitive level against local schools. It also allows children who are disadvantaged to compete in these leagues. Winning the Boys District Tournament has inspired the next year groups.	Continue to enter leagues. Explore new leagues to enter.
	Pupil Premium families are given early release of clubs to have the opportunity to sign up first.	£0	Term 1 and 2- 32/265= 12% Term 3 and 4- 39/258= 15% Term 5 and 6- 47/284= 16%	Teachers target PP children and contact adults to encourage sign up to clubs. Continue to encourage PP families to access extra-curricular activities.
	Re-Introduce the School Games Values and link to school values- share with whole school community via newsletters etc.	£450 – release time.	Enables PP families to have first access to clubs available to enhance the uptake. Children understand the key values of sport participation and the importance of sportsmanship.	Ensure teachers continue to teach the school games values. Provide CPD on non-participators and how they can play an active role in PE sessions without being physical if they are unable to join in on a session. Continue to ensure PE and

	Ensure the PE Team lead staff meetings and communicate 'All things Sport' to parents through social media, Whole School DOJO and weekly Newsletter.	£450 - release time		sport is highlighted in the weekly newsletter and celebrated in weekly assemblies – posted on whole school Dojo. Continue half term challenges to promote out of school physical activities.
	KS1/EY and KS2 to display PE progression and achievements.	£0		Continue to ensure these displays are updated termly and highlight achievements as well as promote upcoming clubs and competitions. Ensure these and other playground markings are kept up to date to ensure they are usable.
	Playground markings to be updated on KS2 playground including netball court and	£3,500	Social media is a great way for us to expose our physical activity and competitions attended to help raise the profile of PE across the school- getting children on board with joining clubs and having a go with competitions etc. Easter Wellbeing Challenges were posted on whole school Dojo and the uptake level was high. Displays have shown progression of our curriculum and celebrate achievements within school- children walk past these displays daily which gets them excited to sign up for a range of competitions/ASC's. Netball extracurricular club is more efficient and more appealing to children. Allowed us to host netball matches making games easier to attend. Markings have encouraged children to use them, being more active at play times.	Get the basketball posts set into the ground to allow children to participate at break time and promote a basketball club.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				1.9%
				£400

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
To pride ourselves in offering a wide range of opportunities and sports within our curriculum. Children to be confident in a range of sports before they leave for secondary school, providing them with a solid foundation. Provide children with further opportunities outside of the curriculum to participate in a range of sports and activities. Pupils to participate in as many intra and inter school competitions as possible, with a broad range of sports	1) Relationship with Herne Bay Hockey Club- offering each year group from R-6 an hour of hockey	£0	Children have access to a wider variety of sports with this partnership. Children access this as an additional session to increase active hours. Some children have since joined the hockey club as a result of these sessions.	Continue to support this partnership and host yearly. Explore other sports clubs where relationships could be built.
	2) Providing a varied curriculum that builds on the previous year's skills. By the end of year 6, our children have the skills and knowledge of a range of sports to progress into Secondary.	£0	Children are well equipped to build on the foundations of the skills/sport they have learnt in a previous year group, starting with the fundamental skills in Early Years and building upon these into competitive sports as they move throughout the school.	Sept 2026 - look at curriculum to see if any changes need to be made - feedback from teachers etc. to ensure they are happy when units are being taught and see if they require any CPD/support.
	4) A range of after-school extracurricular opportunities led by experienced teachers	£400- cost of additional staff hours to run	Running, football squad, dance, football skills, street dance, rounders, sports day club.	Continue to offer a range of sports as after-school clubs. Next academic year, try to add

	and outside clubs.	clubs		sporting opportunities that aren't in the curriculum to widen their experiences. E.g. curling, dodgeball etc.
	5) Enter as many competitions and leagues as possible, involving SEND and PP children.	Included in £895 as above	Boys football league, girls football league, netball league. Dodgeball, cross country across KS2, handball and basketball.	Continue to enter competitions in the local leagues. Explore leagues that promote SEND children participation.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22.6%
				£4,800
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

To participate in an increased number of competitions with a wider range of sport activities. Increased participation of children representing a team through Intra-school competitions. Raise the participation of SEND and PP children involved in competitions.	1) HBHS Sports Partnership and league entries.	£400- cover of PE Leads to attend meetings	Boys football league, girls football league, netball league. Dodgeball, cross country across KS2, handball and basketball.	Continue to enter leagues and explore new leagues available to us.
	2) Mini-bus costs to be able to travel to external competition events.	£4,000	The minibus has allowed us to compete in the leagues and enter more competitions this year, involving the younger years too.	Continue to ensure minibus is available for us to enter competitions and be able to travel to matches.
	4) Continue to hold annual sports day and sports week events. Release time to organise.	£400	Allows full participation of all children and a level of competition across the school. Encourages adults to join and support children – develops school community.	Continue to plan KS1/KS2 intra school competitions e.g. infant agility & rounders/dodgeball. Get TA's and Year 6 Leaders to support with the running of this. Continue to build on success of Sports Week – volunteer coaches, healthy living etc.
	6) Continue to celebrate outside of school sporting achievements to encourage wider participation outside of school	£0	Adds a level of competitiveness for all children. Wider community invited to come and spectate which encourages involvement. Celebrating outside achievements is a huge part of our week at JLPS. Children have the opportunity to bring in their outside of school sporting achievements to share with the rest of the school.	Encourage the 'Sports commendation' certificates for exceptional sportsmanship/participation in school sports and outside achievements.

Signed off by

Head Teacher/Head of School:	Ms D Hines Mr M Ashley-Jones
Date:	17/7/2026
Subject Leader:	Miss Byrne, Miss Plowman.
Date:	17/7/2026
Governor:	Ms Nikki Mattin
Date:	17/7/2026

	Total number in year group	Pupil Premium	SEN	Swimming Data
Year 6 24/25	90	26/90 28.8% PP in year 6 23 out of 26 PP children can swim 25m (88% of PP meet the national standard of swimming ability)	15/90 16.6% SEN in year 6 11 out of 15 SEN children can swim 25m (73% of SEN meet the national standard of swimming ability)	At the conclusion of year 6, our students have surpassed the national average in meeting the government guidelines for swimming proficiency. According to official standards, pupils should be capable of swimming competently, confidently, and proficiently over a distance of at least 25 meters, employing various strokes effectively (such as front crawl, backstroke, and breaststroke), and demonstrating safe self-rescue in diverse water-based situations. The current national average for children leaving primary school and meeting these criteria stands at 72%. Our assessment of the current year 6 cohort reveals an impressive 92% attainment, exceeding the national average by 20%. This not only validates the effectiveness of our swimming and water safety programs but also reflects the active

				participation and success of our students. https://www.swimming.org/schools/swimming-national-curriculum/ https://www.swimming.org/swimengland/active-lives-children-young-people-report-2022/
--	--	--	--	---