



The Primary PE and sport premium

Planning, reporting and evaluating website tool

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 (2024/2025)

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

Activity/Action	Impact	Comments
<p>Physical Education Provision Curriculum Delivery</p> <ul style="list-style-type: none"> Children engage in at least two 1-hour PE sessions per week. Children wear PE kit to school on designated PE days to maximise active learning time. Children participate in all areas of PE, accessing skills appropriate to age and stage of development. PE lessons are documented in children's learning journals. <p>Timetabling and Leadership</p> <ul style="list-style-type: none"> PE Lead updates the PE timetable termly, ensuring alignment with the Connected Curriculum/learning journeys. PE Lead to audit staff CPD needs and implement a CPD timetable for each class teacher. PE Lead to liaise with BSSP and Bath Rugby Foundation 	<ul style="list-style-type: none"> All children wore the correct PE kit on designated days, ensuring full access to 1-hour lessons. The range of acceptable top colours has been standardised to white or blue. The Connected Curriculum / Learning Journeys were updated termly to reflect current learning. The new PE scheme, Complete PE, was purchased and adopted across all year groups. Staff and pupils have provided positive feedback, reporting improved confidence, clearer structure, and greater enjoyment of lessons. Photographs of children's learning have been collected and saved securely on OneDrive. PE lessons have been fully resourced, with new materials purchased as required for both curriculum delivery and events such as Sports Day. All classes in KS1 and KS2 accessed invasion games provision during the year. All classes participated in two Forest School 	<p>Physical Education Provision Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> Continue ensuring PE is updated on all Learning Journeys. Review the full curriculum overview to ensure clear coverage and progression of skills. Maintain consistent delivery of Complete PE across year groups and allow staff meeting time to evaluate the scheme. Conduct Pupil Voice surveys to monitor understanding and identify areas for further development. Introduce a robust assessment programme—either using Complete PE (subject to

	<p>sessions, with additional targeted sessions used to support wellbeing needs</p>	<p>permissions) or a school-designed model.</p> <ul style="list-style-type: none"> • Book Bikeability earlier to secure places for Year 6. • New PSHE curriculum (Jigsaw) will be embedded from September, supporting healthy lifestyles and physical development
<p>Staff Development and CPD</p> <p>Training and Support</p> <ul style="list-style-type: none"> • 3 staff meetings per year allocated: <ul style="list-style-type: none"> ○ 2 x CPD ○ 2 x new PE scheme • Staff survey to be carried out to evaluate CPD needs. • CPD opportunities arranged through the Bath Sports Partnership. • Y5 and Y6 staff to run dance CPD for all staff. • Specialist coaches booked through the School Sports Partnership for 2022–23. <p>Scheme of Work</p> <ul style="list-style-type: none"> • Purchase and implement a new scheme of work (Complete PE). • Provide clear assessment criteria to support staff in assessing pupil attainment. 	<p>Staff Development and CPD</p> <ul style="list-style-type: none"> • All teaching staff are now using Complete PE with confidence following CPD. • Staff engaged with a wide range of CPD opportunities through the Bath Sports Partnership, adopting new ideas and skills into their practice. • Staff audits identified priority areas of development in gymnastics, dance and invasion games, which informed the CPD programme. • Specialist coaches delivered <ul style="list-style-type: none"> ○ Dance coaching in Year 4 ○ Gymnastics/parkour coaching (KS1 & KS2) through Baskervilles Gym ○ Invasion and target games coaching via Bath Rugby Foundation • Assessment implementation through Complete PE proved more challenging due to restrictions on using digital data and will require further work next year. 	<p>Staff Development and CPD</p> <p>Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> • Provide further opportunities for staff to request or engage in CPD. • Continue subscribing to the Bath Sports Partnership for coaching and training. • Continue to book specialist coaches that align with staff development needs and cohort requirements. • Review staff confidence and practice during the year and provide refresher sessions where needed.
<p>Outdoor Play, Wellbeing & OPAL</p> <p>OPAL Programme</p> <ul style="list-style-type: none"> • OPAL subscription renewed. • Programme maintained with progress towards the next level. • Termly OPAL meetings held. • Equipment maintained and updated. 	<p>Outdoor Play, Wellbeing & OPAL</p> <ul style="list-style-type: none"> • The OPAL programme has continued successfully and is now embedded into daily play provision. • Regular OPAL meetings have taken place, and an OPAL Lead and two Play Co-ordinators have been identified. • OPAL equipment has been maintained and 	<p>Outdoor Play, Wellbeing & OPAL</p> <p>Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> • Complete a final OPAL audit in September. • Continue replacing OPAL equipment as needed. • Monitor First Aid data to ensure

<ul style="list-style-type: none"> • Pupil survey conducted. • Release time provided for Lisa / Ang. • Appoint OPAL leader on lunchtime play team 5 days per week. <p>Monitoring</p> <ul style="list-style-type: none"> • Ongoing monitoring of first aid incidents. <p>Wellbeing Initiatives</p> <ul style="list-style-type: none"> • Introduce Mindset Matters programme to Years 5 and 6. • Forest School and outdoor learning used to improve wellbeing and connection with the school grounds 	<p>replenished regularly.</p> <ul style="list-style-type: none"> • First aid incidents have remained lower than pre-OPAL levels, indicating safer, higher-quality play. • The PE noticeboard has been updated to showcase OPAL projects and pupil involvement. <p>Inclusion, Wellbeing and Forest School Impact</p> <ul style="list-style-type: none"> • All classes accessed Forest School, with staff reporting strong engagement and wellbeing benefits. • Additional sessions were provided for pupils identified through Thrive and wellbeing assessments. • The new PSHE curriculum introduced in September supports healthy lifestyles and underscores the importance of physical activity. • Although <i>Mindset Matters</i> was not introduced, the new Jigsaw PSHE curriculum now provides comprehensive coverage of healthy lifestyles, physical activity and understanding the impact of social media. 	<p>continued positive trends.</p> <ul style="list-style-type: none"> • Update the PE noticeboard to reflect OPAL achievements and pupil involvement. <p>Inclusion, Wellbeing and Forest School Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> • Consider progression of Forest School skills across year groups to ensure developmentally appropriate learning. • Explore the possibility of allocating Forest School to one year group for a full annual programme. • Use Forest School grounds more frequently for Thrive-identified pupils. • Ensure children are encouraged to reflect on their learning and the importance of physical activity.
<p>Enrichment, Clubs and Competitions</p> <p>Internal School Opportunities</p> <ul style="list-style-type: none"> • Year 6 Sports Leaders to organise and officiate lunchtime house competitions. • Reintroduce certificates/surprise prizes for scooter and bike use. • Reintroduce active travel plan. • Reintroduce Cycling Proficiency (Y6 Level 1 and 2). <p>External Clubs, Festivals and Events</p> <ul style="list-style-type: none"> • Netball after-school club to participate in friendly matches with other schools. 	<p>Enrichment, Clubs and Competitions</p> <ul style="list-style-type: none"> • Year 5 pupils attended Sports Leader Training at Bath University and are now planning a competitive event for younger children. • The school competed in House teams for Sports Day. • Year 3 and 4 pupils competed in Quad Kids, with many expressing pride in their achievements. • Year 4 performed in the Dance Umbrella, supported by specialist coaching. • After-school netball club fixtures were arranged with a neighbouring school. 	<p>Enrichment, Clubs and Competitions</p> <p>Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> • Ensure lunchtime competitive events run consistently, with oversight from the PE Lead. • Year 6 Sports Leaders to organise lunchtime competitions three times per year. • Continue participation in Quad Kids for Year 3 & 4 and explore options for Year 5 & 6 to attend

<ul style="list-style-type: none"> • Participation in: <ul style="list-style-type: none"> ○ Dance Umbrella ○ Quad Kids (Y3/4) ○ Oldfield Sports Festivals (KS2) ○ Ralph Allen School events ○ Bath University events • Transport to be booked early to avoid disappointment. <p>New Activities</p> <ul style="list-style-type: none"> • Introduce pupils to: <ul style="list-style-type: none"> ○ Badminton ○ Volleyball ○ Dodgeball ○ Target activities (boules, tri-golf) <p>Communication</p> <ul style="list-style-type: none"> • PE and Sports section included in the school newsletter. <p>Visual displays of children’s learning updated regularly, including the PE noticeboard.</p>	<ul style="list-style-type: none"> • Children have had positive experiences in festivals, dance performances, and inter-school events. • Flyers for external sports opportunities were regularly added to the school newsletter, leading some pupils to join local clubs as a result. <p>Note: Cycling Proficiency could not be delivered this year as Bikeability was fully booked.</p> <ul style="list-style-type: none"> • 	<p>events further afield.</p> <ul style="list-style-type: none"> • Book cross-country and other competitions early to secure places. • Dance specialist to coordinate Dance Umbrella participation and extend invitations to KS2. • Explore new inter-school sporting opportunities, including football and netball. • Repaint playground lines to enhance sports provision. <p>Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> • Continue friendly matches with the partner school and expand opportunities with others. • Organise friendly football fixtures as the new after-school club launches. • Year 6 Play Leaders to run House competitions three times per year.
<p>Resources and Equipment</p> <p>Audit and Procurement</p> <ul style="list-style-type: none"> • Audit PE resources and purchase/update equipment as required. • Ensure resources align with curriculum needs and new activities introduced. 	<p>Resources and Equipment</p> <ul style="list-style-type: none"> • Sports equipment was well stocked at the end of the year, with additional purchases made to support the Complete PE curriculum. • The introduction of Complete PE highlighted further equipment needs, which will be addressed next academic year. • PE equipment has been stored separately from OPAL resources to ensure full, uninterrupted access for curriculum teaching. 	<p>Resources and Equipment</p> <p>Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> • Continue to audit and replace equipment across the year. • Identify gaps linked to the Complete PE curriculum and prioritise purchases. • Ensure equipment remains separate from OPAL resources to guarantee full PE access.

<p>External Partnerships and Community Engagement</p> <p>Bath Rugby Foundation</p> <ul style="list-style-type: none"> • Extra sessions provided for identified children. <p>Bath Recreation Trust</p> <ul style="list-style-type: none"> • Secure continued support. • All classes receive 6 sessions from a specialist coach. <p>BSSP provide opportunities in dance, gymnastics and festivals.</p>	<p>External Partnerships and Community Engagement</p> <ul style="list-style-type: none"> • Bath Rugby Foundation delivered high-quality invasion and target games sessions to all classes in KS1 and KS2 throughout the year. • The Bath Schools Sports Partnership (BSSP) provided opportunities for dance, gymnastics and competitions. • Children experienced parkour skills through sessions delivered by Baskervilles Gym. • All KS1 and KS2 classes attended Sports Festivals at Oldfield School, with staff reporting these as highly positive experiences. <p>Transport Challenges: Access to some competitions further afield was limited due to transport availability, which will be reviewed moving forward.</p>	<p>External Partnerships and Community Engagement</p> <p>Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> • Continue working with Bath Rugby Foundation and Bath Sports Partnership. • Explore new sports pupils may not have previously experienced. • Continue liaising with Baskervilles for parkour and gymnastics opportunities. • Continue festival attendance at Oldfield School. • Survey parents about their willingness to support or facilitate transport for events further away. • Continue Pupil Voice at the start and end of each year to evaluate impact. • Seek feedback from teachers and BRF to assess overall impact.
<p>Swimming</p> <ul style="list-style-type: none"> • All children receive two-week intensive swimming sessions in Year 5. • Additional sessions provided for Y6 pupils who have not met national requirements. • Children who meet requirements in Y5 to develop advanced skills (diving, water polo) 	<p>Swimming</p> <ul style="list-style-type: none"> • All children accessed swimming lessons through the intensive programme. • Plans are in place for catch-up swimming for pupils who have not yet met the 25m requirement. • 	<p>Swimming</p> <p>Next Steps / Leadership Commentary</p> <ul style="list-style-type: none"> • Continue delivering lessons at Bath Sports Centre. • Introduce swimming to Year 4 with parent contributions. • Provide catch-up lessons in Year 5/6 for non-swimmers.

Key priorities and Planning

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
PE Lead to have non-contact time each term	PE Lead and whole school	KI2	Enables strategic leadership, curriculum monitoring, assessment moderation, and improved whole-school coordination. Sustainable through ongoing annual allocation.	£3,000
Ensure Complete PE is fully embedded within the Connected Curriculum, with each class accessing a consistent 2-hour weekly PE slot.	PE Lead, All Staff and pupils	KI1, KI2	Guarantees high-quality, progressive PE provision. Ensures consistency and equitable access to physical activity across the school.	£0 (cover internally)
Staff CPD and training across the year, including ECT support and Bath Sports Partnership CPD	All staff and pupils	KI1, KI2, KI3	Increased staff confidence and quality of delivery. Sustainable as skills remain within staff team	£1,750 (Bath Sports Partnership membership)
Maintain up-to-date, appropriate PE equipment.	PE Lead, All Staff and pupils	KI1	Ensures all children can participate fully. Sustainable via regular audits and staff logging missing items.	1,000

All pupils access a full range of PE skill development appropriate to age/stage. Assessment to be introduced through Complete PE.	All Children and staff	KI1, KI2, KI3	Assessment informs future planning and curriculum design. Supports progressive skill development school-wide.	Additional curriculum cost through Complete PE
OPAL provision available daily at lunchtime; Platinum Award maintained	All Staff,	KI1, KI14	High-quality play provision encourages physical activity. Steering group meets termly; resources routinely reviewed,	£150 subscription + £200 resources
Introduce Bikeability to Year 5 and 6.	UKS2 pupils	KI4	Develops cycling confidence and road safety. Feasibility assessment to ensure long-term implementation	£345
Increase number of pupils who cycle/scoot to school.	Whole School	KI1	Implement Active travel to school Mode Shift Stars Award with BANEs Modeshift STARS - Modeshift	£0
Conduct Pupil Voice Survey (start and end of year).	All pupils	KI2	Findings used to inform curriculum planning and resource allocation.	£0
Develop PE board in the school hall showcasing skills and progression.	Whole School	KI2	Raises PE profile and supports recognition of learning.	£0
Include a PE section in the monthly newsletter.	School and wider Community	KI2	Ensures community awareness of events and success. Sustains engagement across the year.	£0

Key achievements 2023-2024

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.

Action	Impact	Comments
PE Lead to have non-contact time each term	Enables strategic leadership, curriculum monitoring, assessment moderation, and improved whole-school coordination. Sustainable through ongoing annual allocation.	The PE Lead received non-contact time each term, enabling effective planning, organisation, and booking of a wide range of competitions and external sporting opportunities. This time also allowed the Lead to accompany groups of pupils to events, ensuring equitable participation and broad exposure to competitive and enrichment activities for all year groups
Ensure Complete PE is fully embedded within the Connected Curriculum, with each class accessing a consistent 2-hour weekly PE slot.	Guarantees high-quality, progressive PE provision. Ensures consistency and equitable access to physical activity across the school.	Complete PE has been successfully integrated into the Connected Curriculum. All classes now utilise the Complete PE resources, enabling consistent delivery across the school. Careful curriculum mapping has ensured that pupils experience a broad range of activities with clear and progressive skill development at every stage
Staff CPD and training across the year, including ECT support and Bath Sports Partnership CPD	Increased staff confidence and quality of delivery. Sustainable as skills remain within staff team	All teachers accessed high-quality CPD through the Bath Rugby Foundation. Each year group received a term of team-taught PE with specialist coach Tom, enabling teachers to observe effective practice and enhance their own subject knowledge and delivery. Additionally, each class benefited from an afternoon coaching session with Bath Cricket Club, further supporting the variety and quality of provision.

Maintain up-to-date, appropriate PE equipment.	Ensures all children can participate fully. Sustainable via regular audits and staff logging missing items.	Due to budget constraints this year—specifically the allocation of Sports Premium funds to support TB (BRF)—no new PE equipment was purchased. This impacted the ability to refresh resources as planned
All pupils access a full range of PE skill development appropriate to age/stage. Assessment to be introduced through Complete PE.	Assessment informs future planning and curriculum design. Supports progressive skill development school-wide.	Staff planned all PE units using the Complete PE framework. Every unit was assessed using the platform’s assessment tools, enabling consistent judgement of pupil progress and informing future curriculum development.
OPAL provision available daily at lunchtime; Platinum Award maintained	High-quality play provision encourages physical activity. Steering group meets termly; resources routinely reviewed,	OPAL play continued to run every lunchtime and remained an important part of pupils’ active play experience. However, significant staffing changes across the year limited the capacity to update OPAL resources or maintain the planned termly Steering Group meetings.
Introduce Bikeability to Year 5 and 6.	Develops cycling confidence and road safety. Feasibility assessment to ensure long-term implementation	Most Year 6 pupils successfully completed the Bikeability programme, developing improved cycling competence and confidence.
Increase participation in Competitive Sports and festivals	Increased levels of engagement and development of key skills including resilience and teamwork. Increased take up of extracurricular sports clubs as a result	<p>KS2 pupils took part in a wide range of competitive opportunities, including:</p> <ul style="list-style-type: none"> • Quad Kids (Year 4) • Bath Swimming Gala (Years 4, 5, 6) • BANES Netball Competitions (Years 5 and 6) • Cross Country Championships (Years 4, 5, 6) • BANES Gymnastics Competition (Years 3 and 4) <p>Participation was positive, and pupil, staff, and parent feedback confirmed strong engagement and enjoyment.</p> <p>Classes from Years 1–5 attended the annual Sports Festivals, with all reporting a highly positive experience. Additionally, Year 2 accessed an extra</p>

		<p>skills day at Bath University, offering further enrichment.</p> <p>After-School Dance Club Feedback from staff, pupils, and parents was very positive. Pupils enjoyed the opportunity to participate in dance activities, including preparation for Dance Umbrella.</p> <p>Swimming Programme Introducing swimming lessons earlier in Years 4 and 5 is having a demonstrable positive impact. Sports centre assessments indicate significant progress, particularly within the current Year 5 cohort, who were the first to benefit from swimming provision starting in Year 4</p>
Increase number of pupils who cycle/scoot to school.	Implement Active travel to school Mode Shift Stars Award with BANEs Modeshift STARS - Modeshift	This initiative did not take place this year. Challenges such as high traffic levels and busy roads around the school site presented barriers, which will need to be reviewed for future planning.
Conduct Pupil Voice Survey (start and end of year).	Findings used to inform curriculum planning and resource allocation.	There was no allocated time to conduct Pupil Voice at the beginning of the year. However, it was completed at the end of the year with Play Leaders, providing valuable insights into pupils' experiences and priorities.
Develop PE board in the school hall showcasing skills and progression.	Raises PE profile and supports recognition of learning.	The PE board was updated during the year. Children engaged with the display initially, using it to discuss skills and key learning themes.
Include a PE section in the monthly newsletter.	Ensures community awareness of events and success. Sustains engagement across the year.	Sporting achievements were shared promptly when events occurred and celebrated in assemblies. This increased visibility of physical activity and ensured that both school-based and external sporting successes were recognised within the wider community

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?	41%	<i>Year 6 have only had access to catch up swimming. No opportunities for swimming in earlier year groups had been provided. This has been implemented with the next Year 6 cohort 2024-2025. Intensive swimming lessons see good progress across the two weeks but then children potentially do not have access to swimming for another year and these skills can be lost. The cost of swimming lessons can prohibit access to swimming for many of the children.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	41%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	41%	
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	Sports Premium money was used as top up funding for those children who had not met the National Curriculum requirements
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Swimming lessons have been provided by qualified swimming instructors through Bath Sports Centre.

Signed off by:

Head Teacher:	Naomi Boyce
Subject Leader or the individual responsible for the Primary PE and sport premium:	Katherine MacGregor (PE Lead)
Governor:	Louise Adams
Date:	July 2025