

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Commissioned by



Department
for Education

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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](#) 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 offer
- 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 [gov.uk](https://www.gov.uk) 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 under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 31st July 2021. To see an example of how to complete the table please click [HERE](#)

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£18,000
How much (if any) do you intend to carry over from this total fund into?	£0
Total amount allocated	£18,000
Total amount of funding	£18,000
Total amount of Funding carried forward	£0

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. 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	£2,000
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 2020. Please see note above	85 %
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	85 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85 %

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?

No we haven't, however we have offered them the chance for subsidised swimming lesson throughout the year through the You move scheme.

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:18,000	Date Updated: July 2025	
Key indicator 1: The engagement of <u>all</u> 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: 25%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
Continue to work with the Chipping Norton Partnership (CNP) to embed fitness and fundamental skills in weekly practice. For the benefit of both the pupils and teachers.	Baseline and interval for fitness and fundamentals to measure impact.	£3,895	Children are able to develop their personal best and challenge themselves to have a go and persevere at anything they set their mind on.	Maintain links with CNPS through attending Termly Meetings to enable full engagement at all events.
To continue to train Upper Key Stage 2 children to become young sports leaders Engage with local clubs to increase the number of Holy Trinity pupils attending these clubs.	Promote activity and fitness by regularly testing pupils' fitness levels.		During breaktimes all children are active and participate in a range of activities that enable them to be active.	Continue to work with UKS2 children to develop their sports leadership skills.
Continue to up-level activities within the 2 hour offer.	Upper Key Stage 2 children to become better Sports role models within the school.	£1000	More teaching time – children who are happier, more creative, and well exercised settle to classes much more quickly. Limited time settling disagreements that take place at playtime. Improved behaviour – active play schools report up to	Develop Forest School Provision within EYFS and KS1 to enable children to have opportunities to participate in LOTC.
	Setting up active playtimes through the purchasing of resources for den building, creative play etc.	£1000		All children will have participated in Forest school during their time at Holy Trinity

PE equipment/repairs inspected Play equipment installed is safe to use regularly and will have a longer life span Sports safe	Sports safe come into inspect and ensure P.E. equipment safe to use and therefore facilitate usage for all pupils.	£600	80% decreases in use of behaviour policies and 90% drops in senior leadership time spent in resolving playtime issues. Faster core skills development - Children rapidly develop creativity, imagination, cooperation, resilience, stamina and confidence. Inclusion – all children are involved in play Happiness and wellbeing - Play is a human need and a human right. Children and staff at active playtime schools report feeling less stressed and happier, and more excited about school. Pupils do not miss out on learning due to broken/ unsafe equipment.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
Children to participate in the CNP competitions Encourage the school to plan in movement breaks throughout the day to enable children to actively develop physical activity naturally into their routines.	Enable children to participate in Events calendar by providing adequate staffing to ensure children are able to access the competitions. Communicate with teaching staff to ensure coverage of curriculum as well as prepare children for competitions. Signpost staff to resources to enable them to develop movement breaks within their classroom.	£1,700	Across KS1 and KS2 all children have had an opportunity to participate in a CNP Competition or sports leader event. Within the classroom teachers are using movement breaks frequently to ensure children are continually active. PE trophies and achievements display in front entrance to celebrate achievements as well as handing out participation certificates during celebration assembly.	Continue links with CNPS to enable all children to have an opportunity to take part in competitions. Children to have movement breaks scheduled throughout the day to ensure that they are active in the classroom. Further develop enthusiasm with the children by creating a Sports Award for children being active/participating in sports.
Children to have the chance to represent the school in Sports	Coach travel to county finals	£2400		
To promote the holistic development	Transportation to forest school location			

of all involved, fostering resilient, confident, independent and creative learners.	and forest school resources. Continue to set up, extend and build up Forest School provisions/ accessibility.			
	Purchase and replenish sports day resources.	£200	Strengthened home-school links allowing parents to share their child's achievements (celebrated through medals, certificates etc.). Activities tailored to the age and ability of the children- every child made to feel successful.	
Raise the profile of school sport.	Purchased sport books/sporting heroes for library sports section. Updated our book banded books further to include more non-fiction books linked to sporting heroes.		To aid the PE curriculum and broadened children's views on a range of sporting heroes. This works alongside the whole school approach of learning about significant people.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				31%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to	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:

consolidate through practice:				
Sport coaches to upskill teachers in acquiring skills and knowledge to deliver quality first PE lessons.	Invite Sports Coaches to develop teacher confidence at delivering specific sports within their sports curriculum. PE leader released and lesson observations of all staff who teach PE undertaken.	£500 £4120 £1200	Teachers were able to participate in a Golf Taster Session where professional coaches led a session for their class followed by an After-School CPD sessions to help teachers develop their confidence in hockey and dance. PE lead taken part in American Football training. Football training course in the summer term. Online tennis and ballet CPD. Teachers feel empowered to develop their PE lessons to support children's	Continue to actively seek opportunities for Sports Coaches to deliver CPD/support to teachers to enable them to upskill their skill set. Further develop links with CNPS to enable teachers to share best practise.
Leadership time for PE Leader to attend partnership meetings.	Attend half-termly CNPS meetings to maintain close working relationships with CNPS and West Oxfordshire Hub. PE Leader release time throughout the year. PE Leader time to carry out admin/monitoring duties. Children participate in a wide range of sports events locally. PE leader to deliver professional training to staff to deliver high quality PE lessons. PE leader to attend PE leader conference and Academy subject leader meetings. Opportunity to network and work together with other PE professionals.		Attended 8 out of 13 sessions of Sports Events provided by CNPS, plus 3 finals.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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?:
Children to participate in the CNPS competitions Increase in extra curricula clubs Children to attend forest school Improve links with local sports clubs Additional achievements: Re-engage with the School Games Mark to help raise the profile of sport. Improve facilities in EYFS so that children's gross and fine motor skills are improved and a healthy lifestyle and fitness is promoted.	Seek external support to help provide children a taster/sessions which enable them to have access to a broad range of sporting opportunities. Use School Games Mark tracker to monitor provision of sports and to help develop awareness of how to further improve participation in a range of sports. Outdoor area- new outdoor kitchen, drain pipes/ water play, water butt, sand, gym equipment.	£3005 inc. Above £1500	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Children in KS1 and KS2 have had an opportunity to access specialised session provided by CNPS PE teachers. Achieved a Gold School Games Mark which demonstrates the school is recovering from COVID-19 restrictions. We are currently working towards platinum and have had gold consistently for 3 years now meeting some elements of platinum, but not quite there just yet. This will not only support the children's physical development but will also encourage a healthy lifestyle from an early age, fostering fitness habits that can last a lifetime. By creating an engaging environment, children will be more motivated to stay active, contributing to their overall well-being and school Sustainability and suggested next steps: Encourage further engagement of participation in sports competitions. Welcome opportunities for KS2 to participate in Forest School as an opportunity for LOTC. Continue to maintain Gold School Games Mark and aim for platinum as part of a long term plan. (Platinum only achievable through consistently holding Gold Mark for four consecutive years).

Specialist coaches to provide the wholeschool with new opportunities.	PE leader to use a pupil surveys to gage the sports that children would like to have an opportunity to take part in. Eg. golf, football.	£500	readiness." To expand the opportunities in different sport. High quality teaching from specialist coaches.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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 to participate in CNP competitions and skills workshops. Organise whole school sports day ensuring that parents see the importance of children participating in sport. Children to have the opportunity to experience School Games during PE Lessons with inter-house competitions.	Actively engage with CNPS Calendar to enable children to have access to a wide range of competitive sport. Engage staff to help plan a sports day where all children are encouraged to participate and live out the School Games Values. Develop an inter-house competition within half-termly PE Lessons. Additional Sporting equipment	£2400 £500 1,000	Attended 9 out of 13 sessions of Sports Events provided by CNPS. Staff Meeting dedicated to planning Sports Day – Parental feedback received expressing the successes of Annual Sports Day. Teachers beginning to introduce inter-house competitions at the end of their Sports delivery to ensure children develop the skill set specific to different sports. All children have the opportunity to be active in a competitive setting. Children who are not chosen to represent the school in tournaments can still learn the skills/rules of different sports and take part in competitive sport.	Continue to engage with CNPS to enable children to access a plethora of sports events. Continue to involve staff during planning and preparation of Sports Day. Organise Termly Inter-Year Group Sport competitions to further raise the profile of sports provision.

All children to have the option of a wider variety of activities to support active playtimes and emotional well-being.	Replenish playtime equipment, improve shed to house equipment and put in place a sports notice board. Sports Leaders to survey the children in school for a 'wish list' of play equipment	1,000	Play equipment purchased will enable increased participation of activities during playtime. Sheds are always tidy and accessible for all children at playtimes. Communication of games / activities / timetables displayed on notice board.	
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Head Teacher:	Claire McGeehan
Date:	July 2025
Subject Leader:	James Whybrow
Date:	July 2025
Governor:	Pauline Brookes
Date:	July 2024