

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

The Grange Academy



Commissioned by



Department
for Education

Created by



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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.

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Supported by:  LOTTERY FUNDED



Details with regard to funding

Please complete the table below.

Total amount allocated for 2024/25	£19,680
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026	£

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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	10m front and back only – 85% 25m front and back only –75% 25m front back and breaststroke –70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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

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: £19,680	Date Updated: September 2025	
Key indicator 1: Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Staff have the resources readily available to plan and provide quality sessions for pupils as they will now be teaching some PE. Purchase quality planning and knowledge resources that all staff can access in order to upskill staff. Staff learn new skills and gain understanding in weaker curriculum areas such as dance, gymnastics, orienteering and new sports. Purchase high quality CPD for staff (enrich, school sport coach) including focused courses and alongside coaching/observing Encourage scootering and biking to school.	A range of specialist coaches will deliver lessons to all children with a focus on participation and enjoyment Resources to allow a range of sports & physical activities to be enjoyed at other times will be sourced & purchased Staff will be developing their knowledge and skills alongside the coaches and will deliver sessions to extend and consolidate the skills learned during coaching sessions Purchase school bike shed to enable more children to be physically active to and from school.	£12,200 – internal activities Total (£5800 – CPD)	Pupils in Key Stage 2 are competent in a range of sports: Hockey, netball, cricket, football, dodgeball, basketball, swimming, athletics, cross-country running tennis, gymnastics and dance. Pupils in Key Stage 1 are competent in key skills: Ball skills, balances, jumps, rolls, running, creative movement and stretches. All pupils have experienced daily physical activity and a minimum of two hours of P.E. and sport each week. Pupils have developed new skills	The grant will be used to continue to support sports that are part of our core offer and to offer new sports such as golf in the coming year. We will continue with basketball as this is new to the school and has proved to be very popular. We will analyse the swimming data to see whether additional swimming could benefit our pupils following the pandemic.

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To use skills on residential activities including: climbing, obstacle course, team skills, archery, and being competitive	School clubs will support and extend the work of specialist coaches: dodge ball, football, netball, running. Residentials for all pupils in Key Stage 2 will be planned to support and extend skills developed in P.E. lessons and sports clubs.		in each sport as the curriculum is progressive and carefully planned. Pupils in all year groups attend sports clubs after hours and at weekends: football, swimming, dance, gymnastics, athletics, cross-country running and rugby.	
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:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Ensure pupils have access to a varied range of equipment at break and lunch to allow them to be active. Purchase balls and play equipment, cheerleading equipment and larger equipment. Pupils know and understand the expectation of 30 minutes of activity and can monitor self/support each other. Purchase timers, step counters and develop use of play leaders to support activity involvement	Provide the children with a range of equipment during break and lunch times to enable them to practice key skills learnt in lessons and ensure they are being physically active. Ensure equipment covers a range of movement and skills. Train play leaders to enable them to lead structured games and activities with all ages to ensure children remain physically active and supported in applying skills.	£4600 – equipment & resources	Children are applying skills and games taught during unstructured times. Children are physically active during unstructured times. Our pupils are able to be creative and imaginative in physical activity both in lessons and at unstructured times. Development of student leadership to support in range of	Through developing student leadership, children will be supported in taking part in a variety of sporting activities and skills during unstructured times. This will be rolled out annually. Continue to review and develop equipment purchased for unstructured times.

Implement the use of the daily mile as movement break throughout the day for each class.	Developing student leadership. Encourage all classes to sue the daily mile as a movement break throughout the day. Implement a competition and tracking system for classes to monitor their daily activity.		physical activities during unstructured times.	The daily mile markings are on the yard to ensure continued use. This needs to be developed into competitions and rewards.
Encourage scootering and biking to school. Link this to Scootfit and Bikeability that come into school.	Purchase school bike shed to enable more children to be physically active to and from school. Children learn how to scooter through our Scootfit sessions. Children learn how to cycle through work with Level 1 and 2 Bikeability.		Families are active on the way to and from school through scootering and biking. Children learn the skills of scootering and cycling to school.	Continue to work with Scootfit and Bikeability to support in developing key skills and promote active travelling to school. Develop tracking and monitoring of walking/ travelling to school. Link to rewards.

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:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Pupils and staff recognise and understand the link between well-being and physical exercise and the importance of a healthy and active body. Celebrate in assembly, recognising and focusing on and activity and healthy actions, including outside of	Teaching staff deliver P.E. lessons to their classes and use the school P.E. curriculum progression maps effectively Teaching staff have their own sports interests which they share with pupils (display in PE hall) and	£12,200 – internal activities	Pupils have a developing level of skill and a good level of knowledge about sports and physical education Pupils look forward to their P.E. lessons and participate in follow on activities in and out of school	To continue to run the well-established programme of activities and coaching sessions To source CPD for staff as part of their CPD entitlement To engage with Matt Reid to

school. Celebrations, rewards, leader boards for activities are a regular feature of the school week and celebrate effort and involvement. Certificates, trophies, medals and Postcards for involvement Prizes for classes and individuals who are active Teaching Staff- to have increased confidence in delivering P.E. lessons and other physical activities To have a stronger knowledge of the sports delivered at our school. To have a strong knowledge of the national curriculum for P.E. and how we teach pupils at our school. Health Week to be implemented, providing the children with a range of sporting and healthy activities to celebrate National Sports Week. Inter school competitions to raise the profile and enable children to apply skills learnt in PE and compete against other schools.	model the enjoyment and participation aspects of sport and physical activity. Ensure enrichment is a part of our Friday Celebration Assembly – sharing the range of sports that children partake in. Display trophy's won and photographs of activities that the children have taken part in to celebrate. Teaching staff work alongside specialist coaches and instructors over a sustained period which allows them to build knowledge and confidence. A range of sports coach to deliver sessions to the children, including sports they are not familiar with, e.g., fencing. And linked to children's interests, for example, boxing. To continue to work with Matt Reid, taking part in his calendar of inter-school competitions. Ensure after school clubs link to competitions to enable children to practice and apply skills learnt.		Teachers enjoy teaching P.E. and sports and lessons are prioritised at all times. Teachers support each other and share specialist skills and interests for the benefit of the whole staff team. Children enjoy sharing their sporting experiences and celebrate with one another. They learn from one another the different sports clubs that are available. Children experience competitive sports with other local schools, applying the skills they have learn. Children will celebrate National Sports Week through taking part in a range of different sports activities and work with class teachers and school health team to developing a secure understanding of what it means to be healthy.	develop staff subject knowledge and skills and take part in a range of sporting activities, including inter sports competitions. Celebrating children's achievements inside and outside of school. Promoting sporting activity. Continue to build staff subject knowledge and competence to deliver PE.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:

Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Introduce a range of different sports and activities to pupils that we don't or can't offer in curriculum PE so that pupils can try new skills. Work with Enrich, Judo Education and other coaching companies to provide sessions for pupils to experience a new activity Introduce pupils to clubs and providers to deliver a range of new sports. Invite visitors to discuss and demonstrate new sports to pupils Pupils experience real live sports events. Take pupils to Women's Football, local events Purchase family tickets and give as an incentive or prize to a family. Health Week to be implemented, providing the children with a range of sporting and healthy activities to celebrate National Sports Week.	We enter all available competitions and tournaments and aim to give every pupil who wishes to take part the opportunity to do so. We encourage children to try their best and to aim high. We enable the children to experience a range of sporting activities in addition to the PE curriculum. This is through external coaches delivering sessions, taster sessions and after school clubs. This includes boxing, fencing, darts and Yoga. Ensure all year groups experience external coaching companies delivering a variety of sports.	£2900 – external coaches £1900 – internal based extra-curricular £4600 – equipment & resources £500 – development sessions	Pupils know that they will be supported to take part and to compete in a range of sports. They will experience new sports to develop interests. They will link with local companies to develop possible interests outside of school. Link skills learnt to unstructured times. Experience sporting events.	To continue with this approach To seek further partnerships with local sports clubs and offer wider opportunities for example Darts. Develop links to enable children to experience sporting events. For example, rugby match. Continue to link experiences to children's interests.

To receive training on dance – Capoeira – aimed at engaging boys in dance. It is linked to martial arts. Implement across the school.	Matt Reid to train PE teacher. Roll out across primary phase.		Engage children in Dance element of PE, particularly boys.	Children enjoy dance lessons.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Pupils will take part in competitions in and outside of school. Join Mathew Reid competition structure for inter schools' competitions Set a schedule of intra school events and build time for classes to compete and also for mixed groups Trophies and certificates purchased for intra school competitions. Staff able to transport pupils to events. Staff trained to drive a minibus. Pupils make new friends through sport and activity and this can also support the wider curriculum offer. Set up a MAT competition structure of events. Pupils can also use lesson time to write about events or link with other MAT classes We aim to ensure that all pupils understand they will need	We have a wide programme of sports and physical activity available to pupils across the school all year round. We establish links with local clubs and organisations to show pupils that we support their involvement and value their achievements. We celebrate all achievements on a weekly basis and actively encourage pupils to share them with us.	£1500 – membership fees £400 – educational platform & resources £3800 – active travel £1900 – extracurricular opportunities	Our pupils take part in a range of sports every year and we aim to introduce as many new opportunities as we are able.	We will continue to maximise the use of the sports grant to support our core budget in delivering the objectives of the funding and the national curriculum. We will develop new partnerships and links with organisations and clubs that will assist us in this. Develop internal sporting competitions. Class V Class. Also, across our MAT.

commitment and to be determined to keep improving their skills. We encourage all pupils to do things they enjoy even if they have not yet mastered all of the necessary skills.				
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Completed by:	
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