

Evidencing the impact of the Primary PE and sport premium

Website reporting tool
July 2025

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 20/2022, 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	Nil
Total amount allocated for 2023/24	£19,447
How much (if any) do you intend to carry over from this total fund into 2024/25	Nil
Total amount allocated for 2024/25	£19,509
Total amount of funding for 2024/25 . To be spent and reported on by 31st July 2025.	£19,447

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	58%
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 2024. Please see note above	49%
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	49%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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:	Date Updated:		
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:	57%
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:
We aspire to have children who are: ○ Confident, resilient ○ Participate in a range of activities and enjoy sport. We ensure: ○ All lessons are inclusive and accessible for all skill ranges. ○ All children are given range of sporting opportunities Teachers are more confident to deliver PE lessons	Our after-school clubs offer includes basketball, dodgeball, tag rugby, netball and football, nerf ran by forever sport New gender representations approach maintained this year with children shown male and female athletes from before each new sport they learn. This helped reduce the stigma of sports being gendered E.g. Football and gymnastics Additional Lunch time clubs to enhance physical activities are provide by forever sport i.e. dodgeball, football Our school environment promotes physical activity as well as our ethos in school E.g. play pod equipment, class balls, MUGA,	£8862.27: extra-curricular lunch and after-school activities	Pupil Voice: • “I love the new goals and nets which make it more fun to play football.” • “I love having the sports coaches, they are really fun and they do fun games in the lessons” The afterschool club has provided our children with more opportunities to try new sports with specialised coaches which has been successful with a good uptake. Children have enjoyed the wide range of sports and physical activity they can do, not just football. Staff feel more prepared for PE lessons as equipment is more	Continue with Forever Sport programme and continue to build additional, inclusive opportunities for all children. Maintain girl focused clubs. PE Lead to again sign up to football fixtures to enhance competitive sport within the school and allow more opportunities especially to girls. Joining leagues and seeing if there are any fixtures outside of football Maintain organising fixtures between Mosaic schools in order to get more sporting opportunities for all children Sign up to the swimming Gala to promote swimming to

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	climbing equipment, quality PE equipment PE lead ensures that the PE equipment is relevant for PE scheme and also accessible for all staff as well as constantly updated Lunchtime and break time equipment is provided to encourage movement during their breaks. This has been monitored by the LBS team. New balls bought throughout year to maintain this. Our outside calm area has supported children who want to chill out during lunch times and school has introduced and maintained football free family Fridays to allow children to try new games. PE leads has maintained and trained on our PE school (GetSet4PE) which has brilliant, fun, effective and engaging activities. This helps meet the target of engagement in regular physical activity.	£450 Get set 4 PE	accessible and up to date, which helps aid in organisation and success of lessons. Staff have enjoyed working with the scheme of work as it has more engaging activities that can be differentiated to suit the needs of our children. Many teachers have highlighted its usefulness Additionally, it allows good teaching opportunities to challenge students along with additional support for SEND children. PE lead is always open for questions from staff if and when they need it	increase our percentage that can swim 25 metres Year 4, 5, 6 will be taking part in swimming lessons again this year to help raise the percentage. Making sure they focus on variety of strokes and 25m swimming. 25m main focus Sign-up to participate in the School games Mark
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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:

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:

To promote sport by the improvement of equipment and clubs at break and lunch throughout the year To participate in more sport tournaments as well as increase the participation and opportunity for girls in sport To ensure sport opportunities are inclusive for ALL children in our school We are committed to improving the play space for our youngest children. They needed space for their physical development. Upgrading equipment consistently as well as class balls to ensure physical activity can be promoted effectively	We are promoting sport by improving the equipment and clubs available at break and lunch times which has been a success. Take up for lunch clubs good. Additionally, adding in a girl only lunch football club to help promote girls in sport They have new class equipment for break and lunch and forever clubs in addition. PE lead has entered and organised multiple sporting events for children to take part in including various football tournaments and league games for both boys and girls, festival of dance and dodgeball competitions. We are committed to ensuring sporting opportunities are available- and inclusive- to all children by funding specialist after school clubs which are welcome to all children. We have promoted these more through dojo to increase uptake. We have also introduced a yoga after school club. Additionally, we run a quiet sports day along side our school sports day to allow those who have SEND needs to be support and have a chance to use the quiet sports day to take part if they can't take part with the school.	£250 South Glos Subscription £5900: internal equipment and resources 872.47 for equipment and sports day	Staff have noticed the increased enthusiasm of sport by the children. Lots of keen children coming in the class to get their class ball to play. Also have seen a big increase in the participation of basketball at break and lunch using our new basketball hoops. Football, as always, is popular at break and lunch but our new, quality goals have added more involvement. Girls have loved having their own time to play football. Children are loving the forever sports clubs at lunch time and afterschool. Uptake has been much better this year with more children taking part. Children have voiced that they love the new equipment and lunchtimes are more fun. The children have been inspired by our specialist coaches and have been a positive influence on their attitude towards school, their learning and how they cope with tricky situations. This is been especially evident in KS2. They have built positive relationship with the classes they've worked with and are excellent role models. This is further evidence with the use of positive male role	Equipment is not maintained well by children and is often lost or broken. Lots of work was put in this year to make children know the value of equipment so hoping this changes. Forever Sport will continue covering PPA in KS2. Therefore, children will benefit from 1 PE lesson a week with specialised coaches. The skills and sports have been mapped out in in order to give children a variety of skills and sports. This means children should have a mixture of 10+ sports during their school experience.
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	This year we will implement a sports day for our children who find it difficult to participate in our school sports day.		models on some of our boys. Forever sport have supported certain children during mentoring. This has proved valuable to these children and something we really value as a school. Year 6 children have voice real value and teachers can notice a difference.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
We have focused on raising the profile of sport at Raysfield and making it inclusive to all of our children. We also value the importance of staff knowledge and improving the subject knowledge of our staff members. This will be maintained from previous years through an open-door policy with the PE lead so teacher can come and ask any question they need. Staff's knowledge on gendered stereotypes to be updated and plan in	We intend on offering more sporting competitions and ensure that all children have equal opportunities especially between genders PE lead has made himself available to talk through lessons with staff and support colleagues and ensures that all equipment for lessons is useable, up to date and available. Survey sent out mid term to ensure no equipment went	£400 supply cost cover for PE lead to deliver internal CPD £460 National College subscription	Children are enjoying taking part in a variety of internal and external sporting opportunities. Achievements shared in Aim high assembly to increase the sporting ethos of the school. E.G. school team achievements shared and celebrated. Staff are becoming more confident teaching a variety of sports. Staff feel support with teaching PE and know to approach the PE lead if they are	Next academic year the PE lead will monitor more lessons to see if there is a skill or PE strand that needs developing and supporting PE lead will constantly remind staff of the important of gender representations and remind them to show them before each new sport the teacher as well as challenge stereotypes they see.

place to challenge it in school. Checks through pupil voice and class assemblies to reshare the message.	missing and if anything was missing then it was replaced Gender representations reshared with children. Approach maintained with children shown male and female athletes from before each new sport they learn. This will help reduce the stigma of sports being gendered E.g. Football and gymnastics. Pupil voice mid-year to check this was being impactful		unsure about anything, which they often do. Staff more aware of the importance and challenges of gender stereotypes in sport. Staff know to challenge it when they see something not right. Staff have said the gendered representation slides for each sport have aided in allowing children to see themselves in sports. Staff are now more aware of the progression between year groups and the transferable skills they can use.	A new whole school approach may be needed such as an award around 'gender allies' or 'sportsmanship' PE lead will make himself available to staff to go through PE plans and lessons if they need support especially on structure or activities.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
13%

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:

We are committed to children being offered a broad range of sporting opportunities regardless of ability. This is really important to us as a school. We are committed to ensuring that the school environment is enhanced to allow for more enjoyment of movement throughout the day especially during break and lunch when children have an opportunity to be physically active We have committed to raising the profile of our Sport Day celebration with a wide range of sporting activities and ensuring that we build a sense of community with parents and carers. We are committed to ensuring that children attend swimming lessons and can swim 25 metres by the time they reach year 6. For children to have a broad range of sports and skills taught to them throughout the year.	We implemented a wide range of sporting clubs from internal and external sources. These included: - Dodgeball - Dance - Basketball - Yoga - Nerf - Multi sports - Fun fit - Yoga This was a purposeful intent to ensure we could meet the needs of all our learners. Sports Day was a fully inclusive event which allowed the opportunity for all children to take part. An additional sports day to be held for those which can't cope with whole school sports day. This will include a range of different activities to showcase their skills. Year 4 & 5 have swimming lessons. Year 6 will have 'top-up' swimming lessons This will allow further practise of swimming in school to help them reach their goal by year 6. Through our use of forever sports	£1158 – top-up swimming lessons for Year 6 £2025 – sports mentoring to increase participation of disadvantaged children	Our KS2 children have taken part in many competitions internally and externally with great success and enjoyment! Our children have enjoyed participating in many internal clubs run by forever sport as well as lunch time clubs. Girls especially enjoyed their own lunch time club. Children have benefited from external clubs and events ran by Forever Sport through increasing their participation in sports and physical activity. This has been shown in PE lessons when children mention what they learnt in their club. Some children were awarded with their 25m swimming badge but we expect to see an increase over the next few years as the year 6 top-up swimming opportunity makes an impact. Dojo messages from parents recognised the great festival of sport we achieved on our sports day and how much they and their children enjoyed it. One commented " This was the best organised sports day I have been	We are intending on continuing the quiet sports day and lodge sports day to allow all children to join in with sports in the way they find most comfortable. We intend on continuing our partnership with Forever Sport to provide a range of sporting opportunities. They will teach core sports in all the year groups they are in to make sure children are learning these core skills from a specialist We intend on raising more awareness around the link of emotional wellbeing and sport and how this can be beneficial to children. Class assemblies or whole school assemblies will be used to facilitate this. We intend to continue Year 6 top-up swimming to provide the opportunity for more children to reach national curriculum expectations
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	once a week and the teachers, the children are learning 12 sports across the year allowing them to use transferable skills such as throwing and catching to apply to different sports and contexts.		to. It was obvious a lot of planning went into the day'' Sports mentoring to encourage disadvantaged boys to be more active	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
It is important at Raysfield that children have opportunities to build upon team work, communication and resilience through competitive games. These skills are an important part of sport and are fully transferable to the classroom. Through our scheme 'Get Set 4 PE' we aim to get children ready for this through the build-up of transferable skills. We again are focusing on developing competitive sport in school through entering into different sporting competitions for both girls and boys We have built relationships with local schools to implement local matches and fixtures that we can organise ourselves. PE lessons to have a mix of competitive and non-competitive aspects with staff told to value both. Sportsperson of the day to be given to a child at the end of PE to celebrate and promote that	Boys and girls entered a football league where they played competitive league games in and out of school. Lots more girls football opportunities promoted through tournaments organised by GFA and Yate Academy Participation in Dodgeball competition involving year 5 and 6 children. The sports day enabled all children to take part to competitive sport Competition promoted through development of sportsmanship. Lodge extra sports day to help promote competition for those who struggle with competitiveness.		The external competition raised awareness of additional sports and the correct rules. This inspired children to play that sport in school. It also inspired the children to practise their skills for the next tournament and focus on their skills of teamwork. The competitions have built resilience for our children. PE lead has networked with other local schools which will promote and enhance other fixtures in the future. Celebration of children's sporting achievements has allowed them to feel valued and also showed them as a positive sporting role model to their peers to hopefully motivate them to do it as well. Many SEND parents and TA's commented that they were so happy their child joined with the activities as previously they just	We would like to continue building fixtures into our after-school clubs with local schools. Continue to develop children's sporting achievements in class and within class assemblies Develop sportsmanship within the school and especially KS2

competitive spirit. To celebrate children's achievements in and out of school when participating in competitive sport			watched. Lodge additional sports day allowed low levels of competition which the children loved!	
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Signed off by	
Head Teacher:	Sarah Thomas
Date:	21.07.2025
Subject Leader:	Jacob Summerill
Date:	21.07.2025
Governor:	Claire Hayward
Date:	27.07.2025