

Evidencing the impact of the Primary PE and sport premium

Website reporting tool
July 2026

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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 2024/25	£19,447
How much (if any) do you intend to carry over from this total fund into 2024/25	Nil
Total amount allocated for 2025/26	£19,509
Total amount of funding for 2025/26 . To be spent and reported on by 31st July 2026.	£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	62%
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	62%
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 club programme includes basketball, dodgeball, tag rugby, netball, football, Nerf Run and invasion games, all delivered by specialist coaches from Forever Sport. Swimming lessons are available to all children in Years 4, 5 and 6, helping to develop swimming ability and water confidence from an early stage. Our gender representation approach has continued this year, with pupils being introduced to both male and female athletes before learning each new sport. This has helped challenge	£6000	Pupil Voice: • "I love having goals to use when we're playing at break and lunchtime." • "The sports coaches are really fun, and they make the PE lessons enjoyable with lots of great games." • "I like seeing different athletes who are girls." The after-school club programme has given pupils more opportunities to experience a wider variety of sports with specialist coaches. There has been strong participation, and children have	Continue working with the Forever Sport programme to provide a broad range of inclusive sporting opportunities for all pupils. Maintain a focus on offering clubs that encourage and support girls' participation. The PE Lead will continue to enter football fixtures to increase opportunities for competitive sport across the school, with a particular emphasis on girls' participation. Explore additional leagues and competitive fixtures in sports

	stereotypes around gender in sport, for example in football and gymnastics, encouraging greater participation from all pupils. Additional lunchtime clubs are provided by Forever Sport, including dodgeball, football and invasion games, giving children further opportunities to take part in physical activity during the school day. Our school environment encourages pupils to stay active through a range of facilities and resources, including the PlayPod, class sports equipment, the MUGA, climbing equipment and high-quality PE resources. The PE Lead ensures that PE equipment remains appropriate for the Get Set 4 PE scheme, is readily available for all staff to use and is regularly reviewed and updated when required. Playground equipment is provided at breaktimes and lunchtimes to promote active play and movement. This has been monitored by the LBS team, with additional balls purchased throughout the year to replenish equipment.	4,984.46 spent on new equipment for PE lessons and playtimes to ensure activity £585 Get set 4 PE	enjoyed trying activities beyond football, helping to increase their enthusiasm for physical activity. Staff report feeling better prepared for PE lessons because equipment is well organised, easily accessible and regularly updated. Any missing or damaged equipment is replaced promptly by the PE Lead, ensuring lessons can run effectively. Teachers have responded positively to the Get Set 4 PE scheme, commenting that the engaging activities and clear lesson structure support high-quality teaching. Staff also value the flexibility to adapt activities to meet the varying needs of their classes. In addition, the scheme provides opportunities to appropriately challenge pupils while offering adaptations and support for children with SEND. The PE Lead continues to provide guidance and support for staff whenever needed, helping to maintain confidence	beyond football. Continue to organise sporting fixtures with other Mosaic schools to provide a wider range of competitive experiences for all pupils. Register for the local swimming gala to promote swimming and increase the percentage of pupils who can confidently swim 25 metres. Swimming lessons will continue for pupils in Years 4, 5 and 6, with an increased focus on developing a range of swimming strokes and ensuring more children achieve the 25-metre National Curriculum expectation. Continue to deliver intra-school house competitions throughout the year, while introducing additional events across a wider variety of sports rather than focusing primarily on football.
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	Our outdoor calm area continues to support pupils who prefer quieter activities at lunchtime, while Football-Free Family Fridays encourage children to explore a wider range of games. Greater use of the school field has also increased opportunities for physical activity. Year 5 and 6 pupils have been trained by the School Games Organiser (SGO) to support active play with Key Stage 1 children during lunchtime, helping to promote participation and develop leadership skills. The PE Lead has continued to oversee and provide training on the Get Set 4 PE scheme, ensuring staff can deliver engaging, enjoyable and effective lessons that support the aim of increasing pupils' participation in regular physical activity.		and consistency in PE delivery.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				33%
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 have continued to promote physical activity by enhancing the equipment available during breaktimes and lunchtimes, alongside offering a range of lunchtime clubs. These clubs have been well attended, and the introduction of a girls-only football club has helped encourage greater female participation in sport. Children have access to new class sports equipment for use during break and lunchtime, alongside the additional activities provided through Forever Sport clubs. The PE Lead has organised and entered pupils into a range of sporting events throughout the year, including boys' and girls' football tournaments and league matches, the Festival of Dance and dodgeball competitions, providing a variety of competitive opportunities. New playground equipment has been purchased for Key Stage 1 pupils to further support the	6003.00 £404 athlete	Staff have observed a noticeable increase in pupils' enthusiasm and engagement in sport and physical activity throughout the year. Football continues to be a popular activity during breaktimes and lunchtimes, with the addition of new, high-quality goals encouraging even greater participation. The girls-only football sessions have been particularly successful, and it has been encouraging to see an increase in mixed-gender football games developing naturally. Pupils continue to enjoy the Forever Sport lunchtime and after-school clubs. Participation has increased this year, with more children choosing to take part in the wide range of sporting activities on offer. Children have shared positive feedback about the new PE and playground equipment,	Some PE equipment is still not looked after as well as it could be, with items occasionally becoming damaged or going missing. Throughout this year, considerable effort has been made to help pupils understand the importance of respecting and caring for school equipment, and we hope to see continued improvements next year. Forever Sport will continue to deliver Key Stage 2 PPA, ensuring that pupils benefit from one PE lesson each week taught by specialist coaches. The PE curriculum for next year has been carefully planned so that all children experience a broad range of sports and physical activities while revisiting key core sports each year to develop and refine their skills. These core sports include football, basketball, tennis, athletics and cricket.

	development of fundamental movement skills and encourage active play. This includes moveable trim trails and outdoor building equipment. The PE Lead organised an intra-house football competition to promote healthy competition, teamwork and a positive sporting culture across the school. An inspirational athlete visited the school to motivate pupils and encourage them to enjoy being active while demonstrating the benefits of participating in sport. We remain committed to providing inclusive sporting opportunities for all pupils by funding specialist after-school clubs that are open to everyone. These clubs have been promoted more widely through ClassDojo to increase participation, and a yoga club has also been introduced. Alongside our whole-school Sports Day, we continue to provide a quieter, adapted Sports Day for pupils with SEND who may find the larger event overwhelming. This ensures all children can participate in a supportive and inclusive environment.		explaining that it has made playtimes and sporting activities more enjoyable. Forever Sport has also provided mentoring support for selected pupils, which has had a positive impact on their confidence, engagement and wellbeing. Year 6 pupils have spoken positively about this support, and staff have recognised noticeable improvements in both attitude and participation.	
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	This year, we successfully introduced a dedicated Sports Day for pupils who find it difficult to take part in the main whole-school event, ensuring every child can experience and enjoy sporting activities.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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 maintained. Checks through pupil voice and class assemblies to reshare the message.	We will continue to increase the number of sporting competitions available, ensuring that all pupils have equal opportunities to participate regardless of gender. This will include both inter-school and intra-school competitive events. The PE Lead has remained available to support staff with PE planning and lesson delivery, while ensuring that all equipment is suitable, well maintained and readily accessible. Staff surveys have been used to identify any missing resources so that	No funding required	Children continue to enjoy participating in a wide range of both internal and external sporting events. Sporting achievements are celebrated during Aim High assemblies, where school team successes and individual accomplishments are recognised to further promote a positive sporting culture across the school. Staff have grown in confidence when teaching a broader range of sports. They feel well supported in delivering PE lessons and know they can seek advice and	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. This is to ensure all PE is being taught correctly and in sequence. This will give opportunities for Staff Training as well. 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.

	replacements can be purchased promptly. The Inclusive Ally scheme has been introduced, with staff receiving guidance on what inclusion looks like in practice and how to nominate pupils for recognition through the scheme. Our gender representation initiative has continued throughout the year, with pupils being introduced to both male and female sporting role models before beginning each new unit of work. This approach helps to challenge gender stereotypes in sports such as football and gymnastics. Pupil voice has been gathered to evaluate the impact of this initiative, with feedback showing that it has been well received.		guidance from the PE Lead whenever required. Staff have developed a greater awareness of gender stereotypes in sport and understand the importance of challenging these when they arise, helping to promote an inclusive environment for all pupils. Pupil voice has shown that the gender representation slides help children see themselves reflected in different sports and encourage them to believe they can participate regardless of gender. Staff now have a clearer understanding of the progression of skills across year groups and are more confident in identifying and developing transferable skills throughout the PE curriculum.	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:
				6%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
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 upgraded to allow for more enjoyment of movement throughout the day especially during break and lunch when children have an opportunity to be physically active. Due to this we have added more equipment that children can use. 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 provided a broad range of sporting clubs through both school staff and external providers. These included: • Dodgeball • Dance • Basketball • Yoga • Nerf • Multi-sports • Fun Fit These clubs were carefully selected to provide a varied and inclusive offer that meets the interests and needs of all pupils. Sports Day continued to be a fully inclusive event, ensuring every child had the opportunity to participate. In addition, a separate adapted Sports Day was organised for pupils who may find the whole-school event overwhelming, allowing them to demonstrate their skills through a range of enjoyable activities in a supportive environment. Year 4 pupils will continue to receive swimming lessons,	Ping pong table £874 £200 on updating and upgrading sports day equipment	Our Key Stage 2 pupils have participated in a wide range of internal and external competitions throughout the year, with many positive experiences, achievements and successes. Children have enjoyed taking part in the variety of internal clubs provided by Forever Sport, as well as the additional lunchtime activities available. The girls-only lunchtime club has been particularly popular and has encouraged increased participation from girls in sport. Pupils have benefited from the external clubs and events delivered by Forever Sport, helping to increase their involvement in physical activity and develop their sporting skills. The impact of these opportunities has been seen during PE lessons, where children have shared and applied skills and knowledge gained from their clubs. Some pupils have achieved their 25-metre swimming badge this	We will continue to provide our quiet Sports Day and adapted Sports Day opportunities, ensuring that all pupils are able to take part in sporting activities in a way that feels appropriate and comfortable for them. We will maintain our partnership with Forever Sport to continue offering a wide range of sporting opportunities for pupils. Specialist coaches will continue to deliver core sports across the year groups they work with, ensuring children develop key skills and techniques through high-quality coaching. We aim to further develop pupils' understanding of the connection between physical activity, sport and emotional wellbeing. This will be promoted through class discussions, assemblies and whole-school messages to help children recognise the positive impact that being active can have on their

	providing additional opportunities to develop their swimming ability and increase the number of children who achieve the expected swimming standard by the end of Year 6. Through the combination of weekly Forever Sport sessions and teacher-led PE lessons, pupils experience more than ten different sports across the year. This enables them to develop and apply transferable skills, such as throwing, catching and movement, across a variety of sporting activities and contexts.		year. We anticipate that this number will continue to increase over the coming years as the Year 4 swimming provision becomes further embedded and supports pupils in developing their swimming confidence and ability. Feedback shared by parents through ClassDojo highlighted the success of our Sports Day event and how much pupils and families enjoyed the experience. One parent commented: "This was the best organised sports day I have been to. It was obvious a lot of planning went into the day."	mental health and wellbeing.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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	Both boys' and girls' football teams participated in competitive league fixtures, taking part in matches both within school and against other schools. Additional opportunities for girls' football were promoted through tournaments organised by the GFA and Yate Academy, helping to increase participation and encourage greater engagement in the sport. Year 5 and Year 6 pupils took part in a dodgeball competition, providing further opportunities to experience competitive sport and represent the school. Sports Day provided an inclusive opportunity for all pupils to participate in competitive activities, while promoting teamwork, resilience and positive sporting attitudes. A focus on sportsmanship was	£250 South Glos Subscription	External competitions have increased pupils' awareness of a wider range of sports, including the rules and skills needed to participate effectively. These experiences have encouraged children to continue playing these sports within school and motivated them to practise and develop their skills in preparation for future competitions, with a strong focus on teamwork. Participation in competitions has helped children develop resilience, including learning how to respond positively to challenges, setbacks and successes. The PE Lead has continued to build links with local schools, creating stronger networks and developing opportunities for future fixtures and sporting events.	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

celebrate and promote that competitive spirit. To celebrate children's achievements in and out of school when participating in competitive sport	embedded throughout competitions, encouraging pupils to compete fairly, support one another and celebrate success. The additional Lodge Sports Day event provided an alternative competitive experience for pupils who may find the larger Sports Day environment challenging, allowing them to take part in a supportive setting. Intra school football competition organised to promote competitiveness at school		Celebrating pupils' sporting achievements has helped children feel recognised and valued, while also allowing them to act as positive sporting role models for their peers. This has encouraged others to feel inspired and motivated to participate in sport. Feedback from SEND parents and teaching assistants highlighted how pleased they were that their children were able to actively participate in sporting activities, rather than previously watching from the sidelines. The additional Lodge Sports Day provided a lower-pressure competitive environment, allowing pupils to enjoy competition at a level that suited them and experience the enjoyment of taking part.	
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Signed off by	
Head Teacher:	
Date:	08.09.26
Subject Leader:	Jacob Summerill

Date:	08.09.26
Governor:	Claire Hayward
Date:	08.09.26