The Primary PE and sport premium

Planning, reporting and evaluating website tool

Marlbrook Primary School
2024/25
Evaluation &
Planned Expenditure of the
PE and Sport Premium Report

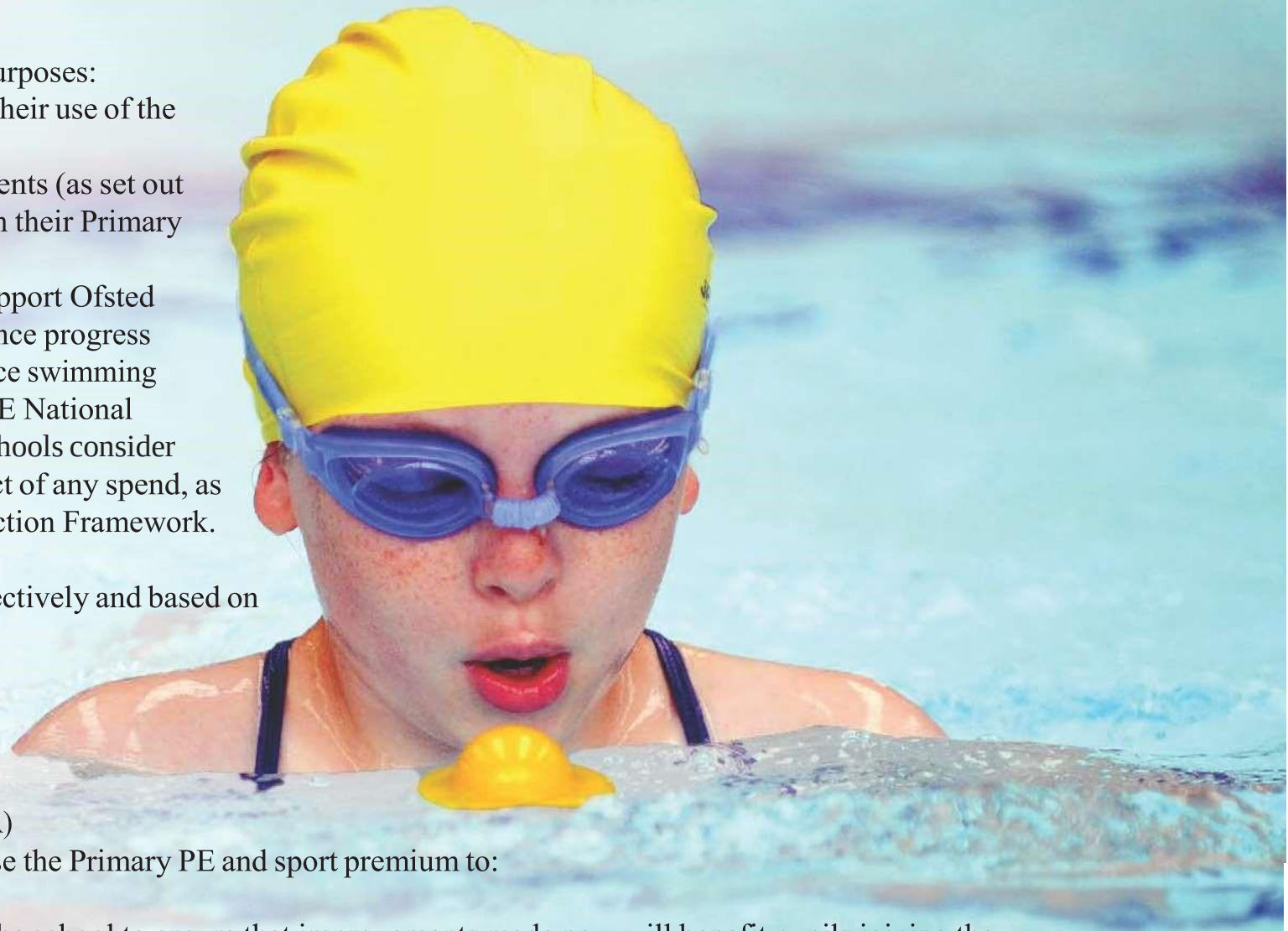
Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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.

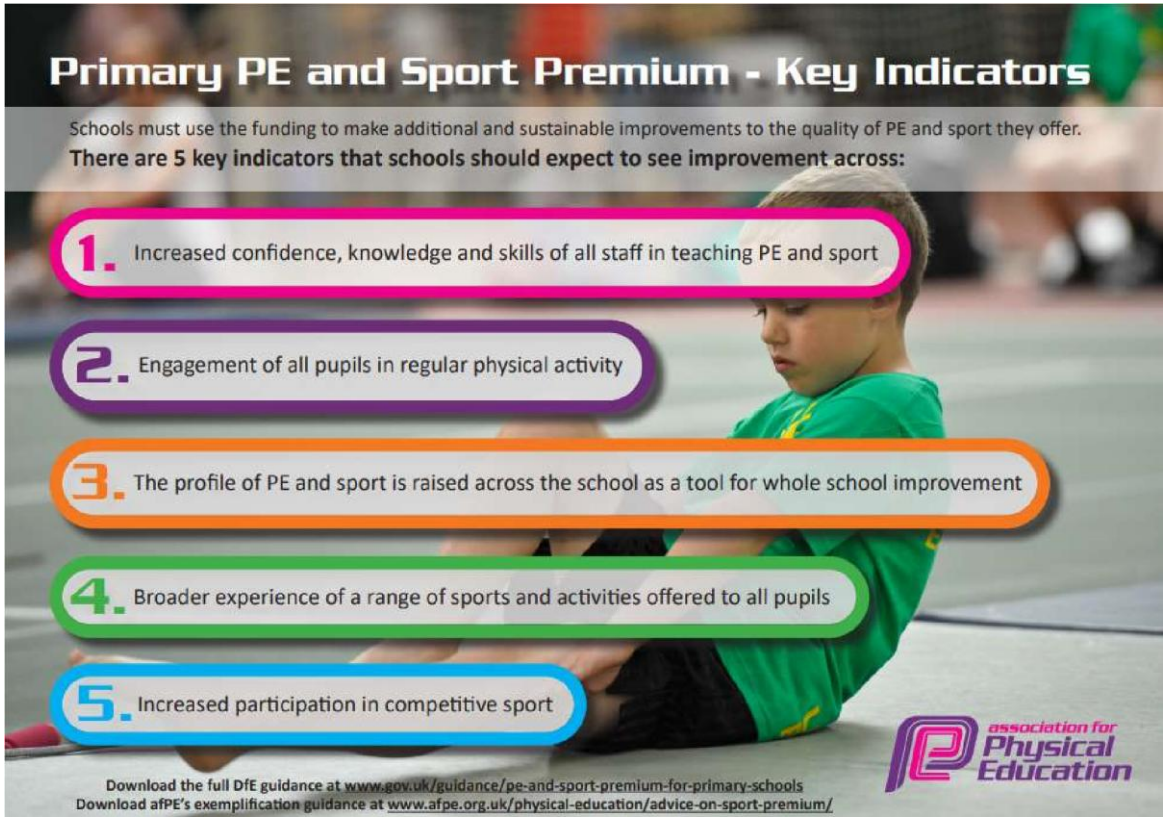
The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated Primary PE and sport premium guidance.

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.


Primary PE and Sport Premium - Key Indicators
Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.
There are 5 key indicators that schools should expect to see improvement across:
1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport
Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/
association for Physical Education

Created by:

Review of last year's spend and key achievements (2023/2024)

Activity/Action	Impact	Comments
1. Well taught lessons through the use of the Power of PE planning. 2. Equipment in school is kept in the PE shed however is not always put back safely and tidily. Some equipment is being left in classrooms, some equipment is missing and/or damaged. 3. As a school the children are keen footballers who enjoy playing with their peers at lunchtime. However, this could sometimes result in conflict and issues with behaviour. 4. Lunchtime sport/activities need to be revised in order to give pupils more direction towards their play and support their social and emotional needs. 5. Spare kit boxes introduced to each area for children who have forgotten their kit. 6. Increase the sporting fixtures, focusing on football this year. 7. Increase opportunities for all children to participate in a range of sports. Many pupils do not have access to sporting opportunities outside of school. 8. Use Scholarpack to help keep a record of swimming data and analyse trends over time.	1. Teachers are confident with following the Power of PE planning and/or using their own expertise to plan their own lessons. 2. Teachers are finding it hard to find the right equipment for their lessons. 3. A lack of activities means that some children are unsure on what to play and who to play with. 4. Children are getting exercise and having fun at lunchtimes, however there can sometimes be upset (for example, amongst less able children, who feel left out of games, resulting in conflict). 5. Some children were unable to participate safely or all in some lessons. 6. Lack of PE kits in school has improved in some year groups since the spare kit was introduced. 7. Year 5/6 enjoyed their structured football tournaments, this needs to be reflected throughout the school. 8. Some fixtures for sports such as rounders were put in place across our collaboration, the children loved these. 9. Scholarpack could not be used, excel sheets have been created to be put in place this year.	1. Ongoing use of The Power of PE planning, ensure new staff/student teachers are confident to use it – Quidditch CPD to be completed in September. 2. Check equipment and restock/update anything that will benefit the teaching of PE 3. Work with Student Voice to think about how we can implement more sporting activities into break and lunchtime. 4. CPD for TA's/lunchtime staff for implementing more activities and think about a way of making sure it is utilized. 5. Ongoing focus on bringing kit to school across the whole school. 6. Increase the sporting fixtures – utilising our collaboration. 7. Increase opportunities for all children to participate in a range of sports – sporting days i.e. quidditch day, national fitness day. 8. Keep a record of swimming levels using the new excel sheets. 9. Think about ways in which we can encourage the children/parents to

		partake in more swimming outside of school.

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

CPD – Refresh the Power of PE and Quidditch.	New staff, ECTs, student teachers and staff who want extra support.	1. Increase confidence, knowledge and skills of all staff in teaching PE and sport.	Teachers are more confident to teach PE, undertake a range of sporting activities (i.e. clubs). To improve percentage of pupil's attainment in PE. Check in on new staff regularly to ensure sustainability.	Free
CDP for teachers/Teaching Assistants	Primary Generalist teachers, ECTs and pupils.	1. Increase confidence, knowledge and skills of all staff in teaching PE and sport. 4. Broader experience of a range of sports and activities to all pupils.	Teachers are more confident to teach PE, and undertake a range of sporting activities (i.e. clubs). To improve percentage of pupil's attainment in PE. TA's to be able to support lunchtime play better and give the children more sporting opportunities within the school day.	£1000.
Check equipment and restock/update anything that will benefit the teaching of PE	PE Lead, Caretakers, Teachers using equipment in lessons, afterschool club supervisors.	1. Increase confidence, knowledge and skills of all staff in teaching PE and sport. 3. The profile of PE and sport and actives offered to all pupils.	Start of the year (September) check/tidy the PE shed and audit the equipment. Order anything needed (i.e. new quidditch post, footballs). Regularly check the equipment is safe (i.e. netball posts). Improve the quality of lesson and safety of the pupils.	£5500 – fix netball posts, order equipment (footballs, posts etc)

Football at lunchtime.	Lunchtime supervisors/TAs, student voice, sports leaders. Pupils as they take part.	2. Engagement of all pupils in regular physical activity. 5. Increased participation in competitive sport.	Student voice to discuss the suitability of football at lunchtime and come up with a plan to encourage fair games. Sports leaders to take an active role in leading/facilitating matches. Staff to ref/manage games. Children are happy, share good morale and enjoy partaking in extra sport in their spare time.	£600 – new soft balls, football posts, pop up goals for KS1 playground.
Lunchtime sport/activities	Lunchtime supervisors/TAs, student voice, sports leaders. Pupils as they take part.	2. Engagement of all pupils in regular physical activity. 5. Increased participation in competitive sport.	Student voice to discuss playtime activities, come up with equipment they would like on the playground. Sports leaders to take an active role in leading/facilitating games. Staff to re/manage games. Children are happy, good morale, enjoying extra sport/activities in their spare time.	£800 – new equipment, skipping ropes etc.
Lack of PE kits in school.	PE lead, staff.	2. Encouragement of all pupils in regular physical activity. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement. 5. Increase participation in competitive sport.	PE lead to ensure the spare kit boxes are in good condition and order new clothes where needed. Teachers to put PE days on their termly letters. Teachers to come up with an intrinsic way to encourage children	£500 – spare kit, trainers etc

			to bring in their kits suits (e.g. 2 dojos to everyone that brings their kit).	

Increase the sporting fixtures.	PE lead, Minibus drivers, Staff, Pupils.	2. Encouragement of all pupils in regular physical activity. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement. 5. Increase participation in competitive sport.	Higher morale from the children, a buzz around school. Increases the profile of sport. A sense of achievement from both pupils and staff. Contact a range of local schools to try and organise fixtures. Meet with collaboration schools to organise fixtures. Compete Hereford FA tournaments for both boys and girls. Marlbrook to host football tournaments for Years 3/4 and 5/6 for schools in our collaboration. Create a year overview with the schools in the collaboration for different fixtures.	£2000 – buses, new kits, trophies for Marlbrook Tournament, referees etc.
Increase opportunities for all children to participate in a range of sports.	Extended school manager, PE lead, Staff who lead clubs, Pupils.	2. Encouragement of all pupils in regular physical activity. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement. 5. Increase participation in competitive sport.	Outside agencies coming in, i.e. Laura Gale dance, Quidditch event host another football day. Increases interest in sport, gives a range of opportunities for different sports that some children might excel in. CPD for staff. Year 6 celebratory inflatables day (inflatable assault courses, lazer tag and inflatable wrestling).	£7500 – outside agencies etc

Keep a record of the swimming data using the premade excel sheets.	Assessment Lead, PE Lead, Teachers who take classes swimming	1. Increase confidence, knowledge and skills of all staff in teaching PE and sport. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	Year 4 teachers to take results from last year to help Halo staff group the children. Year 3 and 4 to input the data after their swimming is complete.	Free
Think about ways in which we can encourage the children/parents to do more swimming.	PE Lead and swimming provider Halo.	1. Increase confidence, knowledge and skills of all staff in teaching PE and sport. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	PE lead to meet with Halo to discuss ways we could help increase the number of children who can swim within our school. Look into advertising outside of school lessons or swimming events that might be taking place.	Free for now.
Enhance the quality of sporting activities and opportunities offered in wrap-around care.	Kids Club Staff, Extended Schools Lead and Kids Club attendees.	1.Increase confidence, knowledge and skills of all staff in teaching PE and sport. 4. Broader experience of a range of sports and activities to all pupils.	The high number of pupils who attend our breakfast and Kids club provisions will have access to high-quality resources and sporting games to promote exercise, sports skills and well-being outside of statutory school hours.	£3300

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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	46%	We provide an intensive course to our Year 3 and 4 classes, this includes hour long lessons every day for two weeks (four weeks in total through their time in school). Our data is low

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	30%	due to the lack of lessons and to the fact that within our catchment area there are minimal children that go to swimming lessons outside of school. For many of our children, the four weeks they get at our school are their only opportunity to learn to swim. Ideally it would be more beneficial for our children to start these lessons from a younger age (Year 2) and carry them on into Year 6. Therefore, giving them more chances to succeed and to learn to be safe in water.
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	At Hereford Leisure Pool there are trained instructors that lead

Key achievements 2024-2025

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.

Activity/Action	Impact	Comments
1. To continue to develop improvements in teachers' knowledge and confidence to teach P.E. and sport across the school (using the Power of PE planning) and adapt lessons to meet the needs of all learners. 2. CPD - All staff will develop their skills and their confidence to deliver high quality PE, sports and playtime activities through observing and supporting lessons delivered by expert practitioners. 3. Pupils are enthused to participate in different sports at break times and lunchtimes and after-school and do so happily alongside their peers. Instances of conflicts at lunchtime are reduced as Tas are trained and supported to ref matches and monitor pupil behaviour on football days. 4. Increase the number of sporting fixtures offered to all pupils in school. 5. To continue to develop strategies to engage less-active pupils. 6. To ensure enhance the quality of sporting activities opportunities offered in wrap-around care.	1. Teachers use the Power of PE planning consistently across year groups and classes; teachers also utilize the planning documents to adapt lessons accordingly. 2. Teachers have observed expert practitioners deliver our PE curriculum (Dance Coach), enabling them to implement high-quality approaches and strategies into their own practice. A cricket coach and Quidditch coach also visited and were both huge hits. 3. The introduction of non-football days does not appear to have had a significant impact on lunchtime behaviour or disagreements between pupils. However, a playtime games day (where teachers taught pupils different playground games) was a big hit amongst the children. Lunchtime staff are better equipped at how to manage more competitive play. 4. Sporting fixtures continued within the Trust and externally (e.g. Hereford FA), promoting a shared enthusiasm for competitive sport and team spirit. 5. New resources have been purchased, and these are lasting longer (due to sports leaders caring for the break/lunchtime equipment and ensuring these are boxed away and stored properly).	1. Whilst staff like the structure and consistency the Power of PE planning offers, some teachers have stated they find the planning documents tricky to visualize in practice, others state that assessment criteria is not sufficient/clear enough. 2. Staff have been provided with opportunities to observe experts, and have reflected on the value of this. Pupils have benefitted from expert coaching across a variety of different sports. 3. 3/5: At breaktimes and lunchtimes pupils do engage in a range of sports, regardless of level/ability – importantly, a variety of sports take place from more competitive football games to balancing and assault course style games. The PE games day was a big hit amongst the pupils. HT and PE lead to review new football rules regarding football/non-football days. 4/5: Sporting fixtures were offered to all pupils (e.g. PP, EHCP, as well as mixed tournaments involving teams of both girls and boys). 6 – The majority of Kids Club attendees engage happily in physical activity in every

		session. We need to now look at the purchasing of new equipment to offer safe and engaging games in the Winter months (when it is dark outside) with limited space indoors.

Signed off by:

Head Teacher:	Miss Claire Smethurst
Subject Leader or the individual responsible for the Primary PE and sport premium:	Lucy Cuss, Class Teacher and PE Lead
Governor:	Joy Carroll (Curriculum Governor)
Date:	July 2025