



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



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 each academic year.**

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.

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

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> • On-going review of PE Curriculum • OPAL is an integral part of our break and lunchtime provision • There are before and after school sports activity clubs. • All year groups from Nursery – Year 6 have weekly PE Lessons focused on the development of their physical education. • 100% of pupils take part in PE lessons • Promote physical outdoor learning in the EYFS through Forest School and outdoor play • Year 4 take part in an intensive week’s swimming lessons • We work with external sports providers for sport enrichment • Annual Bikeability to encourage pupils to cycle to school. • After school activity clubs include gardening Club, Poon Dojo, Dance as well as a variety of sports clubs • Development of Physical Education is a key feature of the school’s personalised Relationship and Health Education curriculum (RHE). • Additional Swimming opportunities for pupils in years 5 and 6 who are unable to swim • Attendance at local competitions and team events. 	<p>There is a variety of opportunities for sporting activities to be undertaken either through sports clubs or more indirectly through dance. Pupils in receipt of pupil premium funding are allocated at least 2 clubs.</p> <p>Through the opportunities provided, coupled with the broad RHE curriculum, sports is popular at OLOL support pupil’s positive attitude to health and well-being.</p> <p>Being an OPAL school means that playtimes are active for all pupils from Tree climbing, den making and using the whole of the school playground rather than having a traditional KS1 and KS2 playground.</p> <p>All of the above activities support physical and mental wellbeing as pupils are active throughout the school day.</p>	<p>100% of our PE Lesson are good or better. Pupil Voice tells us that pupils value their OPAL play and the opportunities afforded to them through the variety of clubs on offer.</p> <p>There is a positive attitude towards exercise.</p>

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
<p>To support the PE Leader to embed the PE Curriculum that has been personalised for the pupils at OLOL. Ensure staff are supported through CPD.</p> <p>To ensure sufficient PE resources are available for all areas of the PE Curriculum.</p> <p>To liaise with Eton manor Rugby Club about introducing Rugby as part of the PE Curriculum.</p> <p>To liaise with the OPAL Leader to ensure that physical activity remains a school priority.</p> <p>Ensure links with RHE and Science Curriculum are further developed so that Physical Activity is promoted for all year groups.</p> <p>Through PE, RHE and Science, pupils learn the benefit of regular physical activity on their mental and physical health.</p> <p>Increase participation in competitive sports.</p>	<p>PE Leader, Phase Leaders and SLT.</p> <p>Pay staff to run competitions and increase pupil's participation in sporting events so that sports teams are established.</p> <p>Pay for school to be part of the Redbridge Sports network so OLOL can access the competitions.</p>	<p>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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Curriculum to continue to be validated internally through diagnostic Deep Dives and with Impetus Education.</p> <p>Ensure that there is an even gender divide in terms of participation.</p> <p>Ensure that the Admin Team continue to monitor attendance at sports clubs by vulnerable pupils.</p> <p>PE is developed in line with all foundation subjects.</p> <p>PE resources are available for all parts of the PE curriculum.</p> <p>Positive feedback from pupil voice and staff who have been supported.</p>	<p>£7110.00</p>

<p>Ensure that Sport continues to be fully inclusive including attending sporting events, access to clubs as well as during lessons.</p>	<p>PE Leader, Phase Leaders and SLT:</p> <ol style="list-style-type: none"> 1. Subject Leader development in line with all foundation subjects 2. OPAL playtimes work alongside the PE Curriculum Intent 3. Play Assemblies at least 3 times per year 4. Challenging play structure and climbing wall installed – staff have received relevant CPD 5. Charity events linked to physical activity i.e. Jolly Jog and Water Walk 6. Explore the viability of the daily mile at least twice a week for KS1 and KS2 	<p>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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>More pupils will have the opportunity to take part in competitive events, try different sports and work with specialist PE Coaches.</p> <p>Sport and physical activity is a priority at Our Lady of Lourdes RC Primary School. Pupils and Staff feedback is positive.</p>	
<p>PE Leader to attend cluster meetings through Impetus Education and / or SPG (local schools cluster).</p> <p>Continue to offer internal and external coaching as well as team teaching opportunities for staff with a focus on our ECT's.</p> <p>Continue to develop progression of skills and layered curriculum alongside a school personalised Scheme of Work. Ensure CPD to support implementation.</p>	<p>Teachers, PE Leader, Phase Leaders and SLT.</p> <p>Evaluate ideas and initiatives through Impetus Education, cluster meetings and Diagnostic Deep Dives.</p> <p>PE Leader to attend Cluster Meetings through Impetus Education.</p>	<p>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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Coaching and Pupil Voice has been very positive.</p> <p>Staff and parent feedback.</p>	

<p>To continue to liaise with sport provider to ensure a range of sports clubs are offered before and after school.</p> <p>To work with local providers to ensure that we are able to access sporting events and pupils can try new sports.</p> <p>Curriculum is currently being revised to ensure a wide range of skills are taught sequentially.</p> <p>Continue to monitor club attendance and review boys/ girls attending alongside vulnerable groups.</p> <p>Continue to use the RHE and PE curriculum to promote sport activity and its positive links with physical and mental health and wellbeing.</p>	<p>Teachers, PE Leader, Phase Leaders and SLT.</p> <p>Staffing arrangements mean that there is more capacity to attend sporting events. PE lead to ensure we attend more events particularly ones that offer the opportunity to try new sports.</p> <p>Ensure inclusion for all pupils so everyone has the opportunity to 'shine'.</p> <p>Any sports clubs places to be filled by Inclusion and PE Leader.</p>	<p>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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>The curriculum continues to support pupils to master skills within the PE Curriculum. Pupils will benefit from participating in inter and local as well as possible national sporting competitions/ events.</p> <p>Through attending cluster meetings and internal CPD the PE Leaders will further understand the skills needed for effective sports leadership.</p>	
--	--	--	---	--

Key achievements 2024-2025

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> • There are 15 before and after school sports activity clubs. • In addition to this there are three different types of afterschool dance clubs offered alongside Poon Dojo (form of martial art). • Poon Dojo is also offered on a rota basis as a PE enrichment for Years 2,3 and 4, • All year groups from Nursery – Year 6 have weekly PE Lessons focused on the development of their physical education. • 100% of pupils take part in PE lessons • Year 4 take part in an intensive week’s swimming lessons and pupils from Years 5 and 6 who are not yet confident swimmers also join to ensure they have this additional opportunity to develop this life skill. • We work with external sports providers for sport enrichment such as additional cricket run by ECC (Y3 and Y5) and Rugby sessions run by Eton Manor Rugby Club. • Annual Bikeability to encourage pupils to cycle to school. • Promote physical outdoor learning through Gardening Club and Forest School. • Development of Physical Education is a key feature of the school’s personalised RHE curriculum. <p>OLOL is a school street which has encourage people to walk or park further away and then walk a distance that would otherwise have not been undertaken.</p>	<p>There is a variety of opportunities for sporting activities to be undertaken either through sports clubs or more indirectly through dance. In 2024/25 the number of children attending one or more before and after school sporting activities was: 236. Pupils in receipt of pupil premium funding are allocated at least 2 clubs.</p> <p>Through the opportunities provided, coupled with the broad RHE curriculum sports is popular at OLOL support pupil’s positive attitude to health and well-being.</p> <p>Being a school street has led to an increase in pupils who cycle and scooter to school and our bike and scooter storage areas are usually very full.</p> <p>School invested in the training of its own Forest School teacher as we believe in the benefits of outdoor physical development. All pupils in Nursery and reception benefit from Forest School.</p> <p>Being an OPAL school means that playtimes are active for all pupils from Tree climbing, den making and using the whole of the school playground rather than having a traditional KS1 and KS2 playground. All of the above activities support physical and mental wellbeing as pupils are active throughout the school day.</p>	<p>100% of our PE Lesson are good or better. Pupil Voice tells us that pupils value their OPAL play and the opportunities afforded to them through the variety of clubs on offer. There is a positive attitude towards exercise and pupils will openly discuss their mental wellbeing with a Year One pupil telling a Governor that ‘Forest School helped them feel better when they were in Reception’.</p>

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	89%	We undertake a Y5 and Y6 Swimming survey annually. We ensure catch up opportunities for pupils who are still unable to swim/ not water confident in years 4 and 6.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83%	Our main curriculum offer for swimming is in year 4. Pupils walk to Forest School and have excellent swimming coaching in ability groups. IT is the smaller ability groups that benefit our pupils.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	81%	This cohort seem to be less confident swimmers post COVID. Many parents have returned to work and whilst they utilize our clubs after school they do not take their children to regular swimming lessons. This is something the SLT will keep under review.
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?	NA – we use an external provider.	

Signed off by:

Head Teacher:	Ruth Boon
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>David Fitzgerald</i>
Governor:	<i>Maureen Okoye (Curriculum Governor)</i>
Date:	July 2025