

Evidencing the Impact of Primary PE and Sport Premium -Guidance & Template-

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

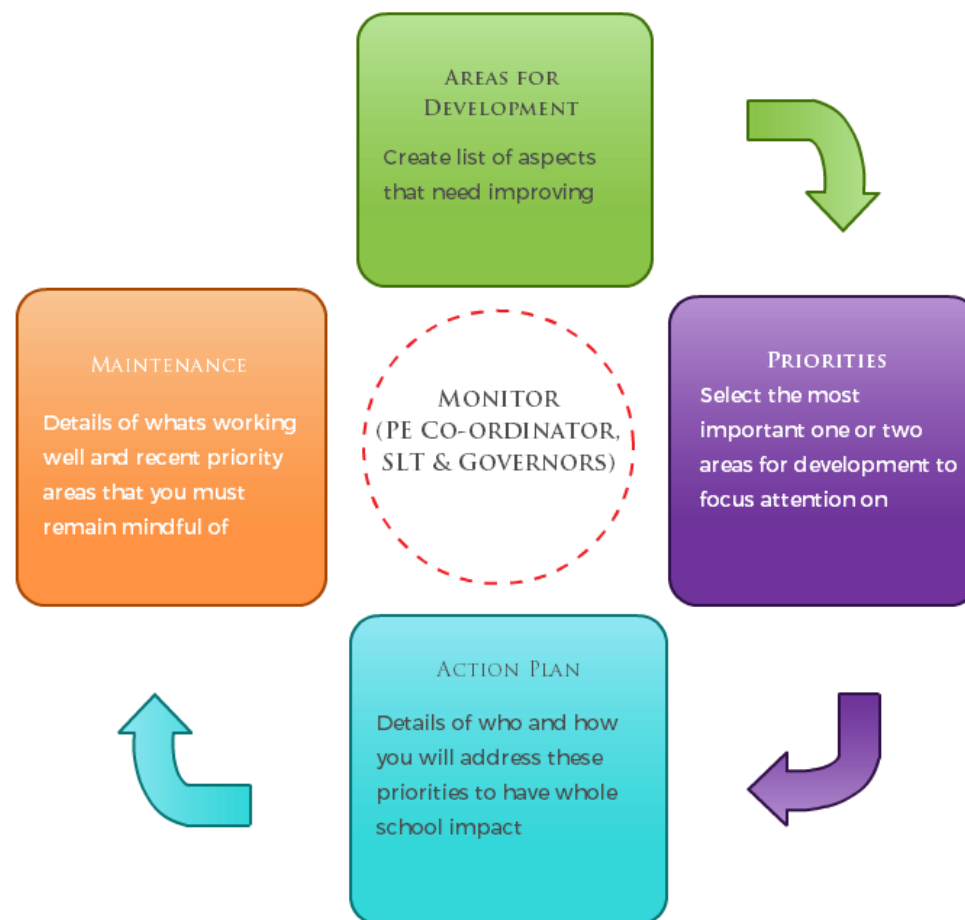
Schools must include the following:

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:



OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.

HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Guidance on the primary PE and sport premium can be found at [gov.uk](https://www.gov.uk).
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: Shoreham Village School

Academic: 2025-26

In previous years, have you completed a self-review of PE, physical activity and school sport?	Yes
Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend?	Yes
Is PE, physical activity and sport, reflective of your school development plan?	Yes
Are your PE and sport premium spend and priorities included on your school website?	Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	100%
• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	100 %
• What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100 %

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?	Yes
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SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2024/2025

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles Pupils will have increased stamina and fitness and are able to keep going for	More playground equipment purchased in consultation with the pupil leadership team and all classes for active playtimes eg: swingball, scooters, table-tennis equipment etc all purchased and utilised well. OAA equipment – all the orienteering markers are now in place and have been used by classes very successfully.	Continuing consulting with pupils regarding what they would like and refresh equipment once/twice a year. OAA equipment – need to investigate other equipment that is needed to support learning of OAA and purchase or acquire as necessary.

longer in physical activity activities. Pupils will be able to create simple, healthy snacks and meals	Introduce Active Maths – but was quite heavy on requiring resources to be prepared and needed a lot of preparation. Some activities were good, but more success and active with BBC Supermovers for maths. Use playground dividers to facilitate further range of activities at break /lunch – successful in separating a football area and a scooter area in particular. Also used well for large scale construction and den building. Provided healthy eating food preparation lessons for all pupils. Pupil leaders trained to plan and run lunchtime activities for all pupils; equipment purchased to facilitate this. One whole school ‘healthy walk’ up The Down’s of a longer distance and varied terrain. Whole school wellbeing programme has had continued positive impact on mental health and overall wellbeing.	Not renewing subscription for Active Maths, instead trialling use of 5-a –day fitness and have subscribed to this instead. Continue to use the dividers to separate the playground into zones especially for football and scooters. Re-introduce the Daily Mile.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement. Pupils will demonstrate and 'live' the school values through their involvement in PE / Sport and will transfer skills into all areas of school life.	Through pupil questionnaires we have developed ways to learn from pupil voice and consider any actions appropriate. Also through the pupil leadership team and feedback and discussions in classes. The views of parents / carers on PE have been taken into account through a questionnaire to parents. We have reviewed our letters regarding PE events as a result. The PE shed has been tidied and sorted several times through the year. A record of what is in there has been made and where to find it. (The shelves still need labelling.) Pupils are keen and enthusiastic to take part in PE. Through the questionnaires and pupil interviews the feedback regarding PE has been very positive. Pupils are keen to represent the school and earn their PE badges.	Continue to develop ways to learn from pupil voice and consider any actions appropriate. Continue to seek views of parents / carers on PE and consider any actions appropriate. PE monitors will be in charge of the shed and ensuring everything is stored correctly and is easily accessible. PE shed – shelves need labelling and a light / lights being installed in the shed. Produce a once a long-term sport specific newsletter highlighting events that have taken

Sport specific publication created to celebrate achievement and participation. Award system to acknowledge endeavour and participation in sport. Wall of achievement for pupils taking part in both in school and out of school sporting events.	Celebration of our 'Platinum' Sports Mark Award celebrated in Newsletter and social media. Sport and PE events are highlighted in both celebration assembly and in the fortnightly newsletter. PE display board celebrates pathways to sport and also sports that our pupils participate in out of school. There is an increased enthusiasm to take part in school events and represent the school. Pupils are recognised by other pupils and staff when they have represented the school, whether winners or not, everyone in the school knows who took part and put in the effort. Behaviour for learning in PE continues to be exemplary. Pupils and staff refer to the school values in PE lessons. Levels in engagement in PE continue to be exceptionally high and this positive ethos transfers across the curriculum. Award system running well with pupils earning, bronze, silver, gold badges for representing the school at sport.	place that term, pupils who have achieved badges etc. Investigate launching table tennis more so the outdoor table is used more at playtimes.
3. increased confidence, knowledge and skills of all staff in teaching PE and sport Teaching and learning in PE will improve and pupils will all make good progress in all areas of the PE curriculum. Staff confidence will increase.	Sport and athletics coaching provided by our external providers is excellent. Pupils skills have improved and pupils make good progress in all areas of PE. Pupils compete on an equal par now at sports events against much larger schools very successfully, often achieving extremely well in new sports such as Triathlon. Staff continue to work alongside the external expert staff in PE lessons run by Sport4All, giving ongoing CPD and training across a range of sports. Staff confidence and skill levels have increased further since the purchase of Val Sabins schemes for Dance and gymnastics for KS1 and KS2.	Provide staff training to upskill staff in gymnastics is still to be done. Continue to provide and build on CPD for teaching staff with training in OAA both from the member of staff who has been trained and through use of the OAA folder. Deliver staff training on the three pillars of PE and monitor impact.

Provide staff training to upskill staff in gymnastics. Provide staff training in OAA.	CPD for support staff on developing playground games has had a positive impact on their confidence and skill levels. Teaching staff CPD on progression of movement skills has increased staff awareness of pupil levels, prior learning and 'what comes next'. CPD for one member of staff on OAA. A member of staff has attended and been trained in OAA and has run an introductory session with each class alongside the teacher, providing CPD to the teachers. Val Sabins Outdoor Adventurous Activities Folder has been purchased and now needs introducing to staff and planning to be used.	
4. broader experience of a range of sports and activities offered to all pupils 100% of pupils are able to participate in at least 10 sports at an age-expected level and 80% will participate in 13 sports at an age-expected level. Continue to offer a wide a varied range of clubs looking in order to offer a range of activities and develop pathways.	Through careful planning of the curriculum and linking this with the sports events and the extra -curricular activities offered by the school pupils have been given the opportunity to take part in 10-13 sports at an age expected level. All pupils in Years 3-6 had represented the school at sporting events by July 2025 and some Year 1's and 2's, giving them the opportunities to participate in larger environments and to further develop their skills. More clubs have been offered to pupils and we are now developing a rota system with the clubs a bit more, so they can do it for 12 weeks and then a new club. Pupils are keen and excited to go out and take part in masterclasses and competitive and non-competitive sports events, we are always able to form a team. Four pupils participated in the RYA Level 1 sailing course. Orienteering map and markers purchased for playground and field. Scooter training provided for Years 1-3.	Continue to offer a wide a varied range of clubs looking at using the 10-12 week rotation model in order to offer a wider range of activities and develop pathways. Audit the current PE equipment and order class sets of some equipment so we are able to cover the range of activities in our plan. Liaise with a secondary school to use their gym for at least one gymnastic session for Yrs 1-6. (still to be achieved) Increase and improve the provision of OAA, including using the orienteering markers. Discuss with pupils which sports they would like to learn eg: parkour, fencing etc. Focus PE learning on developing skills and knowledge in a limited number of sports

		rather than exposure to many with lower levels of skills /knowledge developed.
5. increased participation in competitive sport Pupils will have increased self-esteem and pride and will develop higher level skills which will be transferred to other sports. Pupils will be motivated to play sport, improve personal performance and represent the school.	Prior to every event we have taken part in the pupils in a team have had specific training for the event with a coach. Pupils wear the appropriate school team kits with pride, including the new swimming hats with school logo and a new football stip. A member of staff attends the majority of events or a parent / carer with expertise in that sport will support. Pupils have been much more confident going into events. They have a clearer understanding of the rules and tactics of a sport before taking part. With a member of staff attending each event the pupils benefit from positive feedback and support immediately, and then it is easily transferable into day to day school life. The Dare to Believe event allows allowed pupils who have not attended or represented the school before to take part in sporting events with other schools in a non-competitive, non-threatening environment. Previous non-participants have noticeably raised self-esteem. All participants have demonstrated strong sense of pride in their varied achievements in competitive sport. Dance costumes purchased to enable pupils to participate with pride in two external dance shows at a professional theatre.	We plan to continue the event specific training to take place as it has proved to be so beneficial and it will be different groups of children accessing it each time. We will continue to look into how transport can be successfully provided to get to and from events. Some Team kits need renewing in order to continue to allow the pupils to take pride A continued aim for the school would be the ability to send two teams (A/B) to the bigger events. Any competition within lessons is always carefully considered so that it is purposeful.

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2025 - 2026		Total fund allocated: £16630					
A	B	C	D	E	F	G	H

PE and Sport Premium Key Outcome Indicator	School Focus/ planned <i>Impact on pupils</i>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Pupils will have increased stamina and fitness and will be able to create simple, healthy snacks and meals which will develop lifelong health awareness.	More playground equipment needed to provide active playtimes eg: stilts, scooters, pogo sticks, table-tennis equipment etc. Climbing frame in Spellers Wood	£2500 £3000 Total: £5500				
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Pupils will demonstrate and 'live' the school values through their involvement in PE / Sport and will transfer	Develop ways to learn from pupil voice and consider any actions appropriate.	£500				

	skills into all areas of school life.	Seek views of parents / carers on PE and consider any actions appropriate.	£500				
		Use participation in PE as an exemplar for other subjects eg music.	£500				
		PE shed – shelves need labelling and new equipment storing appropriately in bags / containers.	£500				
		Further storage	£2000				
		New staff PE Kit	£500				
			Total: £4500				

3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Teaching and learning in PE will improve and pupils will all make good progress in all areas of the PE curriculum. Staff confidence will increase.	Provide staff training to upskill staff in gymnastics.	£500				
		Provide teaching staff with training in OAA.	£500				
		Purchase OAA resources	£800				
		Deliver staff training on the three pillars of PE and monitor impact.	£500				
			Total: £1500				
4. broader experience of a range of sports and activities offered to all pupils	100% of pupils are able to participate in at least 10 sports at an age-expected level and 80% will	Continue to offer a wide a varied range of clubs and develop pathways.	£750				
			£1000				

	participate in 13 sports at an age-expected level.	Audit the current PE equipment and order class sets of some equipment so we are able to cover the range of activities in our plan. Liaise with a secondary school to use their gym for at least one gymnastic session for Yrs 1-6. (still to be achieved) Discuss with pupils which sports they would like to learn eg: parkour, fencing etc. Focus PE learning on	£250 £250					
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		developing skills and knowledge in a limited number of sports rather than exposure to many with lower levels of skills /knowledge developed.	Total: £2250				
5. increased participation in competitive sport	Pupils will have increased self-esteem and pride and will develop higher level skills which will be transferred to other sports. Pupils will be motivated to play sport, improve personal performance and represent the school.	We plan to continue the event specific training to take place as it has proved to be so beneficial and it will be different groups of children accessing it each time. We will continue to look into how transport can be successfully	£1500 £500		Prior to every event we have taken part in the pupils in a team have had specific training for the event with a coach. Pupils wear the appropriate team kits which we have increased the supply of. A member of staff has attended all events (bar one).		

		provided to get to and from events. Team kits need some renewing in order to continue to allow the pupils to take pride A continued aim for the school would be the ability to send two teams (A/B) to the bigger events. Any competition within lessons is always carefully considered so that it is purposeful.	£500 £500 Total: £3000					
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Completed by (name and school position): G Lovatt-Young /
Helen Fitch (Head /PE Lead)

Date: 16/07/2025

Review Date: 11/12/2025



After every update, please remember to upload the latest version to your website.