



# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

Report Date: July 2025



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 2024.**

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)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<ul style="list-style-type: none"><li>- Educate children in the value and benefits of a healthy active lifestyle.</li><li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in</li></ul>	<ul style="list-style-type: none"><li>• Won Schools Award at Government's Holiday and Food camp awards</li><li>• Shortlisted for Schools Impact Award</li><li>• JW shortlisted for TES Primary Curriculum Leader of the Year</li><li>• JW shortlisted for Surrey CCC Cricket Collective Awards for Metro Girls Champion</li><li>• JW and CD shortlisted at Surrey CCC Cricket Collective Awards for Unsung Hero Award</li><li>• JW won Inspire to Play Award at Surrey CCC Cricket Collective Awards</li><li>• JW won Community Hero Award – The Cricketer's Pride of Cricket Award</li></ul>	

<p>physical activity.</p> <ul style="list-style-type: none"> <li>- Provide opportunities for daily physical activity.</li> <li>- To increase pupils' activity levels throughout the day.</li> <li>- To continue to work in partnership with Richmond SSP, YST, afPE and UKActive increase awareness of the importance of physical activity</li> <li>-To continue with our nationally recognised 'thrive' groups and 'social' groups targeting various children</li> </ul>	<ul style="list-style-type: none"> <li>• JW won Innovator of the Year Award at Middlesex CCC Cricket Collective Awards</li> <li>• Sainsbury's Schools Mark – Gold Award</li> <li>• YST Gold Mark</li> <li>• One page spread in Cricket Paper</li> <li>• Article in Education and Business magazine</li> <li>• JW spoke at Tottenham Stadium at Active Partnerships PE Conference</li> <li>• JW, CD and CD attended Downing Street – within a week there was an announcement that £35m would be invested in state school cricket</li> </ul> <ul style="list-style-type: none"> <li>- Positive attitudes to health and well-being</li> <li>- Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors</li> <li>- Positive behaviour and a sense of fair play enhanced by using Sports</li> <li>- Pupils activity at lunch and break increased</li> <li>- Sports Leaders support active play across the school</li> <li>- children across the school more active on a daily basis and enjoy being active</li> </ul>	
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Whole school activity levels have improved immeasurably. 90% of children taking part in a club

Had a huge impact on school attendance  
Resilience lunchtime clubs have been a school focus

Thrive and multi sensory programmes have improved levels of physical activity during curriculum time.

Average child at Heathfield gets 2 hours a week of high quality PE curriculum teaching; 15 minutes a day of breaktime and 30 minutes of playtime (after lunch).

ASD provision children 60 minutes of Occupational Therapist a week + 2 hours a week of PE curriculum time

Example pupil

(Year 3)

120 minutes PE

60 minutes Tag rugby

60 minutes Football

30 minutes athletics

(year 4)

Multi Sensory circuits 30minutes

120 minutes PE

<ul style="list-style-type: none"> <li>- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>- Use PE and sport to develop the whole person including thinking, social and personal skills</li> <li>- Use PE teaching to aid fine and gross motor skill development</li> <li>- First state school in the country to trial FMS programme <a href="https://functionalmovement.uk.com/">https://functionalmovement.uk.com/</a></li> <li>- Use sporting role models used to engage and raise achievement</li> <li>- Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</li> <li>- High quality PE lessons delivered during curriculum time.</li> </ul>	<p>60 minutes Thrive 60 minutes football club 60 minutes dodgeball 60 minutes martial arts</p> <p>(Year 5) 120 minutes of PE 60 minutes Thrive Rugby club 60 minutes Cricket 60 minutes Athletics 30 minutes Football 60 minutes Martial Arts 60 minutes</p> <p>First state school to be trialling FMS programme which makes a huge difference to all. The movement patterns programme allows teachers to screen for movement inefficiency to ensure a child has the best foundation of movement quality to make the best programming decisions with precision and purpose</p> <p>We have had inspirational sports assemblies – Angus Fraser, Be Ward and Ivreen Dhaliwal</p>	
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<ul style="list-style-type: none"> <li>- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</li> <li>- To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject.</li> <li>- 1:1 lesson observations to monitor staff effectiveness and confidence</li> <li>- Ongoing CPD provided for staff (a tailored programme has been designed)</li> </ul>	<ul style="list-style-type: none"> <li>- Personal development (physical skills, thinking skills, social skills and personal skills).</li> </ul> <p>See Resilience case studies</p> <ul style="list-style-type: none"> <li>- Attainment and achievement, behaviour and attendance.</li> <li>- PE physical activity and school sport have a high profile and are celebrated across the life of the school</li> <li>- SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</li> <li>- Continued progression of all pupils during curriculum PE lessons.</li> <li>- Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.</li> <li>- Increased staff knowledge and understanding</li> </ul> <p>JW leading PE teacher for YST delivered CPD sessions for a number of teachers –</p>	
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own CPD programme that developed teachers' confidence and knowledge

#### Staff INSETS

- All teachers able to more confidently plan, teach and assess National Curriculum PE

- More confident and competent staff evidenced through feedback and lesson observations

- More sustainable workforce including young leaders.

- Enhanced quality of provision

Youth Sport Trust Gold Mark

Schools Mark Gold Award

- Increased pupil participation in competitive activities and festivals

Organised matches for all year groups A,B, C, D teams in Football(boys and girls), tag rugby, netball, sportshall athletics, gym, cricket

- Increased range of opportunities

In addition to Richmond School Sports Partnership we entered Chance to Shine festivals, a Surrey Foundation festival, we ran our own 5 a side football competitions for local schools, Hampton 5 a side , Hounslow competitions in cross country, girls and boys football and sportshall



	<p>athletics</p> <ul style="list-style-type: none"> <li>- The sharing of best practice with other schools in the Richmond School Sports Partnership</li> <li>- A more inclusive curriculum which inspires and engages all pupils</li> <li>- Increased capacity and sustainability</li> <li>- Continued progression of all pupils during curriculum PE lessons.</li> <li>- Questionnaires/interviews inform us that pupils enjoy their PE lessons</li> </ul> <p>See pupil interviews</p> <p>Teacher interviews</p> <ul style="list-style-type: none"> <li>- Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</li> </ul> <p>JW presenting for Teach First students</p> <p>Top 50 prep and primary schools in Britain in Cricketer magazine Schools Guide 2023 and 2024</p>	
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## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

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 for Teachers	Primary generalist teachers	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Primary teachers more confident to deliver effective PE supporting pupils to undertake the teaching of fundamental skills and cricket within curriculum	£10000 for an INSET with Kidztivity; Charlie Hartley Cricket Development Program and for JW to work alongside teachers
Join Richmond Sports Development and Richmond Schools Sports Partnership  Member of afPE Member of YST	Children in all years	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	- Personal development (physical skills, thinking skills, social skills and personal skills). See Thrive case studies - Attainment and achievement, behaviour and attendance. - PE physical activity	£3000

Buy equipment and subsidise costs for new clubs, coaching and pupils club expenses	All pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<p>and school sport have a high profile and are celebrated across the life of the school</p> <ul style="list-style-type: none"> <li>- Engaged or re-engaged disaffected pupils</li> <li>- Increased pupil participation – &gt;90% of pupils taking part in clubs</li> <li>- Enhanced quality of delivery of activities</li> <li>- Increased staffing capacity and sustainability</li> <li>- Enhanced, extended, inclusive extra-curricular provision</li> <li>- Improved behaviour and attendance and reduction of low</li> </ul>	£5000
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			<p>level disruption</p> <ul style="list-style-type: none"> <li>- Increased pupil awareness of opportunities available in the community</li> </ul> <p>Great links with local clubs</p> <ul style="list-style-type: none"> <li>- improved physical, technical, tactical and mental understanding of a range of sports</li> <li>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play</li> <li>- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</li> </ul>	
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<p>- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>- Increased participation in</p>	<p>All pupils years 3-6</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>- Further increase opportunities for children – in and out of school Coaches signposting children to community sessions.</p> <p>- Engage with partnership coordinator Maggie Morrell and attend competitions run by Sports Development Engage with Iuri Baptiste (Sports Impact Hounslow) - Engage more staff/parents/volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to</p>	<p>£2370</p>
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<p>School Games competitions.</p> <ul style="list-style-type: none"> <li>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>- Select children who we feel would benefit most from the opportunities available in the Richmond Partnership events calendar.</li> <li>- Enter external events to give pupils the opportunity to compete against other schools</li> </ul>			<p>increase pupils' participation.</p> <ul style="list-style-type: none"> <li>- Identify a set number of competitions/events to provide transport to.</li> <li>- Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</li> </ul>	
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## 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
	<ul style="list-style-type: none"><li>• CYP Now Awards - JW Shortlisted for People's Champion</li><li>• Cricketer's top 50 Schools Guide 2025</li><li>• JW attended House of Commons to talk about School Sport and PE</li><li>• JW asked to write 3,000 word document for DCMS Select Committee 'State of Play'</li><li>• JW asked to contribute to a book being written and published by Wisden</li><li>• JW spoke at Emirates Stadium – London Sport Conference about OSF</li><li>• Won Sports Award at Education and Business Awards 2025.</li><li>• Won numerous borough cups in a range of sports, in a range of year groups- football (girls and boys); mixed tag rugby, netball, cricket (girls, boys and mixed), athletics</li><li>• Discussed the current state of PE with Baroness Sater as there is an upcoming Education review</li></ul>	

	<ul style="list-style-type: none"> <li>• Two articles in The Cricketer Magazine</li> <li>• Article in PE and Sport Magazine</li> <li>• Assemblies from Olympians and current sport professionals</li> <li>• Visit from local MP Munira Wilson</li> <li>• Sessions delivered with SACS</li> <li>• Shortlisted at TES Awards – 4<sup>th</sup> consecutive year</li> </ul>	
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## 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*

<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?	62%	We have swimming lessons for year 3 and 4 during curriculum time. A number of our children leave before end of year 6. Many new pupils who join Heathfield after year 4 are unable to swim
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	60%	
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	

Signed off by:

Head Teacher:	<i>David Colenso – Co-Head</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>James Watson – PE Lead</i>
Governor:	<i>Jacquie Marson – Chair of Governors</i>
Date:	10 <sup>th</sup> July 2025