



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 must 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.

Key priorities and Planning 2024 2025 – Lime Hills Academy

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
<p>Use internal sports mentors to deliver specific sporting opportunities.</p> <p>Use internal sports mentors to improve the skills of other staff and to develop the curriculum.</p> <p>Use internal sports mentors to support the use of sport and physical exercise to build relationships and to support children to regulate and access learning.</p>	<p>Pupils will have the opportunity to take part in a wider range of sports and activities.</p> <p>Pupils will use frequent movement breaks to help regulate learning and build peer relationships.</p>	<p>Key indicator 1: Increase 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>More pupils will meet their daily physical activity goal.</p> <p>More pupils encouraged to take part in PE and sport activities.</p> <p>Pupils will develop skills such as regulation, teamwork, leadership, communication, resilience and good sportsmanship.</p>	<p>2X Full Time Sports Mentors C26,666 each</p> <p>Contribution of sports premium 10,000</p>
<p>Promote active lessons. Teachers are encouraged to make non-PE lessons active where possible.</p> <p>Ensure adequate and suitable resources are available to enable delivery of the full PE curriculum.</p> <p>Staff promote positive physical play.</p>	<p>Pupils will have increased levels of daily physical activity.</p> <p>Pupils will have positive experiences of outdoor play and activities. Students will have regular access to local adventure parks (Puxton and Noah’s)</p>	<p>Key indicator 2: The engagement of all 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 3: The profile of PE and sport is raised across the school as a tool for best SEMH practice and whole school improvement.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity – Chief</p>	<p>More pupils will meet their daily physical activity goal.</p> <p>Sufficient quality resources will be available.</p> <p>Regular use of outdoor exercise and climbing equipment.</p> <p>Pupils will develop skills such as regulation, teamwork, leadership, communication,</p>	<p>Purchase PE resources</p> <p>Contribution of sports premium 1,000</p>

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
Provide a range of outdoor play and sporting resources for children to use during break and lunchtimes.		Medical Officers' guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.	resilience and good sportsmanship.	
<p>Deliver weekly Forest School activities to all pupils in Years 5&6</p> <p>Swimming lessons weekly for the full academic year.</p>	Pupils will have positive experiences of forest school activities including through the Belmont Estate, Local nature reserve and local adventure parks	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils will experience a range of outdoor activities and learn to enjoy the outdoors.	<p>Contribution of sports premium £800 to include swimming lessons and travel.</p> <p>Support travel costs to deliver Forest School and swimming.</p> <p>Purchase resources to support activities.</p> <p>Free swimming lessons provided as part of the provision map/ curriculum.</p>
<p>Offer a wide range of sports and physical activities to all pupils through low stake/ appropriate school competitions.</p> <p>Encourage and celebrate extracurricular participation in sporting</p>	Pupils will have increased opportunities to take part in a range of competitive sports and activities.	Key indicator 5: Increased participation in competitive sport	<p>Pupils will have positive experiences of sport.</p> <p>Pupils will develop skills such as regulation, teamwork, leadership, communication, resilience and good sportsmanship.</p> <p>A broad range of competitive</p>	Contribution of sports premium £200

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>clubs and competitions.</p> <p>Develop partnerships through the CLF sports lead e.g. Bristol Bears Rugby</p>			<p>and non-competitive sports will have allowed continued access and interest from all children including inactive, disadvantaged and SEN.</p>	

Review of last year's spend and key achievements 2024 2025– Lime Hills Academy

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> • Enhancing Engagement in Physical Activity Increased participation of all pupils in regular physical and sporting activities to promote positive mental health and support self-regulation strategies. • Broadening Access to Diverse Sports Experiences Providing a wider and more equitable range of sports and physical activities for all pupils, including opportunities for learning beyond the classroom. • Morning Active Sessions Introduced daily active sessions each morning upon arrival. Led by the sports mentor, these sessions help pupils regulate emotionally and ease the transition from home or transport to the school environment. • Weekly Swimming Lessons Delivered by a qualified swimming instructor, weekly swimming sessions offer pupils structured skill development and physical activity in a supportive setting. 	<ul style="list-style-type: none"> • Structured Movement and Regulation Support Implementation of planned needs-based movement breaks and organised games has supported pupils' emotional regulation and readiness to learn. • Embedding Physical Activity into Daily Routines <ul style="list-style-type: none"> • Incorporating active break times throughout the school day. • Introducing morning active sessions to support transition and regulation. • Targeted Inclusion Strategies <ul style="list-style-type: none"> • Providing tailored activities to engage the least active pupils. • Ensuring equal access to the full range of sports and physical activities offered by the school. • Enhanced Swimming Provision <ul style="list-style-type: none"> • Offering top-up swimming and water safety lessons for pupils who have not met national curriculum requirements after core instruction. • Encouraging Participation Through Low Stakes Competition <ul style="list-style-type: none"> • Organising competitions to foster engagement, teamwork, and school spirit. • Positive Outcomes Observed <ul style="list-style-type: none"> • Improved emotional regulation and increased engagement with learning. • Development of peer-to-peer social skills and cooperative play. • Enhanced ability to follow instructions 	<ul style="list-style-type: none"> • Core Strategy for Regulation Physical activity is embedded as a central strategy for emotional regulation, evident in both planned sessions and responsive movement breaks tailored to individual needs. • Positive Behavioural Outcomes <ul style="list-style-type: none"> • Low suspension rates reflect improved behaviour and emotional stability. • Strong peer relationships have developed through collaborative physical activities and team-based games. • Several pupils are taking part in extracurricular sports and including competing at a regional level. • Engagement with Bristol Bears Rugby was a positive experience for pupils.

and routines.

- Establishing ongoing strategies to support SEMH SEND children into later life.

Swimming Data July 2025– Lime Hills Academy

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 2023</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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	20%	
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?	Yes	Pupils have weekly swimming sessions. Swimming is part of the weekly core provision.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Accompanied by Sports Mentors

Signed off by:

Head Teacher:	<i>Lis Jolley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Zoe Jenkins</i>
Governor:	<i>Brigid Allen, Chair of Academy Council</i>
Date:	<i>September 2024</i>