



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Asterdale Primary School

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 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.

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
Successful whole school Sports Day held in June 2024 to encourage intra competition from Nursery to Year 6.	Excellent attendance from parents and carers. Good engagement from all the children from Nursery to Year 6.	Repeat the Sports Day next year.
Successful enrichment activities held for all children throughout the year, including Diwali workshops, Zumba workshops, Christmas Intra competition, Cycle Derby and an author and Derby County Stadium Tour.	All children have been exposed to a variety of sports/activities and given them a greater awareness of available sports.	Continue to offer a different variety of sports and activities.
Full staff use of Get Set 4 PE scheme for a whole year.	Greater engagement of children involved in PE lessons and an increase in staff confidence of teaching PE.	Continue to use the established scheme.

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
<p>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport:</p> <p>Provide opportunities to upskill staff to deliver high quality PE lessons via support from a DCCT coach.</p>	<p>Year 1 ECT, 2 x HLTA and all pupils.</p>	<p>Observation of specialist coaching sessions. CPD external participation in training courses. ECT and HLTA support. Support via Get Set 4 PE online training. Support via the PE leader.</p>	<p>Greater confidence to deliver whole class PE, strategies for groups sessions. High quality PE sessions delivered through informal observations. Good outcomes for pupils in relation to skill development for 1,2 and 6</p>	<p>Enhanced package from DCCT £6000</p>
<p>Ensure sufficient training and release time for the PE leader to be effective in her role, including team teaching colleagues and upskilling staff to deliver high quality lessons.</p>	<p>All staff and pupils</p>	<p>Regular release time for the PE leader to monitor impact of CPD and ensure the delivery of active PE lessons.</p>	<p>Leadership of PE is good. Impact is measured and reported.</p>	<p>£480.60 for PE leader coaching</p>

<p>Ensure sufficient training for support staff attending swimming sessions with Y4.</p>	<p>TA who supports swimming and Year 4 pupils</p>	<p>Adequate training provided to ensure from Swimming Derby Level high standards of swimming support if offered to the children.</p>	<p>Greater confidence of member of staff to provide support during swimming sessions and QFT for the children provided by all staff</p>	<p>£30</p>
<p>Provide opportunities to upskill staff to deliver high quality PE lessons via DCCT ECT Training package for 2024-2025.</p>	<p>Penni Seviour (Year 1 ECT), Ellie Frost (HLTA), Amy Harrold (HLTA) and all pupils.</p>	<p>Observation of specialist coaching sessions. CPD external participation in training courses. ECT and HLTA support.</p>	<p>Greater confidence to deliver PE sessions. High quality PE sessions delivered. Good outcomes for pupils in relation to skill development.</p>	<p>£1,170.12 for ½ day cover x 5 sessions per adult</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>To improve resources so that pupils can be active in all lunchtime and afterschool activities.</p>	<p>All pupils</p>	<p>Purchase of supplementary stock for PE and ensure a safe PE space.</p>	<p>Suitable activities resourced appropriately. All equipment is in good working order and safely stored away.</p>	<p>£3,796.89</p>

<p>Develop pupil leadership skills-Y4/5 mini leaders.</p>	<p>EYFS & KS1 pupils</p>	<p>Pupils to participate in leadership activities to promote sport and activity to other pupils.</p>	<p>Pupils will be positively contributing to the school ethos. Pupils will develop pupil leadership skills such as improved confidence, communication skills and responsibility.</p>	<p>£124.56 for 2 x ½ days cover for PE Leader</p>
<p>Provide different sporting clubs at lunchtime and after school over a 3 year cycle (cricket, rounders, badminton, archery, FUNdamentals, football, basketball and cycling)</p>	<p>As many pupils as possible</p>	<p>DCCT to offer a lunchtime and after school club throughout the year. Cycle Derby to provide an after-school club. Get an extra after school club ran by DCCT.</p>	<p>At least 50% of the school population will engage in sporting clubs either at lunch or after school at least once during the year.</p>	<p>DCCT enhanced package (already paid) Cycle Derby £250 £600 AM sports DCCT £500</p>
<p>Engage with a wider opportunity programme to increase physical fitness of children.</p>	<p>A specific class or a selection of identified children with particular difficulties in physical literacy</p>	<p>Training sessions to understand what Physical Literacy is, how to assess physical development and run the intervention exercises. A six-week intervention run by school.</p>	<p>Improved staff knowledge and understanding to accurately identify children with poor physical development. Increased pupil engagement in physical activities. 100% improved physical literacy.</p>	<p>£1,712.12</p>

<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Take part in a whole school Sports Day (Nursery to Year 6).</p>	<p>All staff, pupils and parents/carers</p>	<p>Planned event with several races for all children.</p>	<p>High engagement from all pupils. Good attendance of parent and carers. Positive sporting ethos experienced. Pupils will be proud to represent their colour team.</p>	<p>£440.69</p>
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p> <p>Engage in a wider variety of enrichment sports/activities (fencing, martial arts, girl's football, maypole)</p>	<p>Rec-Y6 fencing N-Y6 martial arts N-Y6 girls football N- Y6 maypole dancing R/Y1 balance bikes Cyclo cross Y5/6 N - dance</p>	<p>Planned enrichment opportunities each term.</p>	<p>At least 90% pf pupils in Nursery-Year 6 will experience some form of enrichment.</p>	<p>£324.56 for supply cover + transport</p>

Engage with a local community dance teacher for a series of dance sessions at a real dance studio to give children the opportunity that they would not usually experience.	Year 3 pupils	Targeted support directly to a specific year group to develop dance.	Good outcomes for dance and 100% pupil engagement. Positive pupil voice.	
Take part in more competitive sports and wider opportunities to enrich PE by attending festivals to allow the experience of competing against other schools	Year 6 pupils- Odyssey MAT event	Planned events across the Trust/DCCT. Pupils to participate against other children from other schools.	All pupils will be inspired to compete and enjoy being part of a team. Pupils will be proud to represent their school.	

Other costs	Total
Other staff CPD (Forest school training JMc/AO)	£1,810.92
AfPE membership (annual)	£154
Running track	£88

Total amount spent: £17,482.46
Total remaining unspent: £197.54

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. Provide opportunities to upskill staff to deliver high quality PE lessons via support from a DCCT coach.	Two members of staff have been supported by a coach provided by DCCT and now demonstrate a greater confidence in whole class teaching PE, a variety of new activities/techniques and improved knowledge of PE pedagogy. Informal observations, variety of units. Had opportunity to teach in different year groups (Y2 and Y5)	Lesson observations will be carried out in the next academic year to ensure improved lesson delivery and pupil engagement. Training for further staff will be utilised in 2025-2026 to further improve staff CPD for ECT, HLTA.
2. Ensure sufficient training and release time for the PE leader to be effective in her role, including team teaching colleagues and upskilling staff to deliver high quality lessons.	The PE leader has been effective in her role due to some access to CPD and structured release time. To maximise her impact, particularly in supporting team-teaching and whole-staff upskilling, further consistent release time will continue.	Further consistent release time of half a day per half term to be planned for 2025-2026 to maximise impact.
3. Ensure sufficient training for support staff attending swimming sessions with Y4.	One adult trained to level one to enable sufficient support during lessons.	3 New staff have been identified for 2025-2026 to access Level 1 and Level 2 Swimming Training (1 x level 1, 2 x level 2)will be required. There will be an exploration of top up swimming for Y6

<p>4. Provide opportunities to upskill staff to deliver high quality PE lessons via DCCT ECT Training package for 2024-2025.</p>	<p>Three members of staff have accessed the ECT training and now demonstrate a greater confidence in teaching whole class PE, a variety of new activities/techniques and improved knowledge of PE pedagogy. This includes 1 ECT and 2 HLTAs. Questionnaires have shown new skills in lesson format structure, behaviour strategies, pupil assessments.</p>	<p>children where required when booking swimming next year. This will be used to increase progress further.</p> <p>1 ECT and 2 HLTAs will access the ECT training in 2025-2026 to access support in delivering whole class teaching of PE, pedagogy, lesson structure, pupil assessment, behaviour strategies.</p>
<p>5. To improve resources so that pupils can be active in all lunchtime and afterschool activities.</p>	<p>Equipment purchased available for a range of age groups and ability levels, enabling inclusive and progressive learning. Resources include balls, beanbags, hoops, quoits, parachutes for team games, basketball stands. Racquets for different sports. Javelins for KS2. These supports skill development, team work, communication and language, hand eye coordination, balance and cross-curricular links. Pupil voice demonstrates an enjoyment of being physically active, higher level of engagement and participation. Resources represent long term use and wide applicability across key stages.</p>	<p>There will be no requirement to purchase as many resources in 2025-2026 and there will be further exploration of Opal for further development in ensuring maximum pupil engagement in physical activity.</p>

<p>6. Develop pupil leadership skills-Y4/5 mini leaders.</p>	<p>28 children from Y4 and Y5 have been trained as a mini leader. They have participated in leading activities during lunchtimes on a daily basis during the summer term on the KS1 playground. Pupil voice has highlighted that young leaders have gained confidence, responsibility and communication skills. They have demonstrated a greater initiative and pride in their leadership roles. They are positive role models, promoting active lifestyles and fair play. They have experienced improved teamwork skills. There have been increased levels of pupil activity, reduction in low-level behavior incidents and observations show inclusive activities being utilised.</p>	<p>Review the timetable for use of mini leaders and roles and responsibilities. The existing mini leaders will be invited to continue in 2025-2026 to deepen their own leadership skills and to support Y4 new leaders will be trained. Review of numbers of mini-leaders to identify if more are needed. Plan for support for Reception class. Continue to monitor and evaluate through pupil and staff voice, and types of activities on offer.</p>
<p>7. Provide different sporting clubs at lunchtime and after school over a 3 year cycle (cricket, rounders, badminton, archery, FUNdamentals, football, basketball and cycling)</p>	<p>54% of the school population from Y1-Y6 have attended at least one afterschool club. 56% of girls attended a club and 51% of boys attended a club. 43% of SEND children attended a club. 54% of PP children attended a club. 58% of KS1 children attended a club. 52% of KS2 children attended a club. Pupil voice demonstrated that children enjoyed the experience and they would wish to attend another club in the future.</p>	<p>This year we targeted girl's football in KS2 with support from our DCCT lunch provision. We will repeat this in 2025-2026. Baseline assessments will be undertaken in September 2025 and then the program will be delivered to selected children. Assessments will then be repeated after 6 weeks and progress measured and next steps identified.</p>

<p>8. Engage with a wider opportunity programme to increase physical fitness of children.</p>	<p>One member of staff has been trained in Physical Literacy and the PE Lead has coordinated a list of pupils to take part in the intervention in 2025-2026. The SENDCO is in support of this intervention.</p>	<p>Very successful event with excellent attendance of parents/carers. Few amendments will be made for 2025-2026 including sourcing a PA system to be used for announcements, rotation of children's team pens, information related to the event to be shared in a variety of ways eg ClassDojo, a newsletter, website for greater clarity and concluding speech to be completed by PE Lead.</p>
<p>9. Take part in a whole school Sports Day (Nursery to Year 6).</p>	<p>Over 200 parents/carers attended sports day and it was very successful. Good community spirit was observed due to full engagement from all the children from Nursery to Year 6. Pupil voice and parent voice was very positive, including about children enjoying themselves, organization, team work and support of each other, sportsmanship.</p>	
<p>10. Engage in a wider variety of enrichment sports/activities (fencing, martial arts, girl's football, dodgeball)</p>	<p>Enrichment opportunities for all children from Nursery to Y6 included: fencing, No room for racism assembly, martial arts, girl's football, balance bikes, EYFS/KS1 festival, Y3 dance at Edmund Hall, maypole dancing, Y6 MAT event and cyclo-cross. Pupil voice has demonstrated positive</p>	<p>Exploration of opportunities around golf, Diwali dancing (links to RE and SEMH) and archery. Cycle Derby to lead bikeability for Y5 and Y6. Costings to be agreed.</p>

<p>11. Engage with a local community dance teacher for a series of dance sessions at a real dance studio to give children the opportunity that they would not usually experience.</p> <p>12. Take part in more competitive sports and wider opportunities to enrich PE by attending festivals to allow the experience of competing against other schools.</p>	<p>engagement with the sessions, interest in further sessions and pupils inspired by expert coaches in PE.</p> <p>Year 3 participated in 4 dance lessons at the dance studio with a professional dance teacher, accessing disco freestyle. Pupil voice was positive and there was full engagement from all 26 children who participated. One child has enrolled at the dance studio privately following this experience.</p> <p>Year 6 MAT event attended. This boosted the confidence of pupils to compete. They developed their teamwork and cooperation skills. Focus was on athletics such as shot put, javelin, speed bounce, cross country, sprints. They strengthened their friendships in preparation for transition to Secondary school. There was an increase in networking across the trust and the children improved their resilience and adaptability.</p>	<p>In 2025-2026 Y2 will engage with this opportunity.</p> <p>We will endeavor to continue developing events across the trust and explore the participation for other year groups to experience these events in the coming years.</p>
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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?	48%	The data used was achieved during 2022-2023 when the children were in Year 4 and went swimming.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	61%	The data used was achieved during 2022-2023 when the children were in Year 4 and went swimming.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>97%</p>	<p>The data used was achieved during 2022-2023 when the children were in Year 4 and went swimming.</p>
<p>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?</p>	<p>Yes/No</p>	<p>No additional top-up sessions for swimming have been purchased for children who did not meet the National Curriculum requirements during the 2024-2025 year.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>Swimming Training was provided for one member of staff during the 2024-2025 year.</p>

Signed off by:

Head Teacher:	<i>John O'Leary</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jenny McCormick</i>
Governor:	<i>Paul Appleton</i>
Date:	<i>23rd July 2025</i>