



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 24-25

Commissioned by



Department for Education

Created by



HOSTED BY ISLEWORTH & SYON SCHOOL

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 (2024/2025)

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

Activity/Action	Impact	Comments
Subject leader forum sharing resources.	IN contributed to Sport Impacts subject leader forum by discussing and sharing with other subject leads how to plan, host and run inter house competitions. IN shared all resources with subject leaders. The sharing of resources to fellow subject leads enables them to have the confidence, resources and skill set to affectively organise and run inter house competitions in their school, giving all pupils and opportunity to participate in competitive sports.	Continue for next academic year.
Organised competition with Reach	IN's organisation and hosting at Reach Academy of a football tournament in Summer 2 gave selected an opportunity to participate and experience the thrill and honour of representing their school.	Continue for next academic year.
Based on weekly AFL data, JM to lead intervention clubs for targeted children to close the gap in PE.	JM's leading on and delivering an intervention club helped targeted children to increase their self-confidence and SET (social, emotional thinking) skills, along with developing their FMS (fundamental movement skills)	Continue for next academic year.

Folder for PE	Pupils to have access to the folder/document at all-time stimulating excitement and enjoyment recalling different activities that they have covered. Pupil's access to the folder helps promote a love for PE and desire to participate and improve.	Continue for next academic year.
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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 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>Subject Lead Support.</u></p> <ul style="list-style-type: none"> JM to support IN in subject lead role. IN to attend the Sport Impact subject leader online forums. IN to share knowledge and 	<p>IN, all school staff and all pupils.</p> <p>IN, all school staff and all pupils.</p> <p>IN, all school staff and all pupils.</p>	<p>1:1 support will ensure that NS has access to all resources, latest initiatives and skills necessary to allow all pupils access to a broad and balance PE curriculum. With the best possible experiences.</p> <p>NS attendance at the subject leader forum and dissemination of learned information to colleagues will ensure that Cardinal has the most update and</p>	<p>JM's support and working with IN, along with IN's attendance at the Subject leader forums and sharing of any new learned information has increased confidence, knowledge and skills of all staff when teaching PE and sport. As a result, teachers can deliver higher quality PE lessons and pupils will learn and understand both the fundamentals of all aspects of PE along with social and</p>	

<p>information received from the forums with all colleagues</p>		<p>relevant information to teach PE.</p>	<p>emotional life skills. IN to sustain this by continuing to attend all forums and the SI conference in Spring 1.</p>	
<p><u>Staff Mentoring/ CPD</u></p> <ul style="list-style-type: none"> • JM to work with 1 member of staff starting with gym in year 2. • JM to mentor selected members of staff. JM to model PE lesson JM to team teach with teachers • JM to observe teachers and feedback to them 	<p>All staff and pupils.</p>	<p>By upskilling new staff and developing their knowledge and confidence, pupils will gain a better experience of PE and school sport developing their FMS along with their social and life skills, developing a love of physical activity and experiencing success.</p>	<p>JM's working with a new colleague during autumn 1&2, delivering gymnastics following the Get Set resources has developed staff confidence, skill and knowledge delivering PE, which has ensured that pupils are experiencing high quality PE lessons. Colleagues have commented through staff survey and email feedback, how valuable they had found the cpd and how they now felt far more confident when delivering PE.</p> <p>JM to sustain this by working with more colleagues' spring 1.</p>	
<p><u>Getset4pe</u></p> <ul style="list-style-type: none"> • Staff being able to navigate and use 		<p>IN to ensure that all staff are familiar</p>	<p>IN emailed to ensure that all staff still had access</p>	

<p><u>Staff Mentoring/ CPD</u></p> <ul style="list-style-type: none"> • JM to work with 1 member of staff BP starting with gym in year 1 • JM to mentor selected members of staff. JM to model PE lesson JM to team teach with teachers • JM to observe teachers and feedback to them 	<p>Staff and her pupils.</p>	<p>By upskilling new staff and developing their knowledge and confidence, pupils will gain a better experience of PE and school sport developing their FMS along with their social and life skills, developing a love of physical activity and experiencing success.</p>	<p>forums in Summer Term.</p> <p>JM's working with a new colleague during spring 1&2, delivering gymnastics following the Get Set resources has developed staff confidence, skill and knowledge delivering PE, which has ensured that pupils are experiencing high quality PE lessons. Colleagues have commented through staff survey and email feedback, how valuable they had found the cpd and how they now felt far more confident when delivering PE.</p> <p>JM to sustain this by working with more colleagues' spring 1</p>	
<p><u>Getset4pe</u></p> <p>Staff being able to navigate and use appropriate resources will ensure that all pupils receive and enjoy</p>	<p>All staff</p>	<p>IN to ensure that all staff are familiar with the new/updated Get Set 4 PE resources and support them in their understanding and confidence of how to use these resources in their delivery of</p>	<p>IN collated and reviewed all staff's planning and evaluations which evidenced that staff are using the GetSet4Pe resources</p>	

<p><u>Staff Mentoring/ CPD</u></p> <ul style="list-style-type: none"> • JM to work with 1 member of staff HG starting with gym in year 2 • JM to mentor selected members of staff. JM to model PE lesson JM to team teach with teachers • JM to observe teachers and feedback to them 	<p>Staff and her pupils.</p>	<p>By upskilling new staff and developing their knowledge and confidence, pupils will gain a better experience of PE and school sport developing their FMS along with their social and life skills, developing a love of physical activity and experiencing success.</p>	<p>organise and run inter house competitions in their school, giving all pupils and opportunity to participate in competitive sports.</p> <p>IN to continue sharing resources as appropriate.</p> <p>JM's working with a new colleague during summer 2, delivering gymnastics following the <i>Get Set</i> resources has developed staff confidence, skill and knowledge delivering PE, which has ensured that pupils are experiencing high quality PE lessons. Colleagues have commented through staff survey and email feedback, how valuable they had found the cpd and how they now felt far more confident when delivering PE.</p> <p>JM to sustain this by working with more</p>	
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			colleagues' autumn 1.	
Action – what are you planning to do	Who does this action impact?	Key Indicator 2 Engagement of all pupils in regular physical activity	Impacts and how sustainability will be achieved?	Cost linked to the action
<u>Action planning, curriculum and website.</u> <ul style="list-style-type: none"> JM and IN to meet to action plan for Autumn 2024 - 2025. IN to send action plan to MN for authorisation and Action Plan to go on the school website. 	All school staff and all pupils.	To ensure all pupils have the opportunity to engage in broad and balanced PE, along with learning and understand the importance of regular physical activity and for it to become an everyday occurrence, setting the trend for their adult life.	<p>JM and IN writing of the action plan has ensured that the SP funding is used in the most productive way, allowing all pupils have access to a broad and balanced PE curriculum and opportunity to embark in a healthy, active lifestyle. This is giving pupils the best possible start in PE, allowing them the opportunity to develop a love for PE and activity, learn PE and FMS skills, along with emotional and social skills for life.</p> <p>JM and IN to sustain this by meeting Spring 2 to review, rag rate and plan for the following term.</p>	
<u>Play Leaders:</u> <ul style="list-style-type: none"> IN to liaise with 	Play leaders by developing their skills of responsibility, organising,	To increase selected playleaders' self-confidence, worth and self-esteem	JM's training of the year 2 pupils as play leaders has	

<p>year 2 team targeting appropriate children for play leader training.</p>	<p>commitment and leading. All other pupils to be engaged in purposeful activity.</p>	<p>feeling honoured and proud to have been selected and to engage all other pupils in purposeful, active play at playtimes.</p>	<p>ensured that the selected pupils are now ready to lead during break and lunch times. This will help children to embark on a healthy active lifestyle and experience new game activities. The play Leaders self-confidence and self-esteem has increased since completing their training. JM to train new play leaders in AUT 1 2025.</p>	
<p><u>Sports band:</u></p> <ul style="list-style-type: none"> IN to continue sports band reward in merit assembly every half term. 	<p>All pupils</p>	<p>To promote the profile of PE to increase for pupil to increase confidence and self-esteem feeling honoured and proud to have been selected. To encourage pupils to take part.</p>	<p>The teachers' submission of selected pupils' names ensured that those pupils received a sport band certificate. This enabled those pupils to feel proud and honoured to have received this award. All teachers to continue to submit pupils' names.</p>	
<p><u>Targeted Intervention</u> <u>FMS club</u></p> <p>JM to lead an intervention clubs for targeted children</p>	<p>Targeted pupils in year 2</p>	<p>To increase selected pupils self-confidence and SET (social, emotional thinking) skills, along with developing their FMS (fundamental movement skills)</p>	<p>JM's leading on and delivering an intervention club helped targeted children to increase their</p>	

<p>who need a little extra support either with their FMS based off teacher AFL.</p> <p>IN to coordinate with colleagues regarding the selection of children for the club.</p>		<p>Helping to develop their physical literacy and love of activity.</p>	<p>self-confidence and SET (social, emotional thinking) skills, along with developing their FMS (fundamental movement skills)</p> <p>JM to continue targeted intervention with 12 Year two children in spring 1.</p>	
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Spring

<p><u>Action planning, curriculum and website.</u></p> <ul style="list-style-type: none"> JM and IN to meet to action plan for Spring 2025. IN to send action plan to MN for authorisation and Action Plan to go on the school website. 	<p>All school staff and all pupils.</p>	<p>To ensure all pupils have the opportunity to engage in broad and balanced PE, along with learning and understanding the importance of regular physical activity and for it to become an everyday occurrence, setting the trend for their adult life.</p>	<p>JM and IN reviewing and further planning of the action plan has ensured that the SP funding is used in the most productive way, allowing all pupils have access to a broad and balanced PE curriculum and opportunity to embark in a healthy, active lifestyle. This is giving pupils the best possible start in PE, allowing them the opportunity to develop a love for PE and activity, learn PE and FMS</p>	
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<p><u>Play Leaders:</u></p> <p>IN to check that the targeted Play Leaders feel confident delivering their play leader session.</p>	<p>Play leaders by developing their skills of responsibility, organisational, commitment and leading. All other pupils to be engaged in purposeful activity.</p>	<p>To increase selected play leaders' self-confidence, worth and self-esteem feeling honoured and proud to have been selected and to engage all other pupils in purposeful, active play at playtimes.</p>	<p>skills, along with emotional and social skills for life.</p> <p>IN monitored and liased with class teachers which has resulted in Play Leaders feeling valued and supported increasing their confidence when delivering</p>	
<p><u>Sports band:</u></p> <ul style="list-style-type: none"> All staff to continue sports band reward in merit assembly every half term. 	<p>All pupils</p>	<p>To promote the profile of PE to increase confidence and self-esteem feeling honoured and proud to have been selected. To encourage pupils to take part.</p>	<p>The teachers' continued submission of selected pupils' names ensures that those pupils received a sport band certificate. This enables those pupils to feel proud and honoured to have received this award. All teachers to continue to submit pupils' names.</p>	
<p><u>Intervention club</u></p> <p>JM to lead intervention clubs for targeted children who need a little extra support either with their physical fitness,</p>	<p>Targeted pupils in year 2</p>	<p>To increase selected pupil's self-confidence and SET (social, emotional thinking) skills, along with developing their FMS (fundamental movement skills)</p>	<p>JM's leading on and delivering an intervention club helped targeted children to increase their</p>	

<p>social/teamwork skills or self-esteem.</p> <p>IN to coordinate with colleagues regarding the selection of children for the club.</p>		<p>Helping to develop their physical literacy and love of activity.</p>	<p>self-confidence and SET (social, emotional thinking) skills, along with developing their FMS (fundamental movement skills)</p>	
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Summer

<p><u>Action planning, curriculum and website.</u></p> <ul style="list-style-type: none"> • JM and IN to meet to action plan for Summer 2025. • IN to send action plan to MN for authorisation and Action Plan to go on the school website. 	<p>All pupils</p>	<p>To ensure all pupils have the opportunity to engage in broad and balanced PE, along with learning and understanding the importance of regular physical activity and for it to become an everyday occurrence, setting the trend for their adult life.</p>	<p>JM and IN final reviewing of the action plan has ensured that the SP funding is used in the most productive way, allowing all pupils have access to a broad and balanced PE curriculum and opportunity to embark in a healthy, active lifestyle. This is giving pupils the best possible start in PE, allowing them the opportunity to develop a love for PE and activity, learn PE and FMS skills, along with emotional and social skills for life.</p>	
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<p><u>Intervention club</u></p> <p>JM to support EYFS teacher with their delivery of PE, top tips and adaptations for ball skills to be taught outside.</p> <p>IN to coordinate with colleagues regarding the timetable to work with JM.</p>	<p>Selected SEND pupils and their teachers.</p>	<p>To increase selected pupils self-confidence and SET (social, emotional thinking) skills, along with developing their FMS (fundamental movement skills) Helping to develop their physical literacy and love of activity.</p>	<p>JM' support of the SEND children helped targeted children to increase their self-confidence and SET (social, emotional thinking) skills, along with developing their FMS (fundamental movement skills)</p>	
<p>Action – what are you planning to do</p>	<p>Who does this action impact?</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>Impacts and how sustainability will be achieved?</p>	<p>Cost linked to the action</p>
<p><u>Action planning, curriculum and website.</u></p> <ul style="list-style-type: none"> • IN and JM to meet and discuss key targets for promoting PE at Cardinal Road for the year ahead. • JM and IN to meet to action plan for Autumn 2024/25. • IN to send action plan to 	<p>IN and whole school</p>	<p>Pupils to experience and benefit from a broad and balanced curriculum and experience how success and participation in PE, physical activity and school sport, can contribute to leading a healthy lifestyle whilst developing self-worth, self-confidence, a sense of belonging and essential life skills.</p>	<p>JM and IN's meeting and discussions, along with the writing of the action plan has ensured that the SP funding is used in the most productive way, allowing all pupils have access to a broad and balanced PE curriculum and opportunity to embark in a healthy, active lifestyle. This is giving pupils the best possible start in PE, allowing them the opportunity to</p>	

<p>MN for authorisation and Action Plan to go on the school website.</p> <p>IN continue to produce a working document/folder for all classes evidencing topics covered.</p>	<p>All school staff and all pupils.</p>	<p>Pupils to have access to the folder/document at all-time stimulating excitement and enjoyment recalling different activities that they have covered.</p>	<p>develop a love for PE and activity, learn PE and FMS skills, along with emotional and social skills for life.</p> <p>JM and IN to sustain this by meeting in Spring 2 to review, rag rate and plan for the following term.</p> <p>IN follow up with class teachers 2025.</p>	
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Spring

<p><u>Action planning, curriculum and website.</u></p> <ul style="list-style-type: none"> • IN and JM to meet and discuss key targets for promoting PE at Cardinal Road for the year ahead. • JM and IN to 	<p>All school staff and all pupils.</p>	<p>Pupils to experience and benefit from a broad and balanced curriculum and experience how success and participation in PE, physical activity and school sport, can contribute to leading a healthy lifestyle whilst developing self-worth, self-confidence, a sense of belonging and essential life skills</p>	<p>JM and IN's meeting and discussions, along with the reviewing and writing of the action plan has ensured that the SP funding is used in the most productive way, allowing all pupils have access to a broad and balanced PE curriculum and opportunity to embark in a healthy, active lifestyle.</p>	
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<p>meet to action plan for 2025.</p> <ul style="list-style-type: none"> • IN to send action plan to MN for authorisation and Action Plan to go on the school website. 			<p>This is giving pupils the best possible start in PE, allowing them the opportunity to develop a love for PE and activity, learn PE and FMS skills, along with emotional and social skills for life.</p> <p>JM and IN to sustain this by meeting in summer 2 to review, rag rate and plan for the following academic year - 25/26.</p>	
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Summer

<ul style="list-style-type: none"> • IN and JM to meet and discuss key targets for promoting PE at Cardinal Road for the Summer Term. • JM and IN to meet to action plan for Summer 2025. • IN to send 	<p>All school staff and all pupils.</p>	<p>Pupils to experience and benefit from a broad and balanced curriculum and experience how success and participation in PE, physical activity and school sport, can contribute to leading a healthy lifestyle whilst developing self-worth, self-confidence, a sense of belonging and essential life skills.</p>	<p>JM and IN's meeting and discussions, along with the reviewing and writing of the action plan has ensured that the SP funding is used in the most productive way, allowing all pupils have access to a broad and balanced PE curriculum and opportunity to embark in a healthy, active lifestyle.</p> <p>This is giving pupils the best</p>	
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<p>action plan to MN for authorisation and Action Plan to go on the school website.</p>			<p>possible start in PE, allowing them the opportunity to develop a love for PE and activity, learn PE and FMS skills, along with emotional and social skills for life.</p> <p>JM and IN to sustain this by meeting in Autumn 1 2025 to plan for the following academic year - 25/26.</p>	
<p>Action – what are you planning to do</p>	<p>Who does this action impact?</p>	<p>Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>Impacts and how sustainability will be achieved?</p>	<p>Cost linked to the action</p>
<p><u>Extra-curricular</u> To start the extra-curricular club of football for Yr2 and Yr1.</p> <p><u>Access to activity</u> IN looking into a possible date for Animal Fu company to offer workshops to all pupils</p>	<p>Pupils who attend.</p> <p>All pupils</p>	<p>To give an opportunity to those children willing to further extend their physical and social skills through attending a club.</p> <p>To allow all pupils, regardless of their socio economic background, an opportunity to experience, develop and enjoy a range of differing physical activities, developing a love of PE, sport and healthy lifestyles</p>	<p>DF and OHM sports leading of multi skills and football club once a week for KS1 has improved the children's mental health, social and physical skills helping to develop a lifelong interest in sport.</p> <p>DF and OHM to continue delivering extra-curricular in 2025.</p> <p>IN to arrange Animal Fu in 2025.</p>	

Spring

<p><u>Extra-curricular</u> To continue the extra-curricular club of football for Yr2 and Yr1.</p>	<p>Pupils who attend.</p>	<p>To give an opportunity to those children willing to further extend their physical and social skills through attending a club.</p>	<p>DF and OHM sports leading of multi skills and football club once a week for KS1 has improved the children's mental health, social and physical skills helping to develop a lifelong interest in sport.</p>	
<p><u>Access to activity</u> IN to arrange for Animal Fu to take place in Spring 1.</p>	<p>All pupils</p>	<p>To allow all pupils, regardless of their socio economic background, an opportunity to experience, develop and enjoy a range of differing physical activities, developing a love of PE, sport and healthy lifestyles.</p>	<p>The whole school participated in Animal Fu workshop, allowing them the opportunity to experience and enjoy a new activity.</p>	

Summer

<p><u>Extra-curricular</u> To continue the extra-curricular club of football for Yr2 and Yr1.</p>	<p>Pupils who attend.</p>	<p>To give an opportunity to those children willing to further extend their physical and social skills through attending a club.</p>	<p>DF and OHM sports leading of multi skills and football club once a week for KS1 has improved the children's mental health, social and physical skills helping to develop a lifelong interest in sport.</p>	
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Action – what are you planning to do	Who does this action impact?	Key Indicator 5 Increased participation in competitive sport	Impacts and how sustainability will be achieved?	Cost linked to the action
Return declaration to enter form in Sport Impact competitions. Representatives to attend KS1 competitions	Selected children	To give selected children an opportunity to participate in inter school competitions experiencing the honour of being selected, representing their school and the thrill of a competition.	IN has entered and will attend the KS1 Multi Skills Festival, to give those pupils who will be selected, an opportunity to enjoy the thrill and fun of a competition, pride at being selected and the honour of representing their school, developing their self confidence and self-esteem. IN to sustain this by continuing to enter competitions 2025.	

Spring

<u>Competitions:</u> Return declaration to enter form in Sport Impact competitions. Representatives to attend KS1 competitions	Selected children	To give selected children an opportunity to participate in inter school competitions experiencing the honour of being selected, representing their school and the thrill of a competition.	IN entered and JF attended the KS1 festival, giving those pupils selected, an opportunity to enjoy the thrill and fun of a competition, pride at being selected and the honour of representing their school,	
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<p>Enhanced School Games provision Level 2: IN to organise a Spring inter house competition</p>	<p>All KS1 pupils</p>	<p>To increase participation in competitive and inclusive sport allowing pupils the opportunity to experience competition and the success and disappointments that can bring, developing their resilience, perseverance and self-confidence.</p>	<p>developing their self confidence and self-esteem. IN to sustain this by continuing to enter competitions 2025.</p>	
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Summer

<p><u>Competitions:</u> Return declaration to enter form in Sport Impact competitions. Representatives to attend KS1 competitions Enhanced School Games provision Level 2: IN to organise a whole school sports day inter house competition</p>	<p>Selected children</p>	<p>To give selected children an opportunity to participate in inter school competitions experiencing the honour of being selected, representing their school and the thrill of a competition.</p>	<p>IN entered and attended the KS1 Quad Kids and KS1 multi skills festival, giving those pupils selected, an opportunity to enjoy the thrill and fun of a competition, pride at being selected and the honour of representing their school, developing their self confidence and self-esteem. IN to sustain this by continuing to enter competitions 2025-2026.</p>	
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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
Inter competitions	Selected children had an opportunity to participate in inter school competitions experiencing the honour of being selected, representing their school and the thrill of a competition.	Continue next year
Animal Fu workshop	The whole school participated in Animal Fu workshop, allowing them the opportunity to experience and enjoy a new activity.	Continue next year

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	