



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 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 (2024/2025)

Activity/Action	Impact	Comments
Amanda Watkins, a teacher who has previously run the Active Leaders course, will now be working in school every week across the school for half a day.	<i>Indicator 2 – pupils have engaged in regular physical activity.</i> <i>Indicator 3- Raise the profile of PE across the school.</i> All pupils have benefited from quality teaching from an expert professional. Staff have gained valuable inset to deliver the PE curriculum.	Not only has Amanda taken every class but she has also organised sporting events for the school with other local schools on our site. She has worked alongside her fellow teachers in developing their skills. In the summer she ran a summer camp for two weeks for pupils from the school. The feedback was universally positive.
Raise the importance of/explicitly teach the children about looking after yourself and keeping healthy – including the importance of activity on physical and mental health.	<i>Indicator 3- Raise the profile of PE across the school.</i> All the children in the school (and nursery) have benefitted from this experience. The 'Life-bus' sessions for all classes provided vital opportunities for children to discuss and understand the importance of physical and mental wellbeing. One way this can be achieved is through sport and finding ways to be active.	The Life Bus continues to be a very successful; way of enabling children to discuss and understand the importance of physical and mental wellbeing through sport and other ways.

Ensure that all our pupils are able to swim and most importantly are water-confident and have some lifesaving skills that enable them to take part in water-based activities - understanding the dangers and how to do so safely.	<i>Indicator 2 – Engage in regular physical activity.</i> <i>Indicator 5 – Increased participation in competitive sport</i> <i>Indicator 1 – Increased confidence, knowledge and skills of staff</i> All KS2 children have a whole term of swimming (rather than the standard 6 weeks as in most schools) enabling time for water safety training, further stroke development and building swimming stamina. We also discuss National Water Safety Week back at school.	There are opportunities for some pupils to compete in an inter-school gala Some pupils in Year 5 also attend a Bell boating course at the Eyot Centre.
CPD for Teachers in: Team Games and Gymnastics	<i>Indicator 1 – Increased confidence, knowledge and skills of staff</i> <i>Indicator 3- Raise the profile of PE across the school.</i> All Staff and children have been fortunate enough to receive training from Dan (a specialist gymnastics coach). They have adopted on board coaching styles, safe practice ideas (e.g. class control and behaviour), as well as fresh ideas to inspire classes and specific tactical and sporting at different points during the year	These sessions have also given the teacher the ability to stand back and observe the class, helping with how to develop them further in PE but also taking into consideration the social and emotional aspects.
Membership of the local sports partnership	<i>Indicator 5 – Increased participation in competitive sport</i> All children across the school have benefited from competition and skills-based work with the other schools in the community.	VRS attends as many events as possible where children can compete against other schools. From KS1 going to tag rugby and football to swimming galas, bell boating and football, quad kids and rounders, and all KS2 children having an opportunity to go out to at least one event last year.

Organisation of school sports events	<i>Indicator 3- Raise the profile of PE across the school.</i> <i>Indicator 5 – Increased participation in competitive sport</i> <i>Indicator 4 – Broader experience of sports and activities offered to all pupils</i> All children have benefited from the organisation of the inter-house events e.g. cross-country, sports day, rounders, football etc.	As mentioned above the school has also used the money to arrange sporting fixtures at the school in the form of small tournaments. We have done this for both football and netball.
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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
Amanda Watkins continues working in school every week across the school for half a day	All pupils. Staff gain valuable inset from highly skilled professional.	Indicator 2 – Engage in regular physical activity. Indicator 3- Raise the profile of PE across the school.	The pupils benefit from a highly skilled professional. Teachers benefit from working alongside and learning from Amanda. This will help develop their own teaching skills.	<i>See linked document</i>
Raise the importance of/explicitly teach the children about looking after yourself and keeping healthy – including the importance of activity on physical and mental health.	All the children in the school (and nursery)	Indicator 3- Raise the profile of PE across the school.	The 'Lifebus' sessions for all classes provide vital opportunities for children to discuss and understand the importance of physical and mental wellbeing. One way this can be achieved is through sport and finding ways to be active.	<i>See linked document for spend</i>

Ensure that all our pupils are able to swim and most importantly are water confident and have some lifesaving skills that enable them to take part in water-based activities - understanding the dangers and how to do so safely.	All KS2 children	Indicator 2 – Engage in regular physical activity. Indicator 5 – Increased participation in competitive sport Indicator 1 – Increased confidence, knowledge and skills of staff	All KS2 children have a whole long term of swimming (rather than the standard 6 weeks as in most schools) enabling time for water safety training, further stroke development and to build swimming stamina. We also will discuss National Water Safety Week back at school. There are opportunities for some pupils to compete in an inter-school gala (which we won overall). Some pupils in Year 5 were also able to attend a Bell boating course at the Eyot Centre.	<i>See linked document for spend</i>
CPD for Teachers in: Team Games and Gymnastics	All Staff at different points during the year All children	Indicator 1 – Increased confidence, knowledge and skills of staff Indicator 3- Raise the profile of PE across the school.	Staff have received training from the Premier sports coaches and Dan (a specialist gymnastics coach). They have taken on board coaching styles, safe practice ideas e.g. class control and behaviour, as well as fresh ideas to inspire classes and specific tactical and sporting techniques – dependent on prior subject knowledge. These sessions also give the teacher the ability to stand back and observe the class, helping with how to develop them further in PE but also taking into consideration the social and emotional aspects.	<i>See linked document for spend</i>

Membership of the local sports partnership	All children across the school	Indicator 5 – Increased participation in competitive sport	VRS attends as many events as possible where children can compete against other schools. From KS1 going to tag rugby and football to swimming galas, bell boating and football, quad kids and rounders. All KS2 children had an opportunity to go out to at least one event last year.	<i>See linked document for spend</i>
Organisation of school sports events	<i>All children</i>	Indicator 3- Raise the profile of PE across the school. Indicator 5 – Increased participation in competitive sport Indicator 4 – Broader experience of sports and activities offered to all pupils	Organisation of the inter-house events e.g. cross-country, sports day, rounders, football etc.	<i>See linked document for spend</i>

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?	90%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	90%	<i>All children have done 2 lessons of lifesaving skills and taken part in water safety discussions and work back at school.</i>
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	<i>We provide 6 weeks extra swimming per class to ensure we are doing all we can to get as many children as possible up to the levels of expectation.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>Three staff have been retrained</i>

Signed off by:

Head Teacher:	<i>Tim Coulson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tim Coulson</i>
Governor:	<i>Zahra Bardai</i>
Date:	<i>16th September 2025</i>

Comment

Valley Road is extremely fortunate in that the area of Henley has the benefit of The Henley Educational Trust, who support individuals, families and schools who are in financial need. This accounts for the absence of figures in our report to the government concerning our support of particular groups of children. Those pupils are being supported just not from this pot of money, so we do not report it.

Since Covid there has been a decrease in the amount of competitively organized support in schools and we have been keen to get this back on track, hence our decision to arrange small scale tournaments in the school for local schools. This has been successful, and we aim to offer more of this in the coming year. This is organized by Amanda Watkins Cooke, our PE coach. Amanda is an independent self-employed coach with years of experience in working with primary and secondary-aged pupils. She is a quality teacher, and our children get first rate coaching, and the staff gain first rate inset.

With the education system the way it is at present and local education authorities offering very little in comparison to what happened ten years ago, we aim to use Amanda in a number of ways for staff and the pupils. It is very difficult with the funding document the government now asks us to complete to represent this in an accurate way as she covers several of the strands that relate to how we must spend our PE budget. Suffice to say, the money is well spent!

We are fortunate in being able to walk to a local swimming pool and we invest in a high number of coaches plus qualified teaching staff to deliver the swimming curriculum. We are aware of our responsibilities as a school living near a river, but we are also aware that the swimming curriculum is limited in showing that a school offers to those pupils who are already reaching the expected standard at age 7. This is why we work hard and invest in enabling all pupils to develop a level of achievement that is appropriate for their talents. This does not reflect the document the government produces but I believe it is important you should know our commitment, hence me starting it here.

Sport is an essential part of a child's life. We are very much in favour of competitive sport at Valley Road but believe it should be done in the right way. This means celebrating success but showing respect to the other team/player; accepting that defeat will come but we should learn from it and not sulk; shake the other person/team by the hand and move on; and above all enjoy the journey. There is nothing wrong with wanting to win: it is how we do it that matters. Alongside this we are very much in favour of all children developing a lifelong interest in sport. It will be the case that many of our pupils may not reflect at the present time a desire to compete but may become interested in sport in the future simply for socialisation or fitness reasons. We run clubs for this reason as well as encouraging fun and enjoyment in our lessons. Parents for years have organised a running club on Friday mornings which appeals to children of all ages and abilities. This is not reflected in our document, but it is there.

My overall point is we value sport at Valley Road, and we offer a great deal. There are clubs for Running, Gym (with a professional coach who also works in the main school day), parkour, street dance, dance troupe, multisport, plus local sports clubs who come in and often offer free coaching session (again this is not reflected in the funding documents).

If you are interested in knowing more, please contact us at the school.

Tim Coulson
Headteacher