

Evidencing the impact of the Primary PE and sport premium

Nantwich Primary Academy 2024/25

Commissioned by



Department
for Education

Created by



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TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£17,240
Total amount allocated for 2022/23	£17,490
Total amount of funding for 2023/24.	£17,440
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,450

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. Please see note above	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25		Total fund allocated: £17,450	Date Updated: July 2025	
Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation:
				45%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children engaged in one weekly high quality PE lesson during curriculum time in addition to: - daily active break time - daily active lunch - daily mile Curriculum resources improved and maintained.	Increase participation in sporting activities and provide children with the opportunity to develop their skills further. Provide children with the chance to try new sporting activities. Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities – during or after school. Children to participate in the daily mile. Lunchtime supervisor training to support all children to access active lunchtimes.		PE Equipment / Active Playtime resources £3250 Children are active for at least 60minutes a day through PE lessons and at regular intervals during the school day, ensuring that their physical literacy skills are being continually challenged and practised. Increased awareness of the consequences of own actions on peers through team activities such as sharing tools and participating in play and reflection. Further variety and activity to increase number and motivation of children engaged ensuring continued opportunities for physical activity throughout the	Monitoring of activity levels is required to ensure children are physically active and confident in fundamental movement skills. PE Lead to ensure all children participate in 2 hours of PE a week within school through regular monitoring commencing Autumn 2023 and ongoing throughout the year. PE Lead to monitor the provision of active lunchtimes / playtimes for all to promote 1 hour of daily physical activity

	Continued investment in resources for the teaching of P.E. to maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports.	£500 £750	day. High quality resources available for staff to assist delivery of high-quality lessons / active playtimes ensuring all children have access to safe, appropriate equipment to support physical activity. Children's self-esteem and confidence has increased through the play leader responsibility.	CPD for lunchtime staff is vital to ensure that they are supporting children to access active lunchtimes. Continue to broaden the level of activity within the school through sport clubs and the Daily Mile, which will have a long-lasting impact on the health and fitness of every child in the school. Continued investment in resources for the teaching of P.E. to maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
School Website page to be updated regularly focusing on PE.	Vice Principal/PE Subject leader to continue to update the website page include competitions, activities, curriculum.	£390 not inc below spend	Engaged parents to understand the impact of physical activity as part of daily life in supporting a healthy lifestyle – recipes sent	Effective management and structuring of playground games to raise standards of physical activity during break

Celebration opportunities to highlight sporting achievements to encourage all pupils to aspire to being involved in sport. Regular staff meeting time used to share developments within PE. To raise the profile of PE through planned curriculum events.	PE achievements to be recognised via celebration worship/ social media- recognising the achievements of children inside and outside of school. Staff meeting time / CPD for the implementation of new PE resources/planning. Regular staff meeting time allocated to maintaining high profile. PE lead to attend CPD sessions / network meetings – to disseminate good practice / ideas back into the academy. Sports Day Events Health and Well- Being week Through the Crewe and Nantwich Partnership membership we aim to increase participation in competitive sport, including inter-school competitions. Investment in this programme is a key on going school commitment aimed at sustaining accessibility so our children can take part in sporting tournaments and a range of PE activities.	Crewe and Nantwich Sporting Partnership. £700 £1000 £500 £300 £350	home, reference to opportunities out of school etc. Maintain a high profile towards PE amongst staff. Staff kept up to date in relation to PE and school sport through PDM/emails. Ensure Academy intent in respect of delivering high quality PE and sport. Children encouraged to take on leadership roles that supports sport and physical activity within the school e.g. Sports Captain. Training delivered by the Crewe and Nantwich Partnership to the Play leaders and lunchtime supervisors and is monitored regularly by the PE coordinator. Gifted and Talented Children encouraged to attend specific holiday clubs (October/ Easter/ Summer) run through the Crewe and Nantwich Partnership.	and lunch times. Ongoing use of social media to highlight sporting achievements both within school and external achievements of our pupils. Website page to be enhanced and parents to be signposted. Sports celebrations need to be further highlighted.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the quality of the PE curriculum. To develop PE training needs for all staff teaching PE.	PE subject leader to devise staff audit questionnaire surveys to assess confidence levels/areas that need more focus. CPD / Twilight sessions to be implemented in response. PE Subject Leader to undertake lesson observations to monitor quality of PE provision and identify further CPD needs. PE subject leader to provide staff members CPD, to promote confidence, knowledge and skills when planning and teaching. To enable staff to have the confidence to teach PE and sport more effectively. To work with teachers to enhance or extend current opportunities.	£950 inc above Cost for courses/ release and cover costs for dedicated specialist PE staff lead resource in school Specialised coaching CPD for teachers	Children in all years have taken part in a range of activities throughout the year- archery, curling, Quidditch, tennis and cricket. Planning and curriculum map implemented and followed. Up to date practice; greater levels of confidence and expertise within our existing teaching team member. Improved levels of sports teaching-ongoing evaluations from teaching members. Teachers/TAs to be in attendance of all coach-led lessons. Individualised meetings to support staff with their confidence and ensure consistency throughout the school.	Staff will continue to observe and work alongside specialised coaches in particular areas of PE to develop their teaching and improve the learning of new skills for the children as this has been very beneficial to all children as they receive high quality PE. Additional CPD needs to be reviewed and funding allocated accordingly to support staff to improve subject specific knowledge. To ensure that school PE plans are robust and delivered. To ensure all activity completed is sustainable and that all staff are supported to be able to deliver high quality PE lessons and activities with children. Planning and assessment to be

	PE subject leader to meet with a range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.			further reviewed. Start to use IPADS/Showbie when assessing the children- subject lead to discuss with other trust leads on how they are implementing this. To liaise with all local PE agencies to ensure maximum opportunities for PE are provided to as many children as possible in school.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to offer a wide range of activities both within and outside the curriculum in order to involve more pupils to participate in physical activity/ healthy lifestyles Children identified as not being able to swim for 25m are to be offered top-up sessions. Children achieving the curriculum standards in swimming are	Provide Healthy and Nutritional Eating Education. Practical support to help teach children the nutritional value of food and healthy eating. Variety of after school clubs set up for children to participate in including SEN/ PP children (Multi-skills, Boccia and lunchtime activities- Change For All) Identify children for top-up swimming sessions using a data	£2700 £500 Cooking teacher and all required resources. £200 Crewe and	Provision of additional 'taster' sessions / experiences / clubs both requested by the children and planned for the children to experience a wide range of sports that inspire and motivate them to try out, develop hobbies from and have a positive approach to life long healthy habits. Top up swimming attended by children who have not met the 25	Science co-coordinator regularly updates resources for healthy eating and these are on a display board and used in Science/ PE lessons. Build further on links with local sports clubs and coaches to encourage take up of sports out of school hours. Ensure clubs are well publicised to parents and children.

encouraged to go beyond the curriculum requirements – in terms of additional instructor supported lessons to complete multiple 25 metre lengths and to learn and perform valuable life savings skills.	grid and provide additional swimming provision for them to meet the swimming requirements of the national curriculum. Additional school investment so that as many children as possible to exceed the national curriculum standards for swimming through additional investment in instructor lead lessons/coaching.	Nantwich Partnership (Top Up swimming) Everybody Sport and Leisure (Nantwich Swimming Pool) – additional investment to exceed national curriculum standards	metres swim requirement during regular swimming session. Ensures ALL pupils have swim experience and most achieve the level.	Maintain range of clubs to suit the needs of the school and look for providers who can offer alternative sports and activities. Ensure clubs meet the varied interests of children within the school and cover all the main sports. Aim to have at least one sport that the children may not have experienced before. Each class will benefit from a pupil enrichment days during 2023-2024 introducing them to a new sport and access high quality delivery. Provide sporting events for parental participation with their child (1 activity each term)
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				27%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

To increase the participation of pupil premium children in sporting activities outside of timetabled PE. To implement more Intra-school competitions. To take part in more competitions to increase their levels of fitness and PE ability/skills.	Offer opportunities to involve the least active children by providing targeted activities: Boccia, Multi-skills and Games for All.	£1000	Detailed attendance tracking for all after school/holiday clubs. Analysis and gap filling undertaken.	Continue to participate in inter- and intra-school competitions including SBMAT events such as the SEND Olympics.
	Individual children invited to take part in clubs and events where their levels of physical activity lower than that required to meet requirements of the Chief Medical Officer.	Transport costs to and from inter-school competitions.	Sports day for EYFS/KS1/KS2 which supports the development of social skills and positive relationship building. As well as demonstrating leadership, teamwork and communication skills. Raised profile of sport with parents.	Subject leader to discuss with Crewe and Nantwich partnership and ST. BART's MAT PE subject leaders about next steps and what sporting activities are going to be put in place for the next academic year.
	Through teaching challenges and determination to not give up in a sport should link in with children's attitude to learning in other areas of the curriculum.	Tournament entry costs	In the Health and Well-being week children took part in a cooking program, growth mindset activities and different sporting opportunities- Quidditch.	
	To continue to arrange and liaise regular meetings within the St Bart's MAT. This promotes shared practice and facilities with a view to organising events that give children the opportunity to compete in.	MyHappyMind	Children have a sense of pride at being part of a team and understand they represent themselves, their class and school.	
	Through the Crewe and Nantwich partnership Membership, we aim to increase participation in competitive sport, including inter-school competitions.	£1500	Children's engagement in sports competition contribute to the developmental outcomes for a healthy lifestyle, where children learn about physical, social and cognitive skills.	

			Engagement in physical activity is recognised to contribute to a range of positive outcomes, specifically; physical and mental health, social wellbeing, cognitive and academic performance. Children developed knowledge and skills of specific sports which interest them whilst expanding social skills and confidence. They continue to be motivated to engage in a physically active lifestyle beyond the school environment.	
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PE Funding Evaluation Form

**Nantwich Primary
Academy 2024/25**


Commissioned by
Department
for Education

Created by



PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2023/24.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

Review of last year 2023/24

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

What went well?	How do you know?	What didn't go well?	How do you know?
Increased Participation in Inter-School Competition	Pupils attended 14 inter-school competitions across a range of sports, a notable increase from 9 the previous year. This reflects a growing emphasis on competitive opportunities and pupil engagement beyond the classroom.	Improved Lunchtime Provision	Structured lunchtime activities were introduced, supported by new equipment and resources to encourage active play. However, CPD for lunchtime staff has been identified as a next step to model and support positive and inclusive play behaviours.
Expanded Extra-Curricular Offer	A broader package of extra-curricular activities was offered throughout the year. Clubs were available each half term, catering to a range of interests, sports, and ability levels, ensuring inclusive access for all pupils.	Swimming Outcomes	86% of Year 6 pupils met the national curriculum swimming requirements, compared to 92% the previous year. This decrease is attributed to a lower-attaining cohort and reduced attendance at top-up swimming sessions. Further support strategies will be explored to address this gap moving forward.
Sustainable Investment in Resources	Significant investment in PE equipment has improved accessibility and quality of provision. Equipment is now better organised and more readily available for both curriculum and enrichment use.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Increase CPD for lunchtime staff to increase the accessible provision of playtime games/resources. Continue to increase attendance at inter-school competition and develop intra-school competitions. Review Swimming timetables and sessions to allow for more progress ready for the Year 6 swimming expectations – including top-up swimming.	Increase CPD opportunities for lunchtime staff to enhance the accessibility and quality of active play provision. Provide modelled activities tailored to different age groups and ensure updated equipment is available to support a range of structured games. Continue to increase pupil attendance at inter-school competitions and introduce a consistent programme of intra-school competitions. These will be timetabled half-termly and aligned with both extra-curricular clubs and local events to maximise participation. Review swimming timetables and the structure of sessions to better support progress toward Year 6 national curriculum expectations. Focus on identifying and targeting the bottom 20% of swimmers. Evaluate the current organisation and engagement with top-up swimming at Nantwich Pool to ensure a more effective and inclusive offer.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
We aim to ensure that all pupils engage in high-quality physical education, experience a wide range of sports and physical activities, and develop positive attitudes toward health and fitness. The intended impact of our PE and Sport Premium spending for 2024/2025 is: • Increased Participation: More children, including those less active or less confident, will participate regularly in both PE lessons and extra-curricular activities. • Improved Physical Literacy: Pupils will show measurable progress in fundamental movement skills, coordination, stamina, and teamwork. • Upskilled Staff: CPD for teachers will improve the quality and consistency of PE teaching, with long-term benefits for both current and future pupils. • Positive Attitudes and Wellbeing: Through increased activity and enjoyment of sport, pupils will show improvements in resilience, behaviour, and emotional wellbeing. • Broader Curriculum Offer: Children will have access to a wider variety of sports, including non-traditional activities, to help all pupils find something they enjoy. Sustainability To ensure sustainability:	We will measure the impact of our PE and Sport Premium funding through a range of qualitative and quantitative evidence: • Pupil Participation Data: Registers from after-school clubs, intra-school competitions, and lunchtime activities will show increased engagement across all year groups, including targeted groups such as less active pupils and SEND pupils. • Pupil Voice: Surveys and interviews will provide feedback on children's enjoyment, confidence, and attitudes toward physical activity, with a focus on identifying any changes in motivation or interest. • Staff Confidence Audits: Pre- and post-CPD evaluations will demonstrate improvements in teachers' confidence and competence in delivering high-quality PE lessons. • Lesson Observations and Learning Walks: PE lessons will be monitored to assess the quality of teaching, engagement levels, and progression in physical skills. • Assessment and Progress Tracking: We will track pupil development in key physical literacy areas using our PE assessment framework, showing improvement over time. • External Recognition: Achievement of awards such as the School Games Mark will evidence our commitment to sustainable sport provision and wider engagement. • Photographic and Video Evidence: Documentation from events, festivals, and sports days will illustrate the breadth and inclusivity of the PE offer.

Expected impact and sustainability will be achieved

- We are embedding PE training into the school's long-term CPD programme so staff confidence and skills are retained beyond the funding period.
- Equipment purchased this year is of high quality and will benefit cohorts for years to come.
- Our sports leader's programme is developing older pupils to act as role models and lead activities independently.
- We are building community links with local clubs and sports providers, creating pathways for continued participation outside school.

Expected impact and sustainability will be achieved

What impact/sustainability have you seen?	What evidence do you have?
Pupil Ownership and Motivation: Pupils are taking greater ownership of their physical development and actively requesting more opportunities to be active, including suggesting new clubs and taking initiative during break times. Leadership and Independence: Sports leaders and playmakers are confidently running simple games and warm-ups, reducing the need for adult-led activity during lunchtimes and boosting leadership skills in the upper key stages. Peer Modelling and Inclusion: Children are supporting one another more readily, with less confident pupils engaging because they are encouraged by their peers, rather than just by adults. Cross-Curricular Impact: Physical activity is being used more creatively in other subjects (e.g., active maths, brain breaks), contributing to improvements in focus, behaviour, and engagement across the curriculum. Embedding of Good Habits: Daily activity (e.g., active travel, the daily mile, wake-up-shake-up) has become part of the school routine, helping to build lifelong habits beyond the scope of the funding. Staff Initiative: Some staff have taken the lead in organising new clubs or activities based on their own interests or CPD — indicating a long-term commitment beyond the original funding aims.	Staff-Led Initiatives: Teachers have independently introduced active learning strategies in non-PE subjects and volunteered to run new clubs, demonstrating confidence and enthusiasm sustained beyond external CPD. Parent Feedback: Informal comments during parents' evenings and school events have shown growing awareness and appreciation of the PE offer — including increased interest in pupils joining community clubs. Photographs and Displays: Visual records around the school show PE embedded into wider school life (e.g. active learning walls, sports leader boards, daily mile trackers). Behaviour and Engagement Logs: Teachers have reported improvements in pupil focus and regulation after active sessions, with fewer incidents and greater engagement during learning time. Consistent Participation Records: Sustained high numbers in extra-curricular activities over multiple terms indicate that new routines and enthusiasm for physical activity are continuing.

Expected impact and sustainability will be achieved

Signed off by	
Head Teacher:	Sue Spence
Date:	30.07.25
Subject Leader:	Ellie Lawton
Date:	30.07.25
Governor:	Glyn Lowe
Date:	30.07.25