



# 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 2026.**

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.



# Dorothy Goodman School Primary PE and Sport Premium Overview

Academic Years: 2025 - 2026

Awarded Sports Premium Funding (2025 - 2026 ): £17,660

Spending outline in this report: £17,935

## Key priorities and Planning

This planning template is designed to 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.<br>£17,660                                             |
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| Additional Swimming Instruction and Pool hire for pupils across EYFS, KS1 and KS2 | Teaching staff, Learning Support Assistants, Medical Team staff, Spotting trained staff. | 4. Broader experience of a range of sports and activities offered to all pupils<br>Engagement of all pupils in regular physical activity | All pupils within EYFS, Key Stage 1 and Key Stage 2 will have accessible swimming lessons across the year.                                                                                                              | £2486 - Pool and swim teacher hire and associated transport                       |
| Spotter Training (higher number of staff trained to maintain access to pool use)  | Learning Support Assistants, Grade 8's and Grade 9's.                                    | Increase confidence, knowledge and skills of all staff in teaching PE and Sport.                                                         | All pupils will use either the hydro pool or swim centre.<br><br>Increased capacity for pupils to access swimming opportunities. Ability to target swimming skill development with smaller group work to be undertaken. | £6,170<br><i>Staffing costs for spotting and supporting staff</i><br><br>£1000.00 |

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| Purchase of PE equipment and adapted resources                                               | Teaching staff, Learning Support Assistants, Grade 8's and Grade 9's.                                                                                                                    | 4. Broader experience of a range of sports and activities offered to all pupils<br>2. Engagement of all pupils in regular physical activity | Equipment will allow a wider range of PE activities to be delivered. Equipment will allow pupils to engage in a wider range of physical activities. | £3,115 |
| <i>Participation in additional sports activities (Leicester Tigers Rugby Taster Session)</i> | Pupils, Learning Support Assistants, Grade 8's and Grade 9's.<br><br>Developing specialist knowledge and sharing good practice between internal staff with specific knowledge of pupils. | 4. Broader experience of a range of sports and activities offered to all pupils                                                             | Teachers and support staff are more confident to deliver effective PE.                                                                              | £100   |
| <i>CPD for staff supporting swimming and hydrotherapy;</i>                                   | Specific support and training provided to staff to support specialists poolside support of pupils.                                                                                       | 1. Increased confidence, knowledge, and skills of all staff in teaching PE and sport.                                                       | <i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>                      |        |
| Staff Modelling of best practice;<br>- Staff support.<br>- CPD sharing of                    | Additional sessions and additional support time so staff can consistently meet pupils' needs in the water.                                                                               | Increased participation in competitive sport.                                                                                               |                                                                                                                                                     |        |

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| <p>good practice<br/>Modelling<br/>alongside staff<br/>to support<br/>individual<br/>pupils</p> <p>Sensory Circuits<br/>Resources</p> <ul style="list-style-type: none"> <li>- Soft Mats</li> <li>- Spring board</li> <li>- Place spots</li> <li>- Bean bags</li> <li>- Various<br/>therapeutic<br/>balls</li> </ul> <p><i>PE Equipment<br/>Servicing and<br/>maintenance.</i></p> | <p>Teaching staff, Learning<br/>Support Assistants, Grade 8's<br/>and Grade 9's.</p> <p>Ensuring the safety of all<br/>equipment and outdoor play<br/>equipment for pupils.</p> <p>Hydro therapy pool servicing<br/>and maintenance costs to<br/>ensure the correct<br/>environment is available<br/>where the public pool is not a</p> | <p>2. The profile of PE and sport<br/>is raised across the school<br/>as a tool for whole-school<br/>improvement</p> <p>4. Broader experience of a<br/>range of sports and<br/>activities offered to all<br/>pupils<br/>Engagement of all pupils in<br/>regular physical activity</p> | <p><i>Pupils will continue to<br/>have access to<br/>equipment which<br/>allows them to access a<br/>broad variety of PE<br/>activities and sports.</i></p> | <p>£5,064</p> |
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|  | suitable venue for swimming.<br><br>Repairs and refurbishment of<br>Soft Play room. |  |  |  |
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## Key achievements 2025-2026

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                                                                                                                                                                                                                                                                                             |
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| 1) Top-up Swimming Instruction and Pool hire for pupils across EYFS, KS1.<br>2) Spotter Training (higher number of staff trained)                                                                                                  | Our swimming program has empowered Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2) pupils with vital swimming skills and boosted their water confidence. Beyond this, the program has significantly enhanced their water safety awareness and positively impacted their well-being by providing a fun, stress-relieving activity that supports emotional regulation and communication. Additionally, our support for transitions has enabled pupils to engage in community access activities alongside staff. | Our dedicated focus on water safety has proven especially effective, furnishing pupils with essential knowledge and abilities that hold the potential for life-saving application.                                                                                                                   |
| 3) Purchase of PE equipment and adapted resources<br>4) Sensory Circuits Resources <ul style="list-style-type: none"> <li>- Soft Mats</li> <li>- Various therapeutic balls</li> <li>- Footballs</li> <li>- Bike helmets</li> </ul> | <p>The purchase of new PE equipment and adapted resources has enriched the physical education curriculum, offering a wider range of activities and experiences for pupils.</p> <p>The new equipment has facilitated improved skill development in various sports, enhancing pupils' physical fitness and overall athletic abilities.</p>                                                                                                                                                                                                    | <p>We've seen a noticeable improvement in our PE lessons thanks to the new equipment; they're now much more engaging and dynamic for the pupils.</p> <p>The variety of new equipment has allowed us to introduce new sports and activities, keeping pupils excited and motivated to stay active.</p> |

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| <p>5) <i>CPD for staff supporting swimming and hydrotherapy;</i></p> <p>Staff Modelling of best practice;</p> <ul style="list-style-type: none"> <li>- Staff support.</li> <li>- CPD sharing of good practice</li> </ul> <p>Modelling alongside staff to support individual pupils</p> | <p>Increased levels of regulation for pupils accessing sensory circuits at the start and end of the school days.</p> <p>pupils have engaged more readily within physical activity and sports, accessing a wider range of activities utilising the new equipment.</p> <p>This year's additional swimming provision has been highly successful, with staff growing in confidence and skill when supporting individual pupil needs. This progress is largely due to practical CPD and the direct involvement of specialists, who modelled strategies during sessions. Sharing expertise in real-time allowed staff to implement effective approaches tailored to pupils' sensory, physical, and emotional needs. As a result, staff collaboration improved, inclusive practice was strengthened, and all pupils benefited from well-supported experiences. Feedback and observations show increased engagement, reduced anxiety, and strong physical outcomes linked to this specialist input.</p> | <p>Equipment has also been included in outdoor activities for break and lunchtime activities.</p> <p>Training has provided a framework to allow PE specialist staff member to train staff and ensure knowledge of what is being taught matches the needs of pupils.</p> <p>Confidence of non specialist teachers has increased through joined support and agreements.</p> |
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### Context;

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At Dorothy Goodman School, swimming is an important part of our curriculum, consistently provided to pupils from the Early Years Foundation Stage right through to Year 6; we also offer swimming to groups of pupils between year 7 and Year 14. We believe in fostering strong, lifelong skills and healthy lifestyles, which is why we ensure continuous access to pool facilities as pupils progress through the school.

Our swimming provision is deeply individualised to meet each pupil's unique needs. For some, this takes the form of a tailored hydrotherapy programme, specifically designed to support their physical development and overall well-being. For others, the focus is on learning specific swimming strokes and developing essential aquatic skills.

Throughout the primary years, the majority of our pupils utilise local leisure centre pools, whilst some, with more complex needs, access our dedicated hydrotherapy pool on site. As pupils transition to secondary age, they are offered more choice regarding their swimming participation. However, we strongly encourage any pupil not yet able to swim a reasonable distance competently to continue with lessons, ensuring they develop vital water safety skills and the ability to support themselves in aquatic environments.

It's important to acknowledge that very few of our pupils are able to swim in line with typical age-related expectations. We've also observed a noticeable decline in the swimming skill and water safety knowledge of our younger pupils, a trend we attribute to the significant impact of the COVID-19 pandemic and the subsequent lack of opportunities for parents to arrange swimming lessons outside of school. This is continuing as fewer SEND specific swimming lessons and pool sessions have been restarted since the lockdown.

Currently, only a handful of our primary-aged pupils typically achieve the age-expected level in using a range of swimming strokes. This year, for instance, we had just five Year 6 pupils who could efficiently and effectively use recognised strokes. While none of our pupils could perform safe self-rescue in various water-based situations at this stage, we are confident these crucial skills will continue to be developed and mastered as they progress into Key Stages 3 and 4.

| <u>Question</u>                                                                                                                                | <u>Stats:</u>     | <u>Further context</u><br><u>Relative to local challenges</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?        | 0 % (0 pupils)    | Given the diverse needs of the pupils at Dorothy Goodman, applying standard age-related expectations to swimming assessment often doesn't quite capture their true progress. We, instead, prioritise assessing pupils based on their personal starting points, which allows us to have proper, meaningful discussions about their development. Throughout the primary years, we've observed consistent, incremental progress in pupils' fundamental and consolidating swimming skills. As with all areas of learning for our pupils, we fully anticipate this journey of skill acquisition will extend across subsequent Key Stages. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 23.81%.(5 pupils) | <p>Given the needs of our pupils, the development of specific gross and fine motor skills requires sustained effort and repeated practice.</p> <p>Although pupils may be able to perform certain strokes, we've only assessed them as being capable of doing so if they can consistently execute multiple specific strokes for a minimum of 5 metres.</p>                                                                                                                                                                                                                                                                            |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?                                                                                                                                                                 | 0 % (0 pupils) | <p>Given the intricate skills required, our pupils face various difficulties with this particular area. As with the earlier point regarding age-related expectations, these are proficiencies that our pupils will need more time to master.</p> <p>This skill will continue to be developed as pupils transition into Key Stage 3.</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? | Yes            | <p>Dorothy Goodman focuses on individual progress against personal starting points rather than strict age-related or National Curriculum expectations for all pupils, due to their diverse needs. We prioritise the small steps of progress consistently throughout the Key Stages, acknowledging that skill acquisition takes additional time for our pupils.</p> |

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| <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</p> | <p>Spotter training has been provided.</p> <p>We have maintained the training of one of our staff as a swim teacher.</p> <p>We have utilised skills within our own staff team and redirected staff hours to support swimming and hydrotherapy slots to support staff to gain pupil specific support skills and build their knowledge.</p> |
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Signed off by:

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| Head Teacher:                                                                      | <i>Kelly Dryden</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: |                     |
| Governor:                                                                          |                     |
| Date:                                                                              |                     |