### Reporting requirements

All schools who receive PE and sport premium funding must publish a report on their website detailing how the funding has been spent. The report must be published by 31 July each year.

This must include:

* the amount of premium funding received
* a full breakdown of how it has been spent
* the impact seen by the school on pupils’ participation and attainment in PE and sport
* how this improvement will be sustained
* swimming and water safety attainment

While school leaders are responsible for drafting the report, we recommend that governing boards review it ahead of publication and ensure it is published on time.

From July 2025, all schools who receive the funding must also complete a [digital reporting form](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools#digital-reporting-form) (the DfE will make the form and accompanying guidance available by June 2025). A copy of the digital form can also be downloaded and published to fulfil the above reporting requirement.

A new PE Funding Evaluation form is available from [Youth Sport Trust](https://www.youthsporttrust.org/school-support/primary-pe-sport-premium) and [The Association for Physical Education](https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium) websites. The form was produced in collaboration with the DfE and is recommended to help schools prepare to complete the digital reporting form.

# PE and sport premium

The [PE and sport premium](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) is funding allocated to primary schools that must be used to:

* make additional and sustainable improvements to the existing PE, sport and physical activity offer available in the school
* build capacity and capability in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future

Governors and trustees are responsible for monitoring PE and sport premium spending. This means:

* ensuring appropriate use of the funding (in line with [conditions of grant](https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2023-to-2024) and any other relevant financial rules and procedures)
* ensuring that spending represents good value for money
* evaluating the impact of spending on pupil outcomes

## PE and sport premium monitoring tool

|  | Monitoring priorities | Notes and actions |
| --- | --- | --- |
| 1 | Schools should prioritise PE and sport premium spending to improve in the following five key areas:   * increasing all staff’s confidence, knowledge and skills in teaching PE and sport * increasing engagement of all pupils in regular physical activity and sport * raising the profile of PE and sport across the school, to support whole school improvement * offering a broader and more equal experience of a range of sports and physical activities to all pupils * increasing participation in competitive sport   Refer to the reports provided by school leaders and ask questions to help you understand how spending has met any of the above key priorities. | * Staff are consistently involved in the planning and delivery of PE lessons, with support of the PE lead (Mr Di Marco). Staff are involved on a daily basis in delivering and assisting effective PE lessons. * Every child participates in PE lessons once a week. Lunch times include different activities on the playground for children to engage in. PE after school clubs are run by Mr Di Marco; such as, multi sports, dodgeball and football. Fun and games clubs include physical activities to develop the children’s gross motor skills. * Bollington St John’s takes part in competitive sports fixtures, arranged and run by Mr Hanson. Football fixtures are regular and netball clubs and fixtures are also available during the summer term. Children have the opportunity to participate in events, during school hours, that take place on a different school site. * Bollington St John’s promotes fair and equal opportunities through different sporting activities and fun-based learning which develops their skills. Mr Di Marco’s extra-curricular sports clubs provide children with the opportunity to experience a broad range of learning opportunities, not just their weekly PE lessons. Summer term academies also provide children with opportunity to widen their sporting horizons. For example, using the school field to learn, practise and implement golf skills. * Children’s sporting interests are catered for by ensuring all children have the opportunity to participate in competitive fixtures. Mr Di Marco and Mr Hanson ensure sports teams are rotated to allow wider participation. Competitive fixtures and tournaments are arranged to allow high achieving children to showcase their abilities in a wide range of activities. |
| 2 | Schools should see continuing professional development (CPD) for staff as a key priority to ensure that improvements to the teaching of PE, sport and physical activity are sustainable. This could include:   * professional development * mentoring * appropriate training * access to external resources   Governing boards should monitor the quality of the CPD provided to ensure that it is effective and fit for purpose, ensuring that the school uses established quality assured local, regional, and national subject-specific and suitably qualified providers.  Refer to our [guidance on CPD for school staff](https://www.nga.org.uk/knowledge-centre/cpd-school-staff/) for further information. | * All staff are involved in the school’s PE development, which ranges from planning to implementation of PE lessons. All staff are continuously involved, and made aware of, the importance of PE and how PE lessons should be designed and implemented. * Mr Di Marco provides staff with the opportunity to continuously develop their understanding of PE. Outside providers are welcomed to the school to further develop staff’s awareness and understanding in the PE environment. * Physical Education CPD booklets are available and used to provide staff with the opportunity to develop their understanding of how to implement effective PE lessons. Delivery of PE lessons, that include warm-ups, technical learning sessions and game related activities are available to staff through their CPD booklets. |
| 3 | Evaluate how the use of the PE and sport premium fits into school improvement plans and assess the impact it is having on pupils. Consider:   * the overall quality of the teaching of PE * how it assists with the development of transferrable life and social skills such as respect, fairness and resilience * the impact PE and sport have on other school priorities, values and ethos * the role of PE and sport as a vehicle to engage and raise achievement in other subjects * how PE and sport create opportunities to learn and maximise social development * how PE and sport improve pupil engagement and wellbeing   Refer to reports from the school’s PE lead as well as insights gained from [school visits](https://www.nga.org.uk/knowledge-centre/school-visits-guidance) and interactions with staff and pupils.  NGA’s [PE and school sport guidance](https://www.nga.org.uk/knowledge-centre/pe-and-school-sport/) sets out the features of high-quality provision.  The Department for Education’s updated [School Sport and Activity Action Plan](https://www.gov.uk/government/publications/school-sport-and-activity-action-plan#Overview) sets out new ambitions for equal access to PE and sport for girls and boys and two hours of PE a week.  [Guidance](https://www.gov.uk/government/publications/pe-and-sports-in-schoolshttps:/www.gov.uk/government/publications/pe-and-sports-in-schools) is available to help schools meet the ambitions of the [physical education national curriculum](https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study), aims of the school sport and activity action plan and [Chief Medical Officers’ physical activity guidelines](https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report). | * Mr Di Marco consistently delivers planned, practised and developed PE lessons for all ages and abilities. Quality First teaching strategies are implemented by Mr Di Marco to ensure all children are involved in high quality, differentiated learning. * Bollington St John’s consistently promotes respect, fairness and resilience through its sporting opportunities and activities. Other skills such as team-work, independence and social awareness are modelled by all staff and promoted through sporting opportunities. * PE impacts and aligns with our school’s values due to a consistent, school wide focus on fairness, humility, understanding and honesty. Also, all staff promote fair and equal opportunity for all children, including SEN and our Pupil Premium children. This involves ensuring children understand the importance of refraining from malicious retaliation, verbal and physical, when disappointed with the sporting outcome. * Sporting opportunities are offered to children as a reward for hard work, progress and achievement in other areas of the curriculum. High expectations are promoted in all areas of learning and children’s achievement in other areas of the curriculum is celebrated in the same way as sporting achievement. * PE lessons, extra-curricular sports clubs and sports fixtures consistently provide children with the opportunity to expand their social boundaries and to explore interactions and friendships. * Varied sporting activities provide children with the opportunity to vary their social interaction and to grow their friendships and social skills in unfamiliar sporting environments. * Sporting activities improve children’s psychological and physical wellbeing because they are allowed express themselves through physical exercise, guided learning and social interactions during sport. |

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|  | Monitoring priorities | Notes and actions |
| 4 | Assess the impact of spending on the five key areas (referred to in section 1 of this tool). Also consider:   * Do pupils take part in 30 to 60 minutes of moderate-to-vigorous intensity [physical activity each day](https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action/childhood-obesity-a-plan-for-action#helping-all-children-to-enjoy-an-hour-of-physical-activity-every-day)? * Is the school offering a wide range of sports and physical activities to pupils? * What is the school doing to encourage all pupils to take part in competitive sport? * Do all pupils leaving the school meet the minimum national curriculum requirements for swimming? * Is the profile of PE and sport promoted within the school (for example, are achievements recognised, such as in assemblies)?   This list is not exhaustive – there are many ways in which schools can make use of PE and sport premium. Governing boards should have a focus on ensuring that spending results in sustainable improvements to the PE, sport and physical activities it provides. | -All pupils take part in at least 30 to 60 minutes every day.  -A wide range of sports and physical activities are offered.  -School actively encourages all pupils to take part, including targeting SEN, Pupil Premium children and specific girls’ teams to raise the profile and their participation. We offer a wide of range of tournaments and events catering for all abilities.  -Do to due cohort sizes percentages of children achieving the National Curriculum requirements for swimming vary year to year.  -Sport has a high profile in school, including a sports’ wall display, recognition in assemblies and its own section in the weekly newsletter. |

### This tool was produced in partnership with the Department for Education (DfE) and the Local Government Association (LGA).