



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)

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

Activity/Action	Spend and Impact	Comments
<p>OAA</p> <p>In 2024/25, Armfield Academy implemented a bold and inclusive Sports Premium strategy aimed at broadening the physical activity experiences of all pupils by embedding Outdoor and Adventurous Activities into the core physical education offer. The school partnered with Outdoor NW, a specialist provider, to deliver high-quality, safe, and challenging OAA sessions. The programme ensured that every child, regardless of background or ability, participated in a range of experiences such as rock climbing, ghyll scrambling, kayaking, and orienteering at a variety of sites throughout Lancashire and the</p>	<p>£12,000</p> <p>The 2024/25 Sports Premium strategy at Armfield Academy has successfully delivered an ambitious and inclusive programme that broadened the horizons of every child through access to high-quality Outdoor and Adventurous Activities. The partnership with Outdoor NW has created lasting impact on pupils' confidence, physical competence, and enjoyment of physical activity. Going forward, the school aims to embed this approach as a sustainable and core part of its physical education provision.</p>	<p>98% of pupils from Years 1-6 participated in at least one OAA activity.</p> <p>The strategy ensured equity, with transport and equipment fully funded through the Sports Premium, removing financial barriers to participation.</p> <p>Activities were differentiated to support SEND pupils, ensuring accessibility and engagement for all learners.</p>

<p>Lake District.</p> <p>SportsCool</p> <p>During 2024/25, Armfield Academy used Sports Premium funding to partner with Sportscool to deliver a consistent programme of lunchtime and after-school sports clubs. The aim was to increase opportunities for physical activity beyond curriculum time, engage less active pupils, and diversify the range of activities on offer.</p>	<p>£4,000</p> <p>1. Increased Participation</p> <ul style="list-style-type: none"> • Clubs were well attended across all year groups, with several at full capacity. • Lunchtime sessions offered accessible, low-barrier activities for all pupils, including those less likely to attend after-school clubs. <p>2. Enhanced Activity Variety</p> <ul style="list-style-type: none"> • Pupils accessed sports not typically covered in PE lessons, such as dodgeball, ultimate frisbee, and multi-sports. • The variety helped engage a broader range of interests and abilities. <p>3. Positive Behaviour and Focus</p> <ul style="list-style-type: none"> • Staff noted improved lunchtime behaviour and classroom readiness in pupils who participated in midday sessions. • After-school clubs provided a positive, structured environment for pupils post-3pm. 	<p>Monitoring of individual pupil participation could be improved to better track impact on target groups (e.g. disadvantaged pupils, girls, SEND).</p> <p>Consider rotating sports each term to maintain novelty and boost re-engagement.</p>
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<p>EYFS Motor Screening</p> <p>As part of Armfield Academy's long-term strategy to improve physical development from the earliest stages, Sports Premium funding was used to upskill staff through an EYFS motor skills screening course. The training equipped the PE lead and a Year 1 teacher to launch a structured motor screening programme to identify and support children with motor skill development needs across Reception</p>	<p>4. Upskilling and Collaboration</p> <ul style="list-style-type: none"> • Sportscool coaches worked alongside school staff, modelling high-quality delivery. • Staff gained ideas and strategies to use in future PE and club sessions. <p>£2,000</p> <p>1. Early Identification</p> <ul style="list-style-type: none"> • Staff to identify motor skill delays in Reception and Year 1 pupils. • Targeted support to be introduced earlier than in previous years. <p>2. Staff Development</p> <ul style="list-style-type: none"> • PE lead and Year 1 teacher gained confidence and expertise in motor screening. • Stronger links formed between PE, EYFS, and SEND support. <p>3. Improved Pupil Outcomes</p> <ul style="list-style-type: none"> • Pupils to show better coordination, balance, and focus. • Gains to support fine motor skills and 	
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handwriting.

4. Sustainable Practice

- Screening to be embedded into EYFS/KS1 provision.
- In-house expertise allows for future staff training and expansion.

Key priorities and Planning - 2025/2026

This planning template will allow schools to accurately plan their spending.

Total amount allocated for 2024/2025 - £17,770

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
<p>OAA</p> <p>Partner with Outdoor NW to provide all pupils in Years 1–6 with access to a broad range of Outdoor and Adventurous Activities (OAA) including ghyll scrambling, kayaking, rock climbing, and abseiling.</p>	<p>All pupils in Years 1 to 6</p> <p>Particularly impactful for pupils with limited access to outdoor experiences and those less engaged with traditional team sports</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Impacts:</p> <ul style="list-style-type: none"> • All pupils experience inclusive, challenging activities that build confidence, resilience, and teamwork • Increased motivation and enthusiasm for physical activity • Supports physical, social, and emotional development <p>Sustainability:</p> <ul style="list-style-type: none"> • Staff will accompany pupils and gain experience in OAA environments • Knowledge and confidence gained will allow for in-school follow-up activities and cross-curricular links • Builds a culture of outdoor learning and physical challenge that can be maintained year-on-year 	<p>Approx. £9,000 – £12,000 depending on group sizes, transport, and number of visits (costs include instruction, equipment, site access, and staffing support)</p>

Launch a motor screening programme for EYFS pupils to assess and improve gross and fine motor skills , supporting physical development and school readiness.	<ul style="list-style-type: none"> • All Reception pupils • Particularly beneficial for children with underdeveloped coordination or movement skills • Early identification also supports pupils with SEND or developmental delays 	<p>Key Indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Impacts:</p> <ul style="list-style-type: none"> • Early identification of motor delays leads to targeted interventions • Improves physical readiness for PE, handwriting, and classroom learning • Supports long-term physical development from the Foundation Stage onwards <p>Sustainability:</p> <ul style="list-style-type: none"> • Trained staff (PE lead and EYFS teacher) will embed screening annually • Motor development activities will be integrated into daily EYFS provision • Resources and knowledge retained in school for future cohorts 	<p>Approx £1,500</p> <p>Includes staff training course</p> <p>Screening tools/resources</p> <p>Initial intervention equipment (e.g. balance boards, fine motor kits)</p>
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<p>Use external sports coaches from Sportscool and Fylde Rugby Club to deliver structured lunchtime and after-school sports clubs, increasing daily physical activity opportunities for all pupils.</p>	<p>All pupils in Years 1–6</p> <p>Particularly supports less active pupils, those lacking access to extracurricular sport, and pupils who benefit from structured physical activity during unstructured times</p>	<p>Key Indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Impacts:</p> <ul style="list-style-type: none"> • Increased participation in daily physical activity • Improved pupil focus, behaviour, and readiness to learn • Exposure to a wider variety of sports (including rugby and multi-sports) • Boosted engagement of pupils not traditionally involved in sport <p>Sustainability:</p> <ul style="list-style-type: none"> • School staff observe and learn from coaches to build future in-house capacity • Pupil interest and demand will support continuation through internal clubs in future years • Builds links with local sports clubs for longer-term community participation 	<p>£4,000 – £6,000</p> <ul style="list-style-type: none"> • Covers weekly lunchtime and after-school delivery across 2–3 terms • Includes provision from both Sportscool and Fylde Rugby coaches
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<p>Link the primary and secondary PE curriculum and assessment policies across the school trust/federation. Use Sports Premium funding to provide CPD opportunities for primary staff and specialist equipment to support high-quality delivery in line with the shared curriculum.</p>	<p>Primary school PE staff and class teachers</p> <p>KS2 pupils preparing for transition to secondary PE</p> <p>Secondary PE staff through improved curriculum continuity</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Impacts:</p> <ul style="list-style-type: none"> Staff confidence improved through targeted CPD focused on skill progression, assessment, and curriculum alignment Pupils experience smoother progression in PE from KS2 to KS3 Teaching quality and consistency improved across year groups <p>Sustainability:</p> <ul style="list-style-type: none"> Shared curriculum and assessment structure becomes embedded long-term Equipment purchased will support future delivery of aligned schemes CPD will create internal expertise to support peer coaching and long-term implementation 	<p>£500</p> <ul style="list-style-type: none"> Includes CPD sessions delivered by secondary PE specialists or external providers Purchase of specialist PE equipment to align practical delivery with curriculum intent (e.g. fitness testing kits, gymnastics resources, athletics equipment)
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<p>Provide top-up swimming lessons for Year 7 pupils who have not yet met the national curriculum swimming standards, focusing on 25m swimming proficiency, stroke development, and safe self-rescue skills.</p>	<p>Year 7 pupils who did not achieve swimming standards by the end of Year 6</p> <p>Pupils needing extra support to meet proficiency and safety requirements</p>	<p>Key Indicator 1: Engagement of all pupils in regular physical activity (improving swimming competence)</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Impacts:</p> <ul style="list-style-type: none"> Increased percentage of pupils meeting or exceeding swimming proficiency and safety standards Improved pupil confidence and water safety awareness Reduces gaps caused by missed or limited swimming lessons in primary years <p>Sustainability:</p> <ul style="list-style-type: none"> Establish regular top-up swimming lessons as part of the Year 7 curriculum or extracurricular offer Build strong partnerships with local swimming pools and instructors for ongoing delivery Track and report swimming progress yearly to identify future cohorts needing support 	<p>£3,000 – £5,000 (depending on group sizes, pool hire, instructor fees, and number of sessions)</p>
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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

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?	70%	<p>According to the Blackpool JSNA summary of the Sport England Active Lives survey for 2022/23, approximately:</p> <ul style="list-style-type: none">● 64% of children aged 5–16 in Blackpool can swim 25 metres unaided <p>According to Sport England's Active Lives Children and Young People Survey and recent DfE reporting:</p> <ul style="list-style-type: none">● Around 72–77% of Year 6 pupils can swim 25 metres competently and confidently by the time they leave primary school.

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	Broadly at national level, research indicates that around 56% of Year 6 pupils across England meet this standard swimming.org .
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What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	38	<p>A 2018 Swim England report found that only about 50% of children aged 11-12 (Year 6/7) could perform safe self-rescue techniques effectively.</p> <p>Estimated range: Likely around 30–40% of Year 6 pupils in Blackpool may currently have safe self-rescue skills.</p>
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<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?</p>	<p>Yes - See Priorities for 2025/26</p>	
<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>	

Signed off by:

Head Teacher:	<i>Mr M. Kilmurray (Head Teacher)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr G. Kidd (Head of PE)</i> <i>Gordon Kidd</i>
Governor:	<i>Mr M. Pickles (Governor)</i>
Date:	July 27th 2025