



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 (2025/2026)

Activity/Action	Spend and Impact	Comments
Outdoor & Adventurous Activities (OAA) with Outdoor NW	Spend: £11,000 Impact: All Year 1–6 pupils engaged in high-challenge outdoor experiences (ghyll scrambling, kayaking, climbing). Deliveries significantly boosted student resilience, teamwork, and overall engagement—particularly for disadvantaged pupils and those disengaged from traditional competitive sports. Staff shadowing during visits built foundational knowledge to lead follow-up OAA activities on site.	Outstanding success in broadening sport horizons (Key Indicator 4). The partnership successfully established a strong culture of outdoor learning across KS1 and KS2 that will continue to benefit future cohorts.

<p>EYFS Motor Screening & Early Intervention</p> <p>With staff now fully trained and equipment secured, this screening process is fully ready to launch into the EYFS annual provision for long-term sustainability.</p>	<p>Spend: £500</p> <p>Impact: 100% of Reception pupils will be screened for motor development delays, allowing immediate targeted intervention with specialized equipment. Measurable improvements in physical readiness, fine motor coordination for handwriting, and classroom engagement will be monitored and evaluated. (Key Indicators 1 & 3).</p>	<p>High return on investment. With staff now fully trained and equipment secured, this screening process is fully ready to launch into the EYFS annual provision for long-term sustainability.</p>
<p>Structured External Coaching (Sportscool & Fylde Rugby Club)</p>	<p>Spend: £2,500</p> <p>Impact: Unstructured lunchtimes and after-school schedules were transformed into structured activity hubs. Significantly increased daily physical activity rates, improved playground behavior, and introduced pupils to new sports pathways via Fylde Rugby Club links (Key Indicators 1 & 2).</p>	<p>Upskilled internal staff through regular observation of specialist delivery. Strong pupil demand guarantees that these sports sessions can now be transitioned into internally led clubs.</p>
<p>Cross-Phase PE Curriculum & CPD Alignment</p> <p>Impact: Aligned primary and secondary PE frameworks</p> <p>A cost-effective, high-impact action. The shared</p>	<p>Spend: £500</p> <p>Impact: Aligned primary and secondary PE frameworks within the federation. Staff survey results showed marked increases in primary teacher confidence and assessment accuracy following CPD. Upgraded</p>	<p>A cost-effective, high-impact action. The shared curriculum framework and purchased resources remain permanently embedded across the trust for ongoing consistent delivery.</p>

curriculum framework and purchased resources remain permanently embedded across Armfield for ongoing consistent delivery.	equipment directly enhanced delivery quality and smoothed the transition for Year 6 pupils into KS3 PE (Key Indicators 2 & 3).	
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Key priorities and Planning - 2026/2027

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

Total amount allocated for 2026/2027 - Unknown. Awaiting transition fund

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 sequential broad range of Outdoor and Adventurous Activities (OAA): Y1 - Beacon Fell Walk, Y2 - Canoe Fairhaven Lake, Y3 - Kayaking and Mountain Walk, Y4 ghyll scrambling, Y5 - rock climbing, and abseiling. Y6 - Residential.</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 	<p>Approx. £5,000 depending on group sizes, transport, and number of visits (costs include instruction, equipment, site access, and staffing support)</p>

<p>Launch a motor screening programme for EYFS pupils to assess and improve gross and fine motor skills, supporting physical development and school readiness.</p>	<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>allow for in-school follow-up activities and cross-curricular links</p> <ul style="list-style-type: none"> ● Builds a culture of outdoor learning and physical challenge that can be maintained year-on-year <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 <p>Sustainability:</p> <p>Upskilled Staff: EYFS staff gain permanent expertise in motor screening and targeted intervention.</p> <p>Embedded Resources: Toolkits, task cards, and rubrics are built into annual cohort onboarding.</p> <p>Long-Term Savings: Early</p>	<p>Approx £200</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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			Reception intervention reduces costly Key Stage 1/2 support needs while sustaining staff confidence.	
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<p>Establish & Deliver "Just Play" Sessions</p> <p>Launch a multi-sport after-school club offering a choice of 5 different physical activities per session, co-delivered by Primary Staff and Year 10 Junior Leaders.</p>	<p>Students: All pupils across the school (inclusive access).</p> <ul style="list-style-type: none"> • Year 10 Leaders: Gain leadership skills and coaching experience. • Primary Staff: Professional development in sport delivery. 	<p>High student participation across all 5 activity options.</p> <ul style="list-style-type: none"> • 100% attendance and active delivery role by Year 10 Leaders and primary staff 	<ul style="list-style-type: none"> • Impact: Increases overall pupil physical activity, peer engagement, and leadership capabilities. • Sustainability: Year 10 Leaders and primary staff build capacity to run future sessions independently, reducing long-term reliance on external coaching. 	<p>£0 (Internal delivery utilizing existing staff and student leaders).</p>
<p>External Coaching Support (Active Blackpool)</p> <p>Bring in Active Blackpool sports coaches to support session delivery and</p>	<ul style="list-style-type: none"> • Students: Access to specialist external coaching. • Year 10 Leaders & Primary Staff: Upskilled via expert mentoring. 	<p>Expanded capacity to support growing student attendance.</p> <ul style="list-style-type: none"> • Successful integration of external coaches into the session timetable. 	<p>Higher quality coaching, increased student retention, and professional development for internal staff.</p>	<p>£500 (Active Blackpool sports coaches provision).</p>

upskill internal staff as the initiative expands.			<ul style="list-style-type: none"> • Sustainability: Staff and leaders shadow Active Blackpool coaches to adopt new practices, ensuring session quality remains high once external 	
<p>Implementation and Launch of the Complete PE Platform</p> <p>Procure, set up, and embed the <i>Complete PE</i> digital curriculum framework to provide high-quality lesson plans, assessment tools, and instructional video resources for interactive physical education delivery across all key stages.</p>	<p>Primary Teaching Staff & Class Teachers: Provides clear progression maps, structured unit plans, and video exemplars to enhance confidence and subject knowledge.</p> <ul style="list-style-type: none"> • PE Lead: Enables effective tracking, auditing, and assessment monitoring across all year groups. 	<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>	<ul style="list-style-type: none"> • Impact: Enhances teacher competence and lesson delivery quality, ensures consistent curriculum coverage from EYFS through Key Stage 2, and streamlines assessment and reporting. • Sustainability: Platform content and digital resources remain accessible long-term; staff upskilling creates embedded internal expertise, reducing reliance on external 	<p>£ 549.00 + VAT (Annual whole-school subscription fee for <i>Complete PE</i>).</p>

			sports providers for routine curriculum delivery.	
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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?	97%	Data recorded and verified by Swimphony at Leisure Blackpool. Medical needs for 1 child not passed: alopecia After reflecting on engagement in swimming lessons over the last couple of years, a year prior to the 2025-2026 year we tried as a school to support the earlier introduction of younger pupils to the swimming As this had mixed results, instead we focused on our Year 4 cohort

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	88%	
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What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	73%	
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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>N/A</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>Dr Jordan Hutchinson (Acting Headteacher)</i> 
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr G. Kidd (Head of PE)</i> Gordon Kidd
Governor:	<i>Mr Martin Pickles (Chair of LGB)</i> M Pickles
Date:	July 28th 2026