



The Primary PE and sport premium

Planning, reporting and evaluating website tool



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.

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	Impact	Comments
Increased number of after school clubs	More pupils from a larger range of year groups had access to a wider variety of extracurricular physical activity opportunities.	The introduction of additional clubs, including boxing, increased participation across Key Stage 2. Boxing was a new offer that attracted strong attendance from pupils in Years 3, 4 and 5, providing an alternative activity for pupils who may not typically engage in traditional team sports. The wider range of clubs helped to promote physical activity, develop new skills and increase pupil enjoyment of sport and exercise.
Advance package from Wigan School Games	<p>Pupil voice</p> <p>Activities and provision were better matched to pupils' interests, helping to increase participation and enjoyment.</p> <p>Developed leadership skills, responsibility and</p> <p>Increased opportunities for competitive sport, leadership development and pupil engagement in physical activity.</p>	<p>The package provided access to a wider range of events, festivals and competitions throughout the year. Pupils were able to represent the school in a variety of sporting activities, improving</p>

	<p>Pupils – Ambassador and Workforce training.</p> <p>Year 6 pupils working with KS1 pupils during lunch times. - Increased physical activity levels at lunchtime and promoted positive relationships between age groups.</p> <p>Intra school competitions - Increased participation in competitive sport and provided opportunities for all pupils to experience competition.</p>	<p>confidence, teamwork and resilience. Staff also benefited from networking opportunities and access to resources that supported the delivery of high-quality PE and school sport.</p> <p>Regular pupil voice activities allowed children to share their views on current provision and suggest future opportunities. Feedback indicated that pupils would like dance and gymnastics clubs to complement the existing offers. This information will be used to inform future planning and ensure that extracurricular provision reflects pupil interests and encourages participation from a broad range of children.</p> <p>Sports Ambassadors and Workforce pupils received training that enabled them to support the delivery of physical activity opportunities within school. They helped to organise events, lead activities and act as positive role models, contributing to a stronger culture of physical activity and pupil leadership across the school.</p> <p>Year 6 leaders organised and led games for younger pupils, encouraging active play and inclusion. This supported the development of leadership skills in older pupils while providing structured,</p>
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		<p>enjoyable activities for KS1 children, resulting in increased engagement and positive behaviour during lunchtimes.</p> <p>A range of intra-school competitions were held throughout the year, allowing pupils of different abilities to take part in competitive activities. These events helped develop teamwork, sportsmanship and resilience while providing opportunities for pupils who may not access external competitions to represent their house or class.</p>
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Key priorities and Planning

This planning template will 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
<p>Purchase the Advanced Package from Wigan School Games, providing access to competitions, festivals, leadership programmes, workforce training, CPD opportunities, PE lead support days and networking events throughout the academic year.</p>	<p>Pupils through participation in competitions, festivals and leadership opportunities. Sports Ambassadors and Young Leaders through workforce training. Teaching staff through CPD and professional development opportunities. PE Lead through training, support and networking events.</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport</p>	<p>Staff accessed high-quality CPD, training courses and networking opportunities which increased confidence and competence in delivering PE and physical activity across the school. The PE Lead (PH) attended termly meetings and training to remain informed of current initiatives and best practice, which were subsequently shared with staff. LB attended specialist training days to further enhance curriculum delivery. Year 5 pupils attended Young Leader training,</p>	<p>£2,900 annual subscription to the Wigan School Games Advanced Package.</p>

			<p>developing leadership, communication and organisational skills which they used to support physical activity opportunities and events within school. Participation in School Games competitions and festivals increased opportunities for pupils to engage in both competitive and inclusive sport, helping to raise participation levels and develop confidence, teamwork and resilience. Sustainability will be achieved through staff sharing training with colleagues, embedding leadership opportunities for pupils, developing a cohort of trained Young Leaders each year and maintaining resources and systems established through</p>	
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			the School Games programme. The knowledge and skills gained by staff and pupils will continue to benefit the school beyond the funding period.	
CPD for teachers	All staff who deliver PE.	Key indicator 1 and 5	Dom Ashton working with Staff in y2 and 6	£2400 for teachers to undertake CPD.
Catch up swimming lessons for y4	A group of Year 4	Key Indicator 2	Children to have the opportunity to meet NC expectations.	
Ensure a variety of sports are offered in the extra-curricular timetable and lunchtime club to offer a variety of sports by employing a coach.	SLT	Key indicator 2 and 4.	Extra after school club through DP, Spirix Dance and Boxing Pupils meet their daily physical activity goal.	£1600

Access to local facilities and outdoor learning. PGL	All staff and pupils.	Key indicator 4	Pupils experience outdoor activities outside of school.	£800
Improve physical development in Early Years. Proride - Balance Bike Taster	Early years	Key indicator 2	Pupils learn to ride balance bike and use throughout the year.	£328 Part of the advanced package.
Equipment to support lessons and clubs. Tennis and sports day equipment in particular need replenishing.	Lunchtime supervisors / teaching staff and pupils SLT and Early Years.	Key indicator 2	Pupil meeting their daily physical activity goal.	£1000
World Cup immersion day - DP Prizes and gifts for pupils	Whole school	Key indicator 4	Children will have a broader PE and sport experience.	£700
Dance Festival and afterschool club.	Y3, 4, 5	Key indicator 2 and 4	Increase engagement of all pupils in regular physical activity and sport. Raising the profile of PE across school. Children experience dancing to	£150

			an audience and with other schools	
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Key achievements 2024-2025

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
After school clubs	Increased participation in physical activity across a range of year groups and provided opportunities for pupils to experience a wider variety of sports and activities.	Abroad programme of after-school clubs was offered throughout the year, including football, rugby, boxing, cricket and dance. Participation levels were strong across Key Stage 2, with pupils developing sport-specific skills, teamwork, resilience and confidence. The introduction of dance provided an alternative activity that appealed to a wider group of pupils and responded to pupil voice. The varied offer helped engage children who may not otherwise participate in extracurricular sport and supported the Chief Medical Officer's recommendation of 60 active minutes per day.
Play leaders	Improved levels of physical activity and engagement during lunchtimes while developing leadership skills in older pupils.	Year 6 pupils were trained and deployed as Play Leaders on a rota basis throughout the year. They organised and led structured games and activities for younger pupils during lunchtime, helping to increase participation in active play and reduce sedentary behaviour. The role enabled Year 6 pupils to develop

		<p>communication, leadership, organisation and responsibility skills while acting as positive role models for younger children. The initiative also supported positive behaviour, inclusion and enjoyment during lunchtimes, creating a more active and purposeful playground environment.</p>
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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?	87%	Swimming outcomes were evidenced through the Complete PE Swimming Assessment Tracker (Swimphony) using data collected poolside by qualified swimming instructors at Ashton Leisure Centre. This figure demonstrates that the majority of pupils met the National Curriculum expectation by the end of Key Stage 2. Although the school serves an area where some pupils have limited opportunities to access swimming lessons outside of school, targeted support and regular swimming provision enabled most pupils to achieve the required standard.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	74%	Assessment data shows that almost three-quarters of pupils can confidently perform a range of recognised swimming strokes. A challenge for the school is the high level of pupil mobility, with some pupils joining after Year 4 and therefore missing part or all of the school's swimming programme. This is particularly evident for pupils arriving from overseas, where previous swimming experience and assessment data are often unavailable. Despite these challenges, pupils who attended the full

		programme generally made good progress in developing stroke technique and water confidence.
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What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	74%	Pupils were assessed on their ability to demonstrate key water safety and self-rescue skills, including understanding how to remain calm in the water, float effectively and respond appropriately in emergency situations. Water safety was embedded within swimming lessons and reinforced through discussions around personal safety. The percentage reflects the impact of this teaching, while also highlighting the need for continued support for pupils who enter the school later in Key Stage 2 and may have missed earlier swimming and water safety instruction.
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Signed off by:

Head Teacher:	Mrs. O'Brien
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr Hassan
Governor:	Mr Siddall
Date:	11/6/2026