



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.



2025/2026

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.

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

Activity/Action	Impact	Comments
To provide high quality PE lessons using a range of equipment to meet the needs of the curriculum	All Primary teachers and Secondary PE specialists deliver high quality PE lessons, catering to the needs of all learners.	Further training to be provided for new staff

Develop student's emotional intelligence and sportsmanship skills through interventions and the sensory circuit.		
Working closely with the other Trust school and Sports Trust to increase knowledge and confidence and to receive training. Share courses and training opportunities for the PE team to promote increased subject knowledge. Provide opportunities for modelling, team teaching and working with colleagues across Trust. Moderation and professional discussion to ensure accurate judgements.	Staff fully engage with CPD opportunities and have the confidence to make accurate judgements during moderation.	
Develop pupil's confidence, independence and teamwork through opportunities for outdoor and adventurous activities at off site PE centres.	Y6 residential was a success, with pupils engaging in a range of activities such as: craft building, canoeing, crate stacking and archery. Pupils with special educational needs and students facing behavioural issues have benefited from attending the gym at the local college.	
Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance,	Increased levels of physical activity during the school day contributed to improved mental wellbeing and concentration in lessons.	

coordination and core strength; skill, tactic and to encourage pupils to independently design and build. Year groups engaged in daily physical activity on the field/playground for approx' 50 minutes a day. Installation of new playground markings Play time and lunch time staff to have support/training to lead engagement.	Children demonstrated better teamwork, communication, and problem-solving skills during play-based activities. Development in balance, coordination, and core strength observed, especially among younger pupils. Daily structured activity supported children in meeting the Chief Medical Officer's physical activity guidelines. Improved focus and behaviour in class following active sessions. Increased stamina, fitness levels, and positive attitudes toward physical activity across all year groups	
Provision of before/after school sporting clubs for children. Wide variety of after school clubs, catering for different sporting interests: gymnastics, football, dance, multi-sports, netball, and for children from Y1 – Year 11.	Increased pupil participation in physical activity beyond the school day. Broadened access to sport for all children, including those who may not engage in traditional team sports. Contributed to higher self-esteem and school belonging, particularly among KS2 and secondary pupils. Promoted talent identification and pathways into local clubs or teams.	

Pupils, staff and parents are aware of sporting activities and achievements across the school. Results and photos to be celebrated/displayed/promoted via newsletters and via Instagram. School participation at external sporting competitions.	Raised the profile of sport across the school community. Increased parental engagement and pride in children's sporting success. Motivated pupils to take part in clubs and competitions after seeing peers celebrated in newsletters and social media. Created a culture where effort, teamwork, and sportsmanship are valued and recognised.	
Students from local college: running lunchtime and after school sports clubs	Provided additional coaching capacity, allowing for smaller groups and more personalised attention. Strengthened community links with local college. Offered positive role models and inspired primary students to consider leadership roles in sport. Helped to run more frequent and diverse activities at minimal additional cost.	
Host sports events against local schools. Attend more inter-school competitions across a variety of sports and age groups. Purchase a minibus for transport to fixtures	Promoted community cohesion and friendly competition. Gave pupils the opportunity to demonstrate skills developed in school in a competitive setting. Enhanced school visibility and commitment to collaborative partnerships. Removed logistical and financial barriers to	

	attending competitions and events. Enabled more frequent participation in regional fixtures. Supported inclusive access to sport for all pupils, including disadvantaged students.	
Whole school sports day	Celebrated physical achievement and school spirit in a high-profile, inclusive event. Promoted team collaboration across year groups and key stages. Increased family engagement and showcased school commitment to health and wellbeing. Encouraged mass participation, regardless of ability, boosting confidence and enjoyment of sport.	

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
To provide high quality PE lessons using a range of equipment to meet the needs of the curriculum	<i>Students, Staff</i>	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Children strengthen their skills in a range of different sports and activities as they progress through the Key Stages. Equipment has supported the needs of pupils and improved the quality of lessons in activities such as fitness, boxing, athletics and table tennis.	£1000
Develop student's emotional intelligence and sportsmanship skills through interventions and the sensory circuit.	<i>Students</i>	Key indicator 2: Engagement of all pupils in regular physical activity	Students have a clear process to deal with difficulties. Students have used this process to help others. Students begin the day in a way that supports their regulation throughout the school day.	£100

Working closely with the other Trust school and Sports Trust to increase knowledge and confidence and to receive training. Share courses and training opportunities for the PE team to promote increased subject knowledge. Provide opportunities for modelling, team teaching and working with colleagues across Trust. Moderation and professional discussion to ensure accurate judgements.	<i>Staff</i>	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	The PE team will continue to work with a variety of colleagues throughout the year building up subject knowledge and expertise. Leadership courses will support the Lead PE Teacher in providing best practices in developing the subject and department.	£250
Develop pupil's confidence, independence and teamwork through opportunities for outdoor and adventurous activities at off site PE centres.	<i>Students</i>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Curriculum overview shows that all pupils have access to a broad, balanced and relevant curriculum. Specifically identified pupils have access to outdoor and adventurous activities curriculum to meet their needs.	£500
Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, coordination and core strength; skill, tactic and to encourage pupils	<i>Pupil, LSAs, midday staff, class teachers</i>	Key indicator 2: Engagement of all pupils in regular physical activity	New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is	

to independently design and build. Year groups engaged in daily physical activity on the field/playground for approx' 50 minutes a day. Play time and lunch time staff to have support/training to lead engagement.			fit for purpose.	
Provision of before/after school sporting clubs for children. Wide variety of after school clubs, catering for different sporting interests: gymnastics, football, dance, multi-sports, netball, and for children from Y1 – Year 13.	<i>Pupils</i>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Increased confidence for children of all year groups	
Pupils, staff and parents are aware of sporting activities and achievements across the school. Results and photos to be celebrated/displayed/promoted via newsletters and via Instagram. School participation at external sporting competitions.	<i>Pupils, staff, parents, wider school community</i>	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Positive relationship building for life. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges. Increase in confidence.	

Students from local college: running lunchtime and after school sports clubs	<i>Pupils</i>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 2: Engagement of all pupils in regular physical activity	Students have regular opportunities to participate in structured play. Increased knowledge of game rules, and improved teamwork and communication skills	
Host sports events against local schools. Attend more inter-school competitions across a variety of sports and age groups.	<i>Pupils</i>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Participation in competitions – externally: mixed football team competing in league. • Netball team playing friendly	
Whole school sports day	<i>Pupils, staff, parents</i>	Key indicator 5: Increased participation in competitive sport Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Increased knowledge of game rules, and improved teamwork and communication skills	£200

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?	87.5%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	Breaststroke was identified as the least confident stroke, with only 12 out of 64 pupils (19.4%) reporting that they could swim breaststroke confidently.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	

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?	NO	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	NO	

Signed off by:

Head Teacher:	<u>Chris Steed</u>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<u>Samantha Williams</u> <i>(Inclusion Lead)</i>
Governor:	
Date:	September 2026