



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 2024.**

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 (2024/25)

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

Activity/Action	Impact	Comments
For all children to experience more competition.	All children have been involved in intra-school competition within their classes and on a larger scale throughout the year. KS2 children are able to talk about what intra-school competition they have been part of. SEN children will have the experience of inter-competition.	A group of Y4,5,6 SEND children participated in the Panathlon Bowling competition and came first! A group of Y2 children participated in a multiskills competition (13% SEN) and came 5/9 A group of Y5,6 children took part in the Aquathlon competition (20% SEN) and came 5/9 All of Y5,6 children participated in an archery competition (34% SEN)
CPD and upskilling to be a priority.	Staff audit carried out. CPD booked and attended whole school or individually.	Early Years Class teacher went on a FMS assessment course and came back with practical strategies to use within lessons and more confidence in assessing FMS. SSCO came in to work with YR-Y4 children alongside teachers to upskill them in their gymnastics teaching.

Improve playtime activities with the use of staff.	TAs feel more confident leading activities. Sports council have gained skills in leading activities. Children can talk about the games they play. Children have been exposed to new and different activities. An element of competition will be introduced to playtimes such as skipping competitions/basketball/hockey.	Subject Leader has provided support staff with refresher documents to remind them of their Positive Playtimes training last year. Playground zoned and equipment updated House Captains prepare a timetable of weekly activities and daily activities / resources. House Captains are supported each lunchtime to set up equipment and activities.
Incorporate more sensory circuit / movement breaks into daily classroom practice.	All children, particularly in KS2, know what a movement / sensory break is and can find the resources in their area needed. Staff know when to direct children for a movement / sensory break and when they need a calming break.	A movement break station has been set up for Y2-6 in the main corridor with alerting, organising and calming activities.
Support SEND children in accessing more PE lesson time	SEND children are beginning to feel more positively about PE lessons. SEND children may not participate in full lessons but have successful short lessons with targeted support.	TAs are supporting within PE lessons to ensure support is there for children that need it. The hall regulation station is being used more appropriately for breaks out of PE.
Improve travelling to school in a more active way	More children arrived at school by foot, on bikes, on scooters. Less cars in the morning. Children have had an active start to their day, feeling more ready for learning. Children are engaged in more of the 60 active minutes.	Children tracked how they travelled to school each day using the WOW Travel Tracker. Children received WOW badges each month when completing an active travel each week. Encouragement for parents through banners, posters, regular dojo reminders etc. Assemblies highlighted the importance of being active, staying safe when it's dark, staying safe out and about.
To offer a broad variety of sports and physical activity experiences for children	A variety of sports and active extra-curricular offered at lunchtimes and after-school. Sports week was varied, providing children with new experiences.	Y5,6 children accessed archery teaching and competition. The aquathlon was a new experience for some children. Judo is running as a lunchtime club Yoga has been provided as an after school club.

To provide swimming and aquatic opportunities for all children in school. • Children will all have the opportunity of at least half a term of swimming lessons • Children will all be helped to talk about their swimming experience and share this with others.	Children can talk about their swimming experience All children can talk about going swimming, and what they have worked on and what they are learning about. All children made progress from their starting points Lesson objectives vary depending on age, ability and needs of the children. Improved water confidence and water safety skills across school.	All children YR-6 have accessed swimming lessons at some point throughout the year.
--	--	--

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
For ALL children to engage in competition throughout the year. - Children will be taught sportsmanship qualities through competitive activities and events - Children will be supported to talk about their experiences and share these with others.	Whole school	3. Raising the profile of PE and sport across the school, to support whole school improvement	All children will be involved in intra-school competition within their classes and on a larger scale throughout the year. KS2 children will be able to talk about what intra-school competition they have been part of. SEN children will have the experience of inter-competition. Children will know what competitions are available and say which competitions they want to be part of. Competitions and events will be celebrated by the whole school. Sportsmanship qualities will be seen by children in school.	SSCO costs Transport to and from events Resources ~£1000
Offering a broader and more equal experience of a range of sports and physical activities, ensuring equal access for boys and girls – removing barriers to access by offering free clubs before school and at lunchtimes	Whole School Girls	2. Engagement of all pupils in regular physical activity 4. Broader experience of a range of sports and activities offered to all pupils 5. Increased participation in competitive sport	Children able to access a wide variety of sports and activities to broaden experience Clubs aligned with competitions to increase confidence and willingness to compete Clubs targeted at key groups of children to improve engagement	Staff costs and resources SSCO costs ~£1000

To continue provide swimming and aquatic opportunities for all children in school. Children in Inclusion Bases to access swimming all year round. - Children will all have the opportunity of at least half a term of swimming lessons - Children will all be helped to talk about their swimming experience and share this with others.	Whole School	2. Engagement of all pupils in regular physical activity 3. Raising the profile of PE and sport across the school, to support whole school improvement	Children will be able to talk about their swimming experience All children will be able to talk about going swimming, and what they have worked on and what they are learning about. All children will make progress from their starting points Lesson objectives will vary depending on age, ability and needs of the children. Improved water confidence and water safety skills across school.	Swimming costs ~£4500
To continue to provide targeted CPD offer, aligned with staff confidence and school improvement	All staff	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport	CPD opportunities shared with staff Forest School and outdoor schooling training offered in order that provision can be offered school wide.	Training and implementation costs ~£1500 training ~£500 resources

Key achievements 2026-2027

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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	88%	All children made progress from starting points
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	
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?	Yes	This has been done for children in younger classes to ensure that when they reach Year 6 they have the best chance of achieving the National Curriculum requirements
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Staff have continued to work alongside swimming teachers to support CPD, particularly when working with SEN or lower ability children. One member of staff has attended Swimming Teaching training with LA

Signed off by:

Head Teacher:	<i>Sarah Hudd</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Hudd</i>
Governor:	<i>Michelle Mobbs</i>
Date:	17.7.26