



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 -2025

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

Activity/Action	Impact	Comments
Children know how to engage in physical activity outside of directly instructed PE lessons.	Children across all year groups observed to play physically active games even without an adult leading the specific activity	<i>As an infant school, this needs to be reinforced every year</i>
Raise children's awareness and enjoyment of ways to be physically active for children who do not enjoy traditional sports or have opportunity to participate out of school. Increase resilience, teamwork and wellbeing.	100% of KS1 children participated, children observed to play co-operatively and actively in forest school. Children's reported enjoyment of forest school is high.	<i>Forest School continues to be a favourite activity and one that gets even reluctant children being physically active</i>
Increase parental engagement in school, increase parental understanding of the importance of PESSA, raise profile of PE.	Parents and children reported enjoying sessions, parental feedback survey 25-26 reported these as "a great morning and I wont need to go to the gym later!" Children can articulate ways exercise is an important part of a healthy lifestyle.	<i>Parents are always surprised by the intensity of exercise during our PE workshops</i>
Staff are confident in the knowledge, skills and vocabulary for each age and stage of our PE curriculum. Opportunities for teachers to work	Learning walks highlighted staff's confidence in articulating and modelling the knowledge, skills and vocabulary children should be learning in lessons. Staff confidence in planning and leading PE lessons has increased	<i>Teachers delivered lessons based on the PE coaches modeling and even less experienced staff members and those new to the school were</i>

alongside sports coaches to create sustainable practice. Provision of training opportunities for all teaching staff, teachers and teaching assistants.	Children's reported enjoyment of PE is high. Ofsted noted "Physical education (PE) is a particular strength and pupils benefit from the high-quality lessons and clubs provided." Staff confidence in teaching PE is high. Pupil feedback suggests PE is enjoyed and children know that eating fruit and vegetables and exercise are important to keeping healthy.	<i>confident to do this.</i>
Children experience a wide range of different sports and activities as part of our PE curriculum.	Through observations and drop ins, pupils are taught a range of different skills in PE across different disciplines. There is progression in the knowledge, skills and vocabulary from Reception to Year 2. OFSTED 2022 'Staff run popular after-school clubs where pupils can do dance, music or sport. There are also sports activities available at lunchtime.' All children have the opportunity to develop fine and gross motor skills outside of the classroom during their outdoor learning and play time. Children's engagement and participation in club remains high.	<i>Children are able to name the different sports they have had chance to experience</i>
Offer competitive sports opportunities to all children	Children understand how competitive sport prepares children for success and failure. Through pupil interviews, children commented how the school jingle supports this idea of sometimes we win and sometimes we lose.	<i>Children have practice at being good "sports" by being gracious whether winning or losing.</i>

Key priorities and Planning 2025-2026

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
<i>Run sports clubs for KS1 and EYFS</i>	<i>Pupils – as they will take part</i>	<i>The engagement of all pupils in regular physical activity</i> <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> <i>Broader experience of a range of sports and activities offered to all pupils</i> <i>Increased participation in competitive sport</i>	<i>Sustained engagement, enjoyment and participation in sports clubs</i> <i>More pupils meeting their daily physical activity goal</i> <i>Physical activity is continually promoted and reinforced through competitive participation</i>	<i>Sports coach - £1200</i>
<i>CPD for teachers</i>	<i>Teaching staff - as they need to lead the activity</i> <i>Pupils – as they take part</i>	<i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> <i>The engagement of all pupils in regular physical activity</i> <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> <i>Broader experience of a range of sports and activities offered to all pupils</i>	<i>Primary teachers more confident to deliver effective PE lessons.</i> <i>Learning walks and lesson drop ins to monitor implementation</i> <i>Improved confidence in teaching the PE Curriculum.</i> <i>Improved understanding of the Knowledge, Skills and Vocabulary</i>	<i>Sports coaches £7721</i>

		<i>Increased participation in competitive sport</i>	<i>needed to deliver high quality PE lessons.</i> <i>PE remains a high priority as part of our wider curriculum offer.</i> <i>Children meet and go beyond two hours curriculum PE time</i>	
<i>PE equipment</i>	<i>Pupils – as they take part</i> <i>Teaching staff - as they need to lead the activity</i> <i>Lunchtime supervisors – as they support the running of physical activities</i>	<i>The engagement of all pupils in regular physical activity</i> <i>Broader experience of a range of sports and activities offered to all pupils</i> <i>Increased participation in competitive sport</i>	<i>More pupils meeting their daily physical activity goal</i> <i>Children develop core physical strength and co-ordination</i> <i>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</i> <i>Children meet and go beyond two hours curriculum PE time</i>	<i>PE equipment, including active play equipment for playground</i> <i>£1400</i>
<i>Well-being Wednesday physical activities –</i> <i>Relaxation and Mindfulness</i>	<i>All Pupils – as they take part, but in particular SEN and disadvantaged pupils who get to experience extracurricular</i>	<i>The engagement of all pupils in regular physical activity</i> <i>Broader experience of a range of sports and activities offered to all pupils</i> <i>The profile of PE and sport is raised across the school as a tool for whole-school</i>	<i>More pupils meeting their daily physical activity goal</i> <i>Children develop core physical strength and co-ordination</i> <i>Access a broad range of opportunities to extend their agility, balance and</i>	<i>Relaxation and Mindfulness</i> <i>£3089</i> <i>Forest School</i> <i>£4290</i>

Forest School	<i>clubs within the school day which reduces barriers to their participation</i>	<i>improvement</i>	<i>coordination, individually and with others.</i> <i>Children meet and go beyond two hours curriculum PE time</i>	
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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
Run sports clubs for KS1 and EYFS <i>The engagement of all pupils in regular physical activity</i> <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> <i>Broader experience of a range of sports and activities offered to all pupils</i> <i>Increased participation in competitive sport</i>	Sports clubs remain popular. Figures show that for every term the club is offered, we are oversubscribed. Pupil premium children in the first instance are offered places. More pupils, particularly those from disadvantaged backgrounds go beyond their daily physical activity goal. Competitive participation in multiple disciplines planned and delivered. This was referenced as a key positive factor from pupil voice discussions. Pupil voice indicates high levels of enjoyment and impact on physical and mental health. As mentioned, pupil voice highlights the range of sports covered and fostering a sense of competition and teamwork: ‘We get to do lots of exercise... That makes my body feel good’ ‘We get to learn to play different sports... we played basketball, football, tennis and athletics.’ ‘I love working in a team, when we work together we can win.’	

CPD for teachers <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> <i>The engagement of all pupils in regular physical activity</i> <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> <i>Broader experience of a range of sports and activities offered to all pupils</i> <i>Increased participation in competitive sport</i>	Programme of Support and modelling from sport's coach has led to greater confidence and pedagogy in PE teaching. Learning walks show clear progression of knowledge skills and vocabulary linked to our curriculum progression maps. Staff are confident to develop children's core skills across multiple sports and were able to offer challenge to those children who showed competence with these core skills. PE remains a high priority as part of our wider curriculum offer. It remains integral to our curriculum and is not 'squeezed out'. 100% of Children went beyond the two hours curriculum PE time the association for PE and Government requested in March 2023 Pupil voice suggests children are motivated, challenged and enjoy PE lessons. They speak highly of the sports coaches and the chance to take part every week. The especially look forward to the PE workshop in Year One and it's an area of the curriculum our children look forward to. 'I love PE, especially when we get to go outside and play rounders.' 'I really liked it when I got to show my mum how to dribble the basketball around the cones, I even beat her on the treadmill!' 'Chris is brilliant, I can now hit the ball in cricket and I couldn't before'	
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PE equipment <i>The engagement of all pupils in regular physical activity</i> <i>Broader experience of a range of sports and activities offered to all pupils</i> <i>Increased participation in competitive sport</i>	Investment in PE equipment has enabled all children to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Through learning walks, the consistency of equipment and provision has supported staff to deliver engaging lessons that develop specific PE skills in line with our curriculum progression maps. Pupil voice highlights the enjoyment of using different PE equipment regularly and as an integral part of the PE curriculum ‘The running machines and target shot, I love them and the hurdles, I’m really good at them and speed over those’	
Well-being Wednesday physical activities – Relaxation and Mindfulness / Forest School <i>The engagement of all pupils in regular physical activity</i> <i>Broader experience of a range of sports and activities offered to all pupils</i> <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement</i>	Children are positive and motivated to take part in physical activities during Well-Being Wednesday. It continues to support children to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. It continues to support children to go beyond the two hours curriculum PE time the Government requested in March 2023. Pupil voice showed that once again, for forest school every class gave this club the highest rating for enjoyment. In all but two classes, relaxation and mindfulness received the highest rating for enjoyment.	

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?	%	<i>NA Swimming and water safety is taught in KS2</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>NA Swimming and water safety is taught in KS2</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>NA Swimming and water safety is taught in KS2</i>
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/No	<i>NA Swimming and water safety is taught in KS2</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<i>NA Swimming and water safety is taught in KS2</i>

Signed off by:

Head Teacher:	<i>Catherine Smith</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sophie Desogus –PE Subject Co-ordinator</i>
Governor:	<i>Rick Hill</i>
Date:	<i>July 2026</i>