



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2025

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 (2023/2024)

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

Activity/Action	Impact	Comments
Lunchtime sports provision led by Sports Coach and MDAs	Lunchtimes became more active and structured, with a significant increase in pupil participation in physical activity. Pupils were more engaged, behaviour at lunchtimes improved and more children met their daily physical activity goals.	Ongoing modelling and training for MDAs ensured consistency and quality. Equipment was regularly audited and replenished to support sustainability
Staff CPD and introduction of a new PE planning scheme	introduction of a new PE planning scheme The quality of PE teaching improved across the school. Observations and lesson drop-ins showed stronger subject knowledge, progressive sequencing and higher expectations. Pupils reported increased enjoyment of PE and improved skill	The PE scheme will continue to underpin the curriculum. Next steps include whole-staff training to further embed confidence, particularly for newer and less experienced staff.

<p>Increased participation in competitive sport</p>	<p>development.</p> <p>Pupils took part in more inter-school competitions, including Dodgeball and Athletics. Children developed teamwork, resilience and sportsmanship, and valued opportunities to compete against other schools.</p>	<p>Transport costs and availability remain a barrier. Future planning will explore local opportunities, alternative transport options and partnerships with nearby schools.</p>
<p>Broader range of sporting opportunities (clubs and lunchtime activities)</p>	<p>A wider range of sports increased engagement, with high attendance at clubs such as Dodgeball and Volleyball. Pupil voice shaped the offer, resulting in increased participation, particularly among girls.</p>	<p>Future provision will reflect the school's increasingly diverse catchment, with exploration of sports from different cultures and possible investment in new equipment.</p>
<p>Raising the profile of PE across the school</p>	<p>PE became a key driver for whole-school development. Pupils recognised its importance for health, wellbeing and personal development. PE is viewed positively by pupils and parents and is one of the most popular subjects.</p>	<p>Next steps include increasing class teacher involvement in PE delivery so teachers are also seen as subject experts alongside the Sports Coach.</p>
<p>Swimming provision and top-up sessions</p>	<p>Additional swimming sessions supported pupils in meeting national curriculum requirements. Increased amount of pupils achieved 25m competency, improved stroke technique and demonstrated safe self-rescue skills.</p>	<p>Swimming remains a priority. Targeted top-up sessions will continue to be used to support pupils who do not initially meet expected standards.</p>

	<p>Confidence increased, even among initially anxious swimmers.</p>	
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending. **Total Spend Budget £17240**

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>Support the cost of Year 5 and Year 6 swimming provision, including additional sessions for Year 6 pupils to retake swimming in order to increase the number of pupils achieving national curriculum standards.</i>	<i>Year 5 and Year 6 pupils, particularly those who had not previously met expected swimming outcomes.</i>	<i>1, 4</i>	<i>An increased number of pupils are able to swim 25 metres, use a range of strokes and demonstrate safe self-rescue. Prioritising swimming ensures statutory requirements are met and reduces the need for significant catch-up in future years.</i>	<i>£4,000</i>
<i>Sports Coach to lead and support structured physical activity at lunchtimes, including modelling and training for MDAs to deliver high-quality activities.</i>	<i>Pupils, MDAs and lunchtime staff.</i>	<i>2, 4, 5</i>	<i>Lunchtimes are more active and purposeful, increasing daily physical activity levels and improving behaviour. MDAs develop confidence and skills to lead activities independently, ensuring provision is sustainable long-term.</i> <i>Sustainability will be achieved by regular monitoring and training/modelling for MDAs to ensure high quality provision is on</i>	<i>2.5 hours x 39 = £1977 (Sports coach)</i> <i>2.5 x 16 = 40 x 39 = £1560 x 2 = 3120 (2 MDAs leading sports.)</i> <i>= £5097</i>

			<i>offer and happening every lunchtime. Equipment to be audited by Sports coach and new resources ordered where appropriate.</i>	
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<p><i>Purchase, replace and maintain PE and sports equipment to support curriculum delivery, clubs and competitive sport.</i></p>	<p><i>All pupils and staff delivering PE and school sport.</i></p>	<p><i>1, 2</i></p>	<p><i>High-quality equipment ensures PE lessons are inclusive, engaging and safe. Maintaining resources supports consistent delivery across the school and prevents disruption due to lack of equipment.</i></p>	<p><i>£700</i></p>
<p><i>Purchase school sports kit/uniform for pupils representing the school at inter-school competitions.</i></p>	<p><i>Pupils attending competitive sporting events.</i></p>	<p><i>5</i></p>	<p><i>Providing uniform removes barriers to participation, promotes pride and team identity, and ensures pupils represent the school confidently. Kit will be reused across multiple years.</i></p>	<p><i>£500</i></p>

<p><i>Support the cost of local competitions, including SEND sports sessions and girls' competitions. School to participate in School Games and local competitive opportunities throughout the year.</i></p>	<p><i>Pupils across the school, including SEND pupils and underrepresented groups.</i></p>	<p><i>3, 5</i></p>	<p><i>Increased access to inclusive and competitive sporting opportunities. Pupils develop confidence, teamwork and sportsmanship. Participation in School Games strengthens local links and ensures ongoing competition opportunities.</i></p>	<p><i>£1,000</i></p>
<p><i>Raise profile of PE across school as a tool for whole school improvement</i></p>	<p><i>Sports coach to champion All staff to participate and play part in raising profile</i></p> <p><i>Pupils Parents</i></p>	<p><i>3</i></p>	<p><i>Pupils who struggle with behaviour/SEMH will use skills learnt from PE to support them to be more successful across other areas of the day. (Team work, being resilient, mindset)</i></p> <p><i>PE is seen as a whole school development tool.</i></p> <p><i>Gym trail to support and improve identified pupils (SENCO to support monitoring)</i></p>	<p><i>£2500</i></p>

<p><i>Purchase playground resources to promote active play and physical activity during breaktimes and lunchtimes.</i></p>	<p><i>All pupils, particularly those less likely to engage in structured sport.</i></p>	<p><i>2</i></p>	<p><i>Playground resources encourage active play, reduce sedentary behaviour and support inclusive participation. Resources will be used daily, maximising impact beyond PE lessons.</i></p>	<p><i>£1,000</i></p>
<p><i>Maintain subscription to Primary PE Planner to support high-quality, progressive PE planning and assessment.</i></p> <p><i>Ongoing CPD for staff to Improve quality of PE teaching</i></p> <ul style="list-style-type: none"> <i>- Teachers to observe sports coach.</i> <i>- HOS to work with sports coach.</i> 	<p><i>Teaching staff and pupils across all year groups.</i></p>	<p><i>1, 5</i></p>	<p><i>Ensures consistency, progression and clear assessment across the PE curriculum. Builds staff confidence and reduces reliance on external providers</i></p> <p><i>Primary teachers will be more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</i></p> <p><i>Observations show good subject knowledge by adults delivering, following a high-quality PE curriculum</i></p>	<p><i>£400 Primary PE planning scheme + tracker tool</i></p> <p><i>HOS to work with Sports Coach and release time for CPD</i></p> <p><i>£1043</i></p>

<p><i>Subsidise additional costs of residential visits that include outdoor and sports enrichment activities.</i></p>	<p><i>Pupils attending residential visits (Year 6)</i></p>	<p><i>3,4</i></p>	<p><i>Subsidising costs ensures equal access for all pupils. Residential activities develop resilience, teamwork and confidence and support wider personal development.</i></p>	<p><i>£1000</i></p>
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Key achievements 2023-2024

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
<p>Staff CPD and planning support through the introduction and use of Primary PE Planner.</p> <p>Increased participation in competitive sport through local competitions and inter-school events.</p> <p>Sports Coach and MDAs leading structured physical activity during lunchtimes.</p>	<p>Lesson observations and drop-ins showed a clear improvement in the quality of PE teaching. The curriculum is now progressive and sequenced, with higher expectations of pupils. Staff confidence has increased, and pupils are developing skills more effectively across a wider range of sports.</p> <p>Pupils participated in Dodgeball tournaments in the Autumn term and Athletics competitions in the Summer term. Children relished the opportunity to compete, developing teamwork, resilience and good sportsmanship.</p> <p>Lunchtimes became more active and purposeful, with increased pupil engagement and improved behaviour. More pupils regularly participated in physical activity, contributing to improved wellbeing.</p>	<p>Pupils report enjoying PE sessions and many identify it as one of their favourite subjects. The scheme will continue to be used, with whole-staff training planned to further embed confidence and consistency.</p> <p>Transport costs and availability continue to be a barrier. Next steps include exploring more local opportunities and strengthening partnerships with nearby schools to increase access.</p> <p>Equipment is now set out consistently, and lunchtimes are zoned to support both adult-led and pupil-led activities. This approach will continue next year.</p>

<p>Expansion of extra-curricular sports clubs and broader sporting opportunities.</p>	<p>Attendance at after-school sports clubs increased. New clubs such as Dodgeball and Volleyball were well attended. There was a noticeable increase in girls' participation.</p>	<p>Pupil voice was used to shape the club offer. This approach will continue to ensure activities reflect pupils' interests and needs.</p>
<p>Raising the profile of PE and sport across the school, including a visit from a Sporting Champion.</p>	<p>PE is viewed positively by pupils and is recognised as an important part of a healthy lifestyle. The Sporting Champion visit inspired pupils, raised aspirations and reinforced positive messages around perseverance, resilience and physical activity.</p>	<p>PE is increasingly seen as a whole-school development tool, particularly in supporting pupils with SEMH needs. Next steps include increasing class teacher visibility within PE lessons.</p>
<p>Providing a broader range of sporting and physical experiences, including inclusive opportunities.</p>	<p>Pupils accessed sports and activities they may not otherwise experience, including SEND sports sessions and inclusive competitions. Pupils demonstrated increased confidence and willingness to try new activities.</p>	<p>With a growing and increasingly diverse catchment, next steps include exploring sports from different cultures and investing in additional equipment to widen the offer further.</p>
<p>Additional swimming provision and top-up sessions for Year 6 pupils.</p>	<p>An increased number of pupils achieved the expected national curriculum standard in swimming. Pupils developed confidence in the water and improved their ability to perform safe self-rescue.</p>	<p>Swimming remains a priority area. Targeted top-up sessions will continue to support pupils who do not initially meet expectations.</p>

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?	62% (18/29)	<p><i>Core children have attended 2 blocks of swimming (10 sessions in Year 5 and 10 sessions in year 6)</i></p> <p><i>x2 pupil did not attend sessions and were unable to be assessed</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62% (18/29)	

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	<i>Pupils who were attending school in 2023/24 and 2024/25 participated in 20 sessions of swimming.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>Swimming is taught by swim instructors at our local leisure pool.</i>

Signed off by:

Head Teacher:	<i>Charlotte Newley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tyler Russell</i>
Governor:	<i>Barry Collyer</i>
Date:	<i>December 2025</i>