



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 2025/2026

Activity/Action	Impact	Next Steps
1k-a-day and daily physical activity	All pupils in KS2 are now completing daily physical activity, which has led to noticeable improvements in stamina, concentration, and behaviour during lessons. Teachers report pupils are more alert and focused after exercise, particularly from identified vulnerable groups. The initiative has also promoted a positive culture around health and fitness across the whole school.	Introduce active minutes' competition into school. Also launched 'Walk to School' initiative. Keep motivation high with challenges and certificates; link with active learning in other subjects.
Staff CPD and support from specialist PE coach	Specialist support has significantly improved teacher confidence and subject knowledge in PE. QA monitoring and lesson observations show that lessons are better structured, progression is clearer, and children are making stronger progress in key physical skills. Staff feedback from CPD has been positive, with many reporting they feel more equipped to deliver high-quality PE independently.	Continue CPD calendar; target weaker areas (gymnastics, dance). Move towards greater teacher independence in delivery.
Extra-curricular clubs and inter-school competitions	A wide variety of clubs and competitive opportunities were offered, including inclusive and non-traditional sports. Engagement levels were high across all year groups, with SEN pupils and reluctant participants joining in activities more often. Pupils developed confidence, resilience, and teamwork skills, and the school achieved notable successes in athletics and cross-country, with some children representing the county.	Continue to increase the number and range of competitions attended. Aim for every child to take part in at least one sporting event each year, ensuring inclusivity and equal opportunities for all.
Celebration of PE and pupil achievement (assemblies, displays, recognition)	PE has been raised across the school through assemblies, class dojo posts, and recognition of sporting effort and achievement. Children report feeling proud of their participation and motivated to try new sports because their achievements are celebrated. Displays evidence a wide range of skills and highlight PE as an	Strengthen pupil voice and leadership opportunities (SSOC, sports leaders) to further embed a culture of celebration

	important part of school life. This has helped to embed PE into the wider culture of the school and has encouraged higher participation rates.	
Use of equipment and facilities (5K Pace support and school investment)	Investment in high-quality equipment has allowed children to access a broader range of activities and ensured that lessons are inclusive for all pupils. This has encouraged greater engagement, as children with different interests and abilities can take part in sports that appeal to them. The equipment has also supported skill development, promoted creativity in PE lessons, and helped to build lifelong interest in fitness and sport.	Maintain and replenish equipment; build sustainability by integrating variety into long-term curriculum planning.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending. £18750 24/25 income

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Success measures / targets	Cost linked to the action
Employ specialist PE coaches (Laura Coulson, Charlotte Netty Stars and EdStart) – Specialist coaches will co-deliver PE lessons with teachers to improve lesson quality and variety. Laura will also prepare and mentor pupil sports leaders, and support staff with planning and assessment in PE	All pupils (KS2 focus), teaching staff	KI 1, KI 2, KI 3, KI 4	Pupils receive expert teaching and are exposed to a range of sports. Teachers gain confidence and subject knowledge through co-delivery, which makes provision sustainable once the coach is not present. Sports leaders develop responsibility and organisation skills, raising the profile of PE across school.	At least 90% of pupils make progress in PE skills across the year. - All KS2 teachers report increased confidence in delivering PE (via CPD surveys). - Sports leaders lead at least 3 events across the year	£8455
Pennine Sports membership – Provide staff with access to high-quality training, curriculum resources, guidance on safety, and free entry into competitions. Membership also ensures the school can access CPD support and local networking opportunities	Teachers, whole school community	KI 2, KI 3, KI 5	Teachers improve knowledge and competence, raising the overall quality of PE. Pupils benefit from participation in competitions, developing teamwork, resilience, and pride in representing the school. Sustainability achieved by embedding knowledge into curriculum planning and ensuring staff lead independently.	- All teachers attend at least 2 CPD sessions across the year. - QA monitoring shows improvements in lesson delivery. - At least 75% of KS2 pupils attend at least one sporting competition or event during the year	£3580
Purchase and maintain PE equipment – Buy new and varied equipment to ensure all pupils can take part in a broad range of activities, including inclusive and non-traditional sports (e.g.	All pupils, teaching staff	KI 1, KI 4	Greater variety ensures pupils of all abilities and interests are included. Children are motivated to try new sports, boosting confidence and enthusiasm. Sustainability achieved through investment in durable resources, maintenance checks, and building equipment use into the PE curriculum and lunchtime provision	- Pupil voice shows 85%+ enjoy PE lessons. - All classes have access to varied equipment to deliver a broad PE curriculum. - New sports introduced and taught in every year	£50

boccia, fencing, handball). Equipment will also support playground activities and active lunchtimes				group	
Rewards and transport – Provide certificates, prizes, and incentives to motivate participation in PE and sport. Fund transport to competitions/events so all children, including disadvantaged pupils, can take part	All pupils, parents, wider community	KI 2, KI 5	Rewards create a culture of celebration and motivate all pupils to take part in PE. Transport removes barriers to participation, ensuring equal access to competitions for all. Sustainability achieved by embedding rewards into school systems and prioritising inclusivity in event planning	100% of pupils receive recognition for effort or achievement in PE during the year. - At least 90% of KS2 pupils attend one external competition/event. - Increased participation from SEN and disadvantaged pupils evidenced in attendance data.	£50

2024/25 allocation

2023/24 carry forward £4339

2024/25 allocation £18960

Total £23299

2024/25 expenditure

Coaches £8250

Equipment £2797

Spin £3764

Grow £4788

Total £19599

2025/26 allocation

2024/25 carry forward £3700

2025/26 allocation £18830

Total £22530

2025/26 expenditure

Coaches £8455

Equipment £50

Spin £3580

Grow £7830

Reward £50

Scheme of work £675

Total £20640

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
Solidly implemented 1k a day into the school day	The "1k a Day" initiative has been fully embedded into the daily routine, improving overall student fitness, concentration, and mental well-being. This consistent activity has contributed to better physical health and more energized students throughout the day.	The initiative has been embraced by both staff and students, promoting a culture of regular physical activity that is sustainable for the long term.
Team reaching Yorkshire Sports Hall Athletic Finals	The team's success in reaching the Yorkshire Sports Hall Athletic Finals has showcased our school's versatility in athletics, with students excelling in various disciplines. It has increased participation in track and field activities.	This achievement demonstrates the depth of talent in our school, motivating students to try new events and work hard in their training.
Attending multiple SEND events	By attending multiple SEND sports events, we have provided inclusive opportunities for all our students, ensuring everyone can participate and benefit from physical activity. This has improved confidence and social inclusion for SEND pupils.	These events have been pivotal in promoting inclusivity and encouraging participation in sports among students with special educational needs.
Receiving Gold School Games Mark for a fourth year in a row	Earning the Gold School Games Mark for a fourth consecutive year reflects our commitment to high-quality PE and sport. It recognizes our wide participation and competitive success across the school, boosting the reputation of our sports program.	This award is a testament to the hard work of both staff and students in promoting physical education and maintaining a high standard of school sport.
Successfully running a girls' football day event to increase awareness	The girls' football day event was highly successful, increasing awareness and participation in girls' football. It empowered female students to engage more in football and promoted gender equality in school sports.	This initiative has laid the groundwork for sustained involvement of girls in football, helping to challenge stereotypes and foster an inclusive environment.
Hugely successful sports day with 100% positive feedback	Our sports day received 100% positive feedback from staff, students, and parents, celebrating a day of fun, competition, and community spirit. It provided a platform for all students to participate and showcase their athletic abilities.	The overwhelming positive feedback highlights the success of the event, and it continues to be a key moment in fostering school-wide engagement in sports.
Wider range of pupils accessing sports events	More students than ever before are participating in sports events, with increased access across different year groups and abilities. This has led to greater enthusiasm for sport, improved physical fitness, and stronger school engagement.	By offering a diverse range of sports opportunities, we are ensuring that students of all interests and abilities feel included in the school's sports culture.

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?	tbc	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	tbc	Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	tbc	Use this text box to give further context behind the percentage.
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?	tbc	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	tbc	

Signed off by:

Head Teacher:	<i>Zoe Lowe</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Matthew Tate</i>
Governor:	<i>Geoff Kernan</i>
Date:	15.07.2026