



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 2026.**

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
To improve the health of children in school by encouraging regular exercise alongside the other important aspects of a healthy lifestyle. We will ensure 'active' playtimes so that all children are participating in additional physical activity every week; a rota will be in place so that the coach or lunchtime staff/teacher can hold a session for each class. We will encourage the use of scooters to travel to school to provide up to 30 minutes of activity to and from school.	• Increased Physical Activity: All KS1 pupils now engage in regular, high-quality physical activity, including structured, active playtimes led by staff on a rota basis. • Improved PE Performance: Pupils show greater stamina and participation in PE lessons, with measurable improvements in PE National Curriculum outcomes (see school data). • Enhanced Learning Attitudes: Children demonstrate better concentration and engagement in class, contributing to improved overall learning behaviour.	Long-term Healthy Habits: By embedding active lifestyles into daily routines, children are developing positive habits that support their physical and mental wellbeing from an early age. Sustainable Practice: These initiatives are now a consistent part of school life, supported by staff involvement and integrated into the weekly schedule, ensuring long-term sustainability.

To improve progress and achievement of all pupils We will focus on upskilling the staff by providing coaches to work alongside staff to use a new assessment tool that tracks pupil progress and allows teachers to identify and target pupil's needs.	• Improved Staff Confidence and Skill: Teachers are more confident in delivering high-quality PE lessons, with better subject knowledge and understanding of progression. • Consistent and Accurate Assessment: The new assessment tool provides clear, ongoing insight into pupil progress, enabling staff to make informed decisions about planning and differentiation. • Targeted Support for All Learners: Teachers can now quickly identify pupils who need additional support or challenge, leading to more inclusive and personalised PE lessons. • Increased Pupil Progress and Achievement: More pupils are achieving or exceeding age-related expectations in PE, as shown in school data. • Better Pupil Engagement: Lessons are more engaging and appropriately pitched, improving pupil participation, motivation, and enjoyment of physical activity.	Scooting to School Initiative – Update and Next Steps: Although we were unable to fully implement our scooting initiative this year due to ongoing playground development, we are now in a strong position to move forward. The playground improvements are complete, and we have purchased secure scooter locks in preparation for launch. A recent parent survey showed a positive response, indicating strong interest and potential uptake. With this groundwork in place, we are ready to roll out the initiative from September 2025, encouraging more active travel to school and further supporting our aim of promoting healthy lifestyles. • Sustainable Practice: The upskilling of staff and effective use of assessment are embedded into regular school practice, ensuring long-term benefits for teaching and learning in PE.
---	---	---

To increase participation in competitive sport We will ensure that we offer a wide variety of clubs which will give pupils a pathway to going onto to do competitive sport. We will have a particular focus on getting girls into sports like football. We will run in-house competitions throughout the year to provide pupils with the opportunity to celebrate their skills, to learn how to be good sportspeople and see competition as not being about winning but being the celebration of enjoying sport.	• Increased Pupil Participation: A wider variety of clubs has led to more pupils actively taking part in extracurricular and competitive sport, including those who were previously less engaged. • Improved Teamwork and Sportsmanship: In-house competitions have helped pupils develop teamwork, resilience, and fair play. Pupils are learning to celebrate effort and enjoyment, not just winning. • Stronger School Community: Competitive sport has fostered a sense of school spirit and belonging, with pupils supporting each other and celebrating shared achievements. Pupils regularly bring in awards for sport that have been achieved outside of school for us to celebrate. • Skill Development and Confidence: Regular opportunities to compete and perform have boosted pupils' physical skills, confidence, and self-esteem, helping them to apply these qualities in other areas of school life. • Sustainable Sporting Culture: By embedding a culture of inclusive, enjoyable competition within the school year, the foundations have been laid for long-term enthusiasm for sport and healthy lifestyles.	It has been exciting to introduce a range of new and engaging sports this year, including Boccia, axe throwing, and archery. These activities have brought a number of valuable benefits to our pupils: Inclusivity and Accessibility: <i>Boccia</i>, a fully inclusive sport, has been especially beneficial for pupils with additional needs, helping ensure that everyone can participate in competitive and skill-based activities. Development of Focus and Control: Sports like archery and axe throwing have improved pupils' concentration, patience, and self-discipline. These activities demand precision and focus, helping children to develop control over both body and mind. Increased Engagement: The novelty and excitement of trying something new has motivated a broader range of pupils to take part in physical activity — including those who may not normally engage in traditional team sports. Boosting Confidence and Achievement: Mastering new skills in unfamiliar sports has given pupils a real sense of achievement, boosting self-esteem and encouraging a 'can-do' attitude. Encouraging Respect and Safety Awareness: These sports have helped pupils learn and apply important values such as respect, responsibility, and awareness of safety — vital life skills they can carry beyond PE lessons.
---	---	--

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 ensure pupils have access to a high quality PE and Sport curriculum. 1. Provide targeted CPD Workshops on KS1 PE fundamentals (e.g., movement skills, dance, gymnastics, games). 2. Modelled lessons and team teaching By the PE lead or external specialist. 3. Create and share progressive PE schemes of work With clear skills progression for KS1. 4. Access to high-quality resources (Lesson plans, equipment, online PE platforms). 5. Staff meeting allocated To discuss challenges, successes, and strategies in PE delivery. 5. Introduce assessment tools (e.g., skills checklists) to help staff measure progress in PE. 6. Provide ongoing coaching And mentoring for new staff or staff less confident in PE. 7. Celebrate success (e.g., staff-led PE showcases, newsletters, assemblies) to build confidence.	Curriculum lead and PE Coordinator who will oversee implementation of new assessment tool. New Coach (Kamare Henry) who will provide support Teachers who will work with the coach to implement new assessment Pupils who will take part on sessions	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff confidence Staff demonstrate increased confidence and competence in planning and delivering KS1 PE lessons. Knowledge and Skills PE lessons show clear progression of fundamental movement skills (balance, agility, coordination). High quality PE Children receive high-quality, engaging, and varied PE experiences. Physical Literacy Pupils show improved physical literacy, motivation, and enjoyment of physical activity. Inclusion Staff can differentiate effectively to meet the needs of all learners. Consistent approach Increased consistency across year groups, ensuring skill progression and curriculum coverage. Best Practice Shared Staff share best practice and work collaboratively to improve provision. Positive Attitudes Pupils develop lifelong positive attitudes towards physical activity and health. Sustainable staff development School meets PE and sport premium expectations through sustainable staff development.	£14075 on coaches to support the teaching and assessment of PE £4164 budget for high quality resources and maintenance of current equipment

To increase participation in Intra-School Competitions for KS1 1. Establish a Class house System Use consistent (gemstone) logos, and displays to build identity 2. Plan an Annual Intra-School Competition Calendar Organise fun, skill-based events like beanbag relays, target throws, or obstacle courses. Keep them short, active, and accessible. 3. Create a “Challenge Station” Rotation Set up stations during PE or lunch with simple challenges (e.g., hula hooping, balance beam, speed bounce) to encourage participation 4. Include Inclusive Events Ensure activities are accessible to all, including SEND pupils, with appropriate support/adaptations. Add ‘personal best’ or ‘teamwork’ categories. 5. Track Participation Data Record participation by year group, gender, and SEND/disadvantaged pupils to ensure broad involvement 6. Celebrate Achievements Publicly Share results in assemblies, newsletters, and on a PE noticeboard. Give certificates for effort, teamwork, and sportsmanship, not just winning	Curriculum lead/PE Coordinator who will oversee the running of competitions/clubs and make sure they are open to all. SLT who will support with this at lunchtimes as part of their duty. Coach/teachers who will run competitions/clubs Pupils who will take part in competitions/clubs.	Key indicator 5: Increased participation in competitive sport	Early Engagement in Sport Encourages enjoyment of physical activity from a young age, setting positive habits for life Confidence & Inclusion All pupils, regardless of ability, feel successful through accessible challenges and a focus on fun Teamwork & Social Skills Pupils learn how to work with others, take turns, and celebrate effort — key PSHE skills Transition Readiness Builds a foundation for later participation in KS2 inter-school competitions Whole School Identity Reinforces school values and belonging through a visible house/team structure, even at KS1level.	As listed above £14075 Cost of the coach to run clubs at lunchtime and after school
--	---	---	--	--

To increase all pupils' engagement in regular physical activity and sporting activities Daily active sessions (E.g., Wake Up Shake Up, daily mile, playground circuits). Active learning in the classroom (Movement breaks, maths/phonics games with actions). Structured playground activities Led by trained staff or play leaders. Provide a wide range of age-appropriate equipment (Balls, hoops, skipping ropes, balance toys). Develop an inclusive lunchtime/after-school offer For KS1 pupils (multi-skills clubs, dance, fun games). Introduce 'activity challenges' (Personal bests, sticker charts, class movement goals). Embed active travel initiatives (Walk to school, scoot to school). Parental involvement Share active challenges at home (family walks, fun movement tasks via class dojo). Monitor participation levels and target pupils who are less active with encouragement and support.	Curriculum lead/PE Coordinator who will oversee the running of competitions/clubs and make sure they are open to all. SLT who will support with this at lunchtimes as part of their duty. Coach/teachers who will run competitions/clubs Class teachers who will lead movement breaks etc Pupils who will take part in competitions/clubs.	Key indicator 1: The engagement of all pupils in regular physical activity	Increased Participation KS1 pupils take part in more minutes of physical activity every day, both in and outside of PE lessons. Increased fitness Children develop better fitness, coordination, and stamina appropriate to their age. Increased concentration Pupils show increased concentration and focus in class following active breaks. Staff observe a reduction in low-level behaviour issues, with children more settled and ready to learn. Active break times Playtimes and lunchtimes become more active, structured, and inclusive. Confidence & Inclusion A higher proportion of less active pupils are engaged and motivated to join in. Increased pupil enjoyment and enthusiasm for movement activities. Early Engagement in Sport Pupils develop positive attitudes towards being active and understand why it's important. Early habits of regular activity are established, supporting long-term health and wellbeing.	As mentioned above with cost of coaches and equipment purchasing to facilitate the actions
--	---	--	---	---

2024/25 allocation

2023/24 carry forward £5172

2024/25 allocation £17470

Total £22642

2024/25 expenditure

Coaches for CPD £9828

Equipment £10803

Spotify £204

Coaches for lunch/afterschool

Total £20835

2025/26 allocation

2024/25 carry forward £1807

2025/26 allocation £17060

Total £18877

2025/26 expenditure

Coaches for CPD lunch/clubs £11315

Equipment £4040

Spotify £124

Grow £2760

Total £18239

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
To ensure pupils have access to a high quality PE and Sport curriculum.	The investment in staff development has strengthened the quality and consistency of the PE and Sport curriculum across the school. Increased staff confidence and expertise have led to well-planned, engaging lessons that provide clear progression in fundamental movement skills while meeting the needs of all pupils through effective differentiation. As a result, children experience high-quality PE that develops their physical literacy, motivation and enjoyment of being active, fostering positive attitudes towards lifelong participation in physical activity. Collaborative practice among staff has further enhanced curriculum delivery, ensuring consistency across year groups and sustainable improvements that support the school's long-term PE and Sport provision.	We are proud of the high quality curriculum offer we have for PE and sport in school. It recognizes the importance of fostering a love of sport and an active lifestyle from an early age. Our SP funding has allowed us to maintain high quality equipment and the opportunity for staff and pupils to work with a professional sports coach. We consistently provide 2hrs of PE for every KS1 child every week. The addition of 'scoot fit' to our curriculum offer has been amazing as this is something the pupils absolutely love doing whilst learning skills and gaining fitness. All staff attended a CPD session on this which gave them an understanding of how to teach the necessary skills but also a bit of the physiology behind it.
To increase participation in Intra-School Competitions for KS1	Increasing participation in KS1 intra-school competitions has encouraged pupils to develop a positive enjoyment of physical activity from an early age, establishing healthy habits and a willingness to participate. Inclusive, fun and accessible competition formats ensure all pupils experience success, building confidence and fostering teamwork, resilience and key social skills. Participation also strengthens pupils' sense of belonging through the school's house/team system while providing a strong foundation for future involvement in KS2 inter-school competitions and lifelong engagement in sport and physical activity.	We successfully ran several competitive events throughout the year and spent a half term in KS1 where pupils worked in class teams to compete at a range of events designed to test different skill aspects. This was then scored weekly and a winning class chosen at the end. It was great that everyone in the class could contribute to the final score and the variety of activities meant that all pupils had a chance to find something that was a strength for them.

To increase all pupils' engagement in regular physical activity and sporting activities	Increasing pupils' engagement in regular physical activity and sporting opportunities has led to higher levels of participation throughout the school day, both within PE lessons and through active playtimes and movement breaks. As a result, pupils have developed improved fitness, coordination and stamina, alongside greater confidence and enthusiasm for being active. Increased physical activity has also supported improved concentration, behaviour and readiness to learn, while inclusive opportunities have encouraged less active pupils to participate more regularly. These experiences are helping pupils establish positive attitudes towards physical activity and healthy habits that will support their long-term health and wellbeing.	The majority of our pupils are very active at playtimes and make good use of our equipment. Attendance in after school sports clubs this year was 75% meaning a large number of children were able to gain an extra hour of activity on top of the curriculum offer. Movement breaks and wake up shake up activities have become embedded into the curriculum and are a real benefit to pupil's wellbeing as well as fitness.
---	---	--

Swimming Data – Not applicable as an Infant & Nursery School

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

Signed off by:

Head Teacher:	<i>K McGrath</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Louise Berry</i>
Governor:	<i>Geoff Kernan</i>
Date:	08.07.26