



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

July 2025



Commissioned by



Department  
for Education

Created by



## Background

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
<p>Use of sports coach to offer a Multi-sports club 2 days a week.</p> <p>Dance coach provides a club one day a week.</p> <p>Free places given to PPM children, with the costs split between PE and PPM funding.</p>	<ul style="list-style-type: none"> <li>Increased access to a range of sports for children who may not otherwise participate outside school.</li> <li>Develops interest, skills and confidence to encourage further participation.</li> </ul>	
<p>Structured sports during lunchtime play, managed by teachers, external PE coach or LSAs</p>	<ul style="list-style-type: none"> <li>Greater physical activity levels during the school day.</li> <li>Wider participation as more children participate when a managed session.</li> <li>Participation in competitive sport to develop skills of resilience, sportsmanship and fairness.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in overall behaviour as sports gives structure to 'play'.</li> <li>93% of parents believe the school encourages their child to be physically active (summer 2025).</li> </ul>
<p>Use of external coaches to offer CPD for teachers and provide a masterclass for pupils. Sports include: rugby, cricket, and handball</p>	<ul style="list-style-type: none"> <li>Improved skills and confidence for teachers</li> <li>Greater skills and enthusiasm for pupils at the start of a topic. Interest in pursuing the sport further and greater access when meeting local coaches.</li> </ul>	
<p>Use physical activity to support emotional wellbeing. The school have subscribed to the Commando Joe Character Development Program for KS2 pupils. The scheme uses physical activities as a route to problem solving, team building, and raising resilience and self-esteem.</p>	<ul style="list-style-type: none"> <li>Staff feedback suggests increase in resilience, respect and sportsmanship through the programme</li> <li>Pupils clearly enjoy the programme and recognise the skills they learn in a fun but challenging setting</li> <li>Instructors' Impact Report highlights that all pupils are showing growth in the development of overall resilience, empathy and teamwork. This is particularly highlighted during the team activities that even when the activity seems too</li> </ul>	<ul style="list-style-type: none"> <li>This is one component of a range of activities put in place to support pupil mental health and build resilience and confidence.</li> </ul>

	challenging, or a team are not winning they don't give up and continue to work together as a team	
Belonging to local sports partnership	<ul style="list-style-type: none"> <li>• Experience of wider competitive environment between schools</li> <li>• Develop sportsmanship skills through participation</li> <li>• Encourage working together and supporting all members of their team</li> <li>• Experience of a wider range of sports, not covered in normal PE lessons</li> <li>• CPD for PE lead and networking opportunities</li> </ul>	
Transport provided for larger sports festivals to allow greater participation amongst those children without access to transport	<ul style="list-style-type: none"> <li>• Allows all children to experience of wide competitive environment and not dependent on a parents' ability to transport them to activities, whether in or outside of school</li> <li>• Development of skills listed above.</li> </ul>	<ul style="list-style-type: none"> <li>• All children from Year 2, 3 &amp; 4 and Year 6 have attended whole year sports events this year, with the school funding transport.</li> </ul>
Continued support for Play-leaders to provide structured play for younger year groups	<ul style="list-style-type: none"> <li>• New skills and embedding existing skills for amongst KS1 children</li> <li>• Greater activity levels at lunchtime</li> <li>• Leadership skills for the older children, including planning activities, giving clear direction and motivating others</li> </ul>	
Top up swimming lessons. Changing demographic cohort and impact of a less participation in swimming lessons we are finding more children are unable to reach the swimming targets and top-up swimming lessons are required	<ul style="list-style-type: none"> <li>• Providing top-up swimming lessons through year 5 for those who children who need it.</li> </ul>	

# 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?	58%	<p>We are finding an increasing proportion of our children have not had swimming lessons before lessons with school, nor do they regularly access swimming pools for leisure. From 24/25 have increased the number of lessons we provide as standard, offering swimming for 10 weeks in both Year 3 and Year 4 (20 weeks in total).</p> <p>From 25/26 we will also develop a programme to build water confidence prior to and in parallel to swimming lessons, especially targeting those children who have not had prior access to swimming lessons. This will form part of a PPM strategy.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	58%	.
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/ <del>No</del>	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	2 members of staff were swim trained in 23/24 meaning we now have 3 member of staff who are swim trained. Refresher CPD planned for 25/26
---	--------	--

## 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
Adopt new PE curriculum, including teacher CPD (Year 2 of 2-year cycle)	Teachers and pupils.	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Increased knowledge drives further development as teachers become more confident.</p> <p>Access to a wider range of tournaments as can play more sports</p>	Funding from School Budget Share – CPD included in platform
New PE curriculum – with attention to life-long skills (Year 2 of 2-year cycle)	Pupils	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	The PE curriculum should develop skills and interests that stay with children through their lives. The new PE curriculum will take a long-term view and cover sports that children are likely to pursue as adults giving the foundations to develop a physically active lifestyle as they grow up.	Funding from School Budget Share – CPD included in platform

<p>Structured after-school clubs so children learn a specific skill over the term, rather a broader multi-sports programme</p> <p>Continued lunchtime clubs/structured games</p>	<p>Pupils and LSAs</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Expectation that most LSAs support delivery, utilising existing skills and interests and sharing the workload. For example Zumba, yoga, Badminton, as well as team games such as netball and basketball.</p> <p>We hope that allowing some flexibility in the types of activities will maintain staff motivation and therefore increase the quality of delivery.</p> <p>Teachers/LSAs look to identify those pupils not participating and potential barriers e.g. understanding of rules, friendship groups, lack of existing skills, lack PE kit, weight and size etc. and develop offer to encourage participation e.g. activity in the hall rather than playground, smaller group, basic skills etc. Success measure will be increased uptake and through Summer 2026 pupil voice</p>	<p>LSA time – 30mins per day, assume minimum of 2 days per week. Approx. £3,000 per year</p> <p>Participation for PPM pupils covered by PPM funding.</p>
<p>External resilience programme</p>	<p>Pupils</p> <p>Benefits for wider stakeholders, including teachers, LSAs and Parents</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Development of programme with external provider delivering benefits for pupil mental health and wellbeing through physical challenge.</p> <p>Builds equality in physical activity – Helps build the appreciation that physical activity does not just have to be the familiar sporting activities such as football and therefore encourages activity without feeling the need to know all the rules, or replicate the famous players. Provides a more even playing-field to physical activity, beyond gender, family background, affluence or existing participation in sport.</p> <p>Success measures will be taken from staff,</p>	<p>Commitment for 2025/26 £6,000</p>

			parent and pupil surveys in relation to resilience, taking on challenges, teamwork and willingness to try new activities.	
Further development of a girls' football team	Pupils – those participating and whole school	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Parental sponsorship has facilitated the purchase of a new strip for a girls' football team. This will raise the profile of girls' sport in school and enable the girls to participate in the local league and tournaments.</p> <p>The main challenge is ensuring there is sufficient staff time to coach two teams. It will be important to ensure multiple staff members, and even parent volunteers can support both teams e.g. taking the team to fixtures, running specific coaching sessions.</p>	<p>Sponsorship of the strip and kit means the cost is staff time for fixture and coaching.</p> <p>Staff time £1,500</p>
Sports Partnership	Pupils	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>This is currently our main route to competitive sport and therefore a vital part of our PE spend.</p> <p>Participation in competitive sport should have the following outcomes:</p> <ul style="list-style-type: none"> <li>• Develop social skills – Children can learn to celebrate success with others and conversely deal with conflict when the team is not doing so well.</li> <li>• Build confidence – Children can build their self-esteem by accepting challenges, accomplishing goals, and receiving praise from teammates.</li> <li>• Develop resilience – develop important life skills like resilience, perseverance, and tenacity and also still be able to be positive and encourage others even if not on the winning team</li> </ul>	£2,000

			<ul style="list-style-type: none"> <li>• Improve physical health – increase activity levels benefit core strength and aerobic fitness</li> <li>• Encourage sportsmanship – children learn to work as a team, play fairly and take turns.</li> </ul>	
Funding transport to PE festivals	Pupils	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Many festivals and tournaments are after school and rely on parents to be able to transport children to the event. We believe it is important all children have a chance to participate in competitive sport and therefore include transport for whole year groups to attend local festivals.</p> <p>Success measure is pupil attendance, although the main barrier is the programme of activities by the local PE partnership and whether whole year group activities are included. Local inter-school events may be an alternative.</p>	Aspiration that all children from Year 2 participate in a 'whole year' event. 5 coaches at £600 per coach = £3,000
Outdoor play – Den building	Pupils	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Den building offers numerous developmental benefits for children, fostering creativity, problem-solving, teamwork, and physical skills. It provides a space for imaginative play, social interaction, and a sense of personal sanctuary.</p> <p>Specific benefits for physical development include:</p> <ul style="list-style-type: none"> <li>• Gross Motor Skills: Moving, lifting, carrying, and climbing to gather materials and build the den promotes gross motor skill development.</li> <li>• Fine Motor Skills: Activities like tying knots, weaving, and manipulating small objects to decorate the den enhance fine motor skills.</li> </ul>	£2,000 – including community blocks, poles, crates, guttering and tarpaulin etc.

			<ul style="list-style-type: none"> <li>Hand-Eye Coordination: Building activities improve hand-eye coordination as children manipulate materials and work with tools</li> </ul> <p>Enhanced outdoor provision is also reflective of the school's Climate Action Plan.</p>	
External coaches – utilise external, specialist coaches	Pupils and staff	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Increased knowledge drives further development as teachers become more confident.</p> <p>Access to a wider range of tournaments as can play more sports</p>	£1,000
Top-up swimming	Pupils	National curriculum	<p>Requirement for children to swim 25meters by the end of Year 6</p> <p>All children now have at least 20 weeks of swimming as part of the core curriculum</p>	Allow £80 per child.
Total forecast expenditure eligible for funding though DfE Primary PE and Sports Premium Grant				£18,500

**Signed off by:**

Head Teacher:

*Kate Goodger*

Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ella Whitehead, PE Lead</i>
Governor:	<i>Marcus Feinhols</i>
Date:	