



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

July 2026



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 (2025/2026)

For 25/26 our funding allocation was £18,320

Activity/Action	Key indicator met	Outputs, outcome and impact	Allocation (rounding applied due to commercial sensitivity of some elements)
Adopt new PE curriculum, including teacher CPD (Year 2 of 2-year cycle) Provision is made for the cost of staff time to complete CPD, and not the PE planning tool itself	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Our new PE curriculum has been fully adopted. The full, 2-year cycle has now been implemented across the school. Teachers feel more capable of teaching a range of sports, leading to higher-quality introductory lessons and greater pupil engagement. CPD available through the PE planning package means teachers have developed their knowledge and can confidently coach competitive tactics and sport-specific skills effectively, improving pupil confidence if playing sport competitively. Increased knowledge and skills amongst staff is building confidence and momentum which will ensure high-quality PE provision is sustained in the longer-term. Broadening the range of sports has engaged pupils who previously disliked standard team sports. 66% of pupils say they have participated in new sports of the past year at school that they had not played before. Our ongoing objective is to establish long-lasting healthy habits in pupils before they transition to secondary school, helping them find the sports they want to develop further and making physical activity a sustainable part of their life. Over three quarters of pupils (77%) say that taking part in PE and sports at school made you want to be more active outside of school or join a sports club.	£800
Structured after-school clubs so children learn a specific skill over the term.	Key indicator 2: The engagement of all pupils in regular physical activity	Our original plan for 25/26 included an intention to introduce new structured lunchtime or after-school sports, led by LSAs. The change in our broader lunchtime offer has removed the need for specific clubs and staff and has meant all staff are deployed on lunchtime cover. This action has therefore been absorbed into the one below.	n/a

Development of lunchtime activities and structured games. There is a specific sport played each day (e.g. Mondays - cricket, Tuesday - basketball etc). These tend to be familiar sports but all pupils, from across the school, have the potential to play together for some of their lunchtime play.	Key indicator 2: The engagement of all pupils in regular physical activity Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Implementing a structured daily programme of sports during lunchtime, has fundamentally changed the dynamics of lunchtime play. This has required additional staff time which has been made possible through our PE Premium allocation. Whilst football is still played, it is just once a week. All children can become involved and a wide mix of sports is played. (Other active but non-sport activities are available e.g. den building, construction area - see below) 66% of pupils say they have participated in new sports of the past year at school that they had not played before.. Pupils who may be disengaged from traditional sports like football have been much more likely to join in. Participation is less likely to be driven by a child's involvement in out-of-school sports clubs therefore making lunchtime sports more inclusive. Moving the focus away from just football has also meant that children are likely to be coming from the same knowledge base thus reducing any competitive edge that some children know the rules better than others making competition fairer and less intimidating for non-sporty children or those who have not had the opportunity of out-of-school sports. There is now free-flow at lunchtime across our KS1 and KS2 playgrounds and therefore some degree of vertical integration between year groups. Although this is still managed if playing a sport competitively, the cross-age play breaks down barriers between year groups, reducing playground conflict. It has strengthened the overall sense of a whole school community, ensuring the playground has a friendlier and more collaborative atmosphere. At an individual level, the older pupils have developed empathy, patience, and leadership skills, while younger pupils build confidence, learn game rules faster, and feel a stronger sense of school belonging. Additionally, staff now work across year groups enhancing the level of integration. The increased structure to lunchtime activities has contributed to a reduction in lunchtime behaviour incidents during the period when engaging with the equipment or playground activities. The move from passive to active staff involvement and more structure and diverse activities has fostered greater pupil engagement and less conflict. Our LSAs now have a clear, structured role, making break-time management easier and providing the opportunity to work with different children hence develop their skills and knowledge.	£4,500
Outdoor play – Den building	Key indicator 2: The engagement of all pupils in regular physical activity	We have introduced a den building area as part of our enhanced playground provision and a construction area with wooden blocks and planks and tyres, used by the children to build obstacle courses, role play areas or enhance the den building area.	£1,500

	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Developing a den building and outdoor construction area has introduced open-ended, child-led "loose parts" play into play times, yielding outcomes across social development, practical STEM learning, and playground behaviour: <u>Enhanced problem-solving:</u> Manipulating crates, tarpaulins, ropes, planks, and pegs requires practical application of concepts like balance, tension, weight distribution. Children are learning through trial and error, overcoming initial challenges and working with peers to find solutions. <u>Reduction in playground incidents:</u> Engaging, open-ended construction activities reduced boredom-driven behavioral issues. This area has provided a further area of physical challenge and activity to run in parallel with sporting activities. Children do not have to play a team sport to be able to 'run-off some steam' at break and lunch time. <u>Cross-year collaboration:</u> Den building naturally encourages mixed-age play. The younger children work with the older children, as noted above, offering benefits for both groups. <u>Inclusion for Non-Sporty Pupils:</u> Construction play has offered an engaging alternative for children who do not enjoy traditional sports or competitive playground games, or simply do not want to play the games all the time. These activities have provided additional opportunities for physical activity and the benefits of teamwork. 42% of pupils say they are more active at break and lunch time as a result of the changes.	
External resilience programme	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement	Development of a programme with an external provider delivering benefits for pupil mental health and wellbeing through physical challenge. This has been made possible through our PE Premium allocation. The programme builds equality in physical activity, providing a more even playing-field to physical activity, beyond gender, family background, affluence or existing participation in sport. Pupil voice and staff feedback have seen levels of resilience improve, more respectful team work and increase in sportsmanship. 60% of pupils say they feel more confident after working on the programme. <u>Builds Resilience:</u> Through the programme children encounter difficult physical tasks e.g. as a team they may need to complete a task but each using only one hand. Whilst the initial reaction is frustration, as a group and as individuals the children have overcome these hurdles, teaching them that failure is part of learning, reinforcing the belief that effort leads to mastery (a growth mindset).	£6,000

		<u>Emotional Regulation:</u> Navigating these challenges and learning to stay calm and focused under pressure has helped them regulate emotions in non-physical situations, like dealing with academic stress or peer conflict. <u>Social interactions:</u> The programme is based on group work. Working together to complete a trial or supporting peers has built empathy and communication skills, and strengthened wellbeing.	
Further development of a girls' football team	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Parental sponsorship facilitated the purchase of a new strip for a girls' football team. The PE Premium funding allocation has allowed sufficient staff time to coach two teams (mixed and girls). Establishing a dedicated girls football team has created a visible opportunity to develop both activity levels and skill-set amongst our Year 5 & 6 girls. <u>Confidence:</u> Developing specific skills, participating in external fixtures, accepting wins and losses, and representing their school as has been observed to strengthen girls' self-esteem and sense of belonging, and ultimately their overall engagement in school. <u>Challenging Gender Stereotypes:</u> Football is no longer seen as just a 'boys sport' girls'. This has transferred to other sports too, with perception embedded that there is equal change of participation in competitive sports for girls and boys. <u>Pathway into Grassroots Clubs:</u> the development of a school team has served as a pathway to participation outside school. Around half of the girls football team belong to football clubs outside school. We believe the provision and status of our girls football team has demonstrated our commitment to inclusivity and equal opportunities.	£1,600
Funding transport to PE festivals	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	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 that all children have a chance to participate in competitive sport and therefore include transport for whole year groups to attend local festivals. The PE Premium has meant the school can provide transport for 3 local inter-school events for whole year groups that would not be possible with parental transport. A total of 144 children participated in these events - all children from Year 2,3, 4 and 6 -	£1,000

		which would otherwise have not been possible.	
Balance bikes	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Whilst not initially planned for 25/26 we have introduced the Bikeability Balance programme having been given the opportunity to obtain the balance bikes and initial staff training through the Bikeability programme. This is designed primarily for (EYFS and KS1 pupils and is intended to deliver practical, motor skills, and behavioral outcomes by teaching children to glide and balance on two-wheeled bikes without pedals. The initial training and bikes were provided but we have used our PE premium to purchase additional resources, provide additional CPD for KS1 staff, and allow additional staff time to implement the programme in school. All EYFS children have participated in the programme in 25/26. All children have been able to participate equally as the bikes are lightweight and intuitive. The programme is inclusive; all children all work through the same structured programme regardless of whether children have bikes at home and all equipment is provided.	£1,000
One-to-one support	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	We have a child at school who needs additional support in PE lessons to support their physical needs. We use our PE Premium to ensure there is always a member of staff available to work on a one-to-one basis and no child is excluded from PE.	£1,700

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?	65%	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 we have increased the number of lessons we provide as standard, offering swimming for 12 weeks in both Year 3 and Year 4 (20 weeks in total).
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	65%	.
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	1 member of staff was swim trained in 25/26 meaning we now have 3 members of staff who are swim trained.

Key priorities and Planning

At the time of writing, funding for 26/27 is not confirmed. Research suggests the median allocation across schools will be around £8,000 and this is used as the basis of our plans for the forthcoming year.

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
Continued lunchtime clubs/structured games	Pupils and LSAs	Key indicator 2: The engagement of all pupils in regular physical activity Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Implementing a structured daily programme of sports during lunchtime, has fundamentally changed the dynamics of lunchtime play. This has required additional staff time which has been made possible through our PE Premium allocation.	LSA time equivalent to 45 mins per day. Approx. £3,200 per year
External resilience programme	Pupils Benefits for wider stakeholders, including teachers, LSAs and Parents	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement	Development of a programme with an external provider delivering benefits for pupil mental health and wellbeing through physical challenge. Allocation reduced to cover a series of days rather than continuous programme	Commitment for 2025/26 £800
Further development of a girls' football team	Pupils – those participating and whole school	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	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.	Staff time £1,600

Funding transport to PE festivals	Pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	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 that all children have a chance to participate in competitive sport and therefore include transport for whole year groups to attend local festivals.	£800 - transport 3 years groups to festivals
One-to-one support	Pupils a	Key indicator 2: The engagement of all pupils in regular physical activity	Enable participation for a child who needs physical support.	£1,600
Total forecast expenditure eligible for funding though DfE Primary PE and Sports Premium Grant				£8,000

Signed off by:

Head Teacher:	<i>Kate Goodger</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ella Derham, PE Lead</i>
Governor:	
Date:	