



# 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 2025.**

Activity/Action	Impact	Comments
<p>Expand and improve the variety of physical challenge available on the school field.</p> <p>Research strategies, timetabling and staffing to give opportunities for small group play interactions.</p> <p>Implementation of a revised PE curriculum across the school.</p> <p>Introduce pupils to a broader range of sports and activities.</p> <p>Pupils practice for, and attend inter-school sports competitions.</p>	<p>Pupils were consulted on the best equipment modifications and extensions to meet their needs at breaks and lunchtimes. They show increased time outdoors, taking part in purposeful explorative and physically challenging play.</p> <p>This has enabled children gradually larger groups of children to self-manage successful play strategies and tactics and is seen in less conflict and more positive play when pupils not overtly supervised during breaktimes.</p> <p>Pupils understand the value of physical health and fitness within the scope of PE lessons and have a clear progression of skills. This includes warm-ups and warm-downs.</p> <p>Pupils have been exposed to a wide range of physical activities to promote good health and physical skill e.g. Bollywood dancing, archery, climbing and skateboarding.</p> <p>Skills taught in PE lessons correlate to skills necessary for team games and encourage sportsmanship. Good tournament results have been obtained in dodgeball and cross country.</p>	<p>Further audit of lunchtime independent lunchtime activity required to set new targets.</p> <p>A change in timetabling means that lunchtime provision and supervision needs to be reviewed again in order to maximise positive play on the field.</p> <p>Standards in PE and sport to be assessed against Complete PE benchmarks.</p> <p>Continue to expand and broaden sporting and physically active provision including more clubs before and after school</p> <p>Widen the range of tournaments and organisations we are connected with and enter wherever possible. Host area small school events on our field.</p>

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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.

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

<b>Action – what are you planning to do</b>	<b>Who does this action impact?</b>	<b>Key indicator to meet</b>	<b>Impacts and how sustainability will be achieved?</b>	<b>Cost linked to the action</b>
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<i>Audit current PE provision both curricular (including swimming) and extra-curricular to identify strengths and areas for development, including staff deployment</i>	<i>Pupils, class teachers, PE lead</i>	<i>KIs 1, 2, 3, 4, 5</i>	<i>Establish a baseline for school leaders to work from in order to measure and improve depth and breadth of physical activity. This will then feed into an action planning cycle.</i>	<i>£600 leadership time &amp; training/networking</i>
<i>Audit play-based physical activity to identify strengths and areas for development including staff deployment</i>	<i>Pupils, all staff</i>	<i>KIs 2, 4</i>	<i>Establish a baseline for school leaders to work from in order to measure and improve depth and breadth of physical activity. This will then feed into an action planning cycle.</i>	<i>£600 leadership time</i>
<i>Increase the quality and opportunity for pupils to train for competitive sport and join local sporting organisations</i>	<i>Pupils esp. SEND &amp; PP</i>	<i>KIs 3, 4, 5</i>	<i>A wide range of pupils will experience competitive sport outside of football and find a physical activity they enjoy for life.</i>	<i>£1500 after-school sports &amp; lunchtime club coaches &amp; instructors</i>
<i>Arrange travel to local sporting competitions to ensure training has purpose</i>	<i>As above</i>	<i>KIs 3, 4, 5</i>	<i>The high cost of travel to events will not be a barrier to participation. The school field will be a resource shared with other small schools to encourage sustainable inter-school competition.</i>	<i>£2500 coach and minibus travel</i>
<i>Maintain KS2 swimming provision (additional to Y6)</i>	<i>All KS2 pupils</i>	<i>KI 2, 3</i>	<i>Pupils will have a good standard of swimming and water awareness, a critical life skill by the coast.</i>	<i>£2500 swimming tuition and travel</i>
<i>Re-establish productive use of the Calm</i>		<i>KI 2, 4</i>	<i>Pupils will develop a high level of outdoor</i>	<i>£1500 consultancy,</i>

<p><i>Woods area for outdoor adventurous activity and maximise potential of the school field</i></p>	<p><i>All pupils, all staff</i></p>		<p><i>resilience and skill, important because of the rural county we live in. Mental and physical health will be understood as linked.</i></p>	<p><i>maintenance and start-up costs</i></p>
<p><i>Maintain high quality taught PE curriculum with good standards inc. the use of specialist coaches and instructors to demonstrate good practice</i></p>	<p><i>Classroom staff &amp; PE instructors, pupils</i></p>	<p><i>KI 1, 2, 3</i></p>	<p><i>Pupils will achieve standards in PE just as robust as those in the classroom-based subjects. Teachers will have seen good practice modelled so that they can build confidence themselves as PE teachers.</i></p>	<p><i>£2600 instructors and coaches</i></p>
<p><i>Broaden opportunities and access to extra-curricular sporting activity</i></p>	<p><i>Pupils esp. SEND &amp; PP</i></p>	<p><i>KI 2, 3, 4</i></p>	<p><i>All pupils, but especially those who might be less confident in classroom-based learning, can achieve at a high level and find a physical activity they love. All pupils attend at least one club per term.</i></p>	<p><i>£5850 after school club instructors and equipment</i></p>
<p><i>Maintain and enhance availability of equipment for PE, games, competition and play</i></p>	<p><i>All pupils, classroom and lunchtime staff</i></p>	<p><i>KI 1, 2, 3, 4, 5</i></p>	<p><i>Lack of equipment or poor quality resources are not a barrier to achievement in PE, sport and physical health.</i></p>	<p><i>£1000 resource refresh</i></p>
				<p><i>TOTAL £18,650</i></p>

## 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
TBC July 2026		

## 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?	80%	<i>The nearest available swimming pool suitable for school swimming lessons is a 25 minute drive away, which adds a significant barrier in terms of an busy KS2 curricular timetable. However, the swimming percentages show that our approach is effective.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	80%	
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>Our approach of introducing swimming throughout KS2 means that we minimise the number of children to whom this applies, however, additional lessons are provided for those who do not meet requirements.</i>

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>Staff observe swimming and water safety instruction at the pool developing their own understanding of the teaching of water skills.</i>
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Signed off by:

Head Teacher:	<i>Nick Read</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Nick Read, Executive Headteacher (PE coordination delegated to staff member)</i>
Governor:	<i>Hayley Smith, Chair of Governors</i>
Date:	<i>31<sup>st</sup> July 2025</i>