



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.

Key indicators

You should use the PE and Sport Premium to secure improvements in the following 5 key indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

Key priorities and Planning 2025/2026

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
Develop new Sports Leaders - Introduce lunchtime sport sessions/activities for children.	Teaching staff as they need to lead the activity Children – as they will take part.	Key indicator 2 Key indicator 4	Increasing the number of children participating in daily physical activity goal, more children encouraged to take part in PE and Sport Activities e.g. trampolines, table tennis, focused sports.	£1800 costs for additional staff to support lunchtime sessions.
Teach year six sport leaders, so they can create and lead activities across the school.	Mr Meaney to teach our children how to be Sports Leaders; Sports Leaders to create a timetable for them to work with other children in KS1; Sports Leaders to organise intra sports competition once every half-term (six in total);	Key indicator 4	Developing leaders in sports, which we hope will develop their confidence and see this in the classroom.	£800 to cover the costs of Mr Meaney to lead sessions.
To encourage children to ride their bike more in a safe way.	Year Five and Six children (also some year four children in Elm Class)	Key indicator 2 & Key indicator 4	Children will be confident in riding their bikes to school.	£1400 - Bikeability
To develop striking and fielding teaching across key stage two	KS2 teachers	Key indicator 1	Teachers to develop their cricket skills and teaching. Teachers to become more confident in delivering effective striking & fielding; teachers to work with	£1100

<p>To organise, lead and run competitive sports for our children against local schools. 100% of children to participate in at least one intra school competition.</p>	<p>Mrs Trewin, Miss Stedman & Mr Galvin</p>	<p>Key indicator 2, 3, 4 and 5</p>	<p>specialist in how to effectively plan for sessions to incorporate what is being taught in the classroom (cricket).</p> <p>Children to participated in competitive sport, which include football, netball, hockey, athletics, rounders, swimming, tag rugby, cricket, cross country, motor racing; to explore other sports to participate in.</p>	<p>£5100</p>
<p>To develop our extra curriculum sport offering</p>	<p>Class teachers and children</p>	<p>Key indicator 2, 3 and 4</p>	<p>To offer the children a wider range of sports before/after school, which will encourage children to develop their enjoyment of sport.</p>	<p>£1100</p>
<p>Every child to experience Forest School</p>	<p>Forest School Lead; class teachers; children</p>	<p>Key indicator 2, 3 and 4</p>	<p>Contribution to Forest School - During the year every child will participate in Forest School education based on outdoor learning, orienteering, science and geography</p>	<p>£3400</p>
<p>To purchase resources to encourage active breaks across the school e.g. skipping ropes</p>	<p>Mrs Carter, Miss Stedman and Mr Galvin</p>	<p>Key indicator 2, 3 and 4</p>	<p>To offer the children a range of sporting activities for breaks in the day e.g.</p>	<p>£2800</p>

			skipping ropes, trampolines.	
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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?	67%	<i>Our children have the opportunity to go swimming with the school for a term in year three, four and five. They do not swim in year six due to capacity.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>25%</p>	<p><i>Only 25% of the children are confident enough to perform safe self-rescue in the water.</i></p>
<p>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?</p>	<p>No</p>	<p><i>We have not done this due to capacity.</i></p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>We use swimming instructors (three), who are employed by the swimming pool we use.</p>

Signed off by:

Head Teacher:	<i>John Galvin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Stedman & John Galvin</i>
Governor:	<i>Eileen Lintill (Joint Chair of Governors)</i>
Date:	<i>1st September 2024 reviewed: 3rd June 2025</i>