



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.**

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
See report for 2024/25 on website		

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
<i>Introduction and implementation of new OPAL (Outdoor Play and Learning) package. Includes staff training and resources.</i> <i>Continue embedding curriculum for outdoor learning and make more extensive use of the developed nature area. Extend opportunities for outdoor learning regardless of the weather.</i> <i>Continue to include more scheduled opportunities for</i>	<i>All children and their families.</i> <i>Teachers and support staff, playleaders and specialist activity providers.</i>	<i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i> <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>	<i>The ethos of healthy living will be firmly embedded in the curriculum for all year groups and progression of skills will be robust.</i> <i>Educational research evidences that quality outdoor settings promote enhances learning and physical well-being.</i> <i>Introduction of outdoor sessions will even extend to Toddler groups and wider families to try and instill the positivity of active lifestyles into daily habits and family values. Feeling the</i>	<i>£8,600</i>

<i>gardening and planting, as well as outdoor and adventurous opportunities. Link this into the new EYFS nutrition standards and our school policy.</i> <i>Continue to enhance natural environment in Blackwells Woods for Healthy Minds and mindfulness activities.</i> <i>Investment in new shed and resources for gardening and planting activities.</i> <i>Extend use of PE planning package and Alfresco package.</i> <i>Family camp event.</i> <i>Continuation of archery initiative</i>			<i>benefits of mindfulness and physical well-being from an early age instils a foundation of quality mental health habits.</i>	
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<i>and introduction of axe-throwing activity.</i>				
<i>Continue to extend the expanded offer of interschool activities that was broadened last year.</i> <i>Intra and interschool activity plan developed for the full academic year to ensure a range of opportunities to participate and compete. Aim to participate in competitive events as frequently as last year. Further develop links/shared activities with local schools or schools within the Trust. Participation in</i>	<i>All pupils to benefit.</i> <i>All staff to engage in organization and promotion of activities.</i>	<i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i> <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	<i>Expose children to engaging in a competitive experience and introducing them to new experiences and skills. Help children build sustainable life skills, including resilience. Help children develop growth mindsets and challenge themselves to reach beyond their comfort zones within a safe environment.</i> <i>More pupils meeting their daily physical activity goal. More pupils encouraged to take part in PE and Sport Activities.</i> <i>Taking part in games and activities during unstructured breaks</i>	<i>£4,600</i>

<i>planned Trust-wide competitive events.</i> <i>Extend participation levels so that more classes are able to participate for longer. Aim for 1 hour per day.</i> <i>Develop lunchtimes to have planned physical games and activities available to children – to encourage movement throughout the lunchtime period.</i> <i>Further refining of monitoring system to capture gaps in more detail.</i> <i>New curriculum and PE Planning package includes assessment grids and intentions.</i> <i>Include</i>			<i>will encourage them to join teams/clubs and promote enjoyment of a more active lifestyle.</i> <i>This system will enable targeting of gaps to address conceptions and move learning forward.</i> <i>Enable signposting of opportunities to develop specific talents further. Promote children's confidence and pride in their achievements.</i>	
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<i>physical/sporting activities in pupil progress meetings. Pupils who haven't previously participated will be encouraged to attend.</i> <i>Continue to promote achievements, identify talents and promote excellence. Celebration achievements in assemblies, social media and the local press.</i>				
<i>Introduction and implementation of new OPAL (Outdoor Play and Learning) package which includes staff training and resources. A new focus centres around bespoke training for</i>	<i>Staff will benefit directly and pupils will benefit indirectly.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</i> <i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	<i>Lunchtime supervisors become play leaders and become more confident to support children's outdoor learning and cognitive development. Teachers become more confident to deliver the curriculum and feel fully supported to</i>	<i>£4,330</i>

<i>lunchtime supervisors.</i> <i>Opal will raise the understanding of the importance of play for child development. The will apply to all teaching and support staff, including lunchtime supervisors.</i> <i>Continuation of Coram Education mental health workshops.</i> <i>Further embedding of the PE models, strategy and monitoring by PE lead. Further development of pupil play leader role.</i>			<i>extend and adapt learning as needed.</i>	
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<i>Toddler groups advancing opportunity for engagement at a younger age.</i> <i>Sports/activity participation questionnaire to all pupils to be introduced as an annual exercise.</i>		<i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>Allowing children to experience physical and well-being activities just for the joy of it to promote a lifelong appreciation of feel good experiences.</i> <i>Questionnaire will help evaluate current provision, understanding children and parents' values and develop provision further.</i>	
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Key achievements 2024-2025

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
See 2024/2025 report on school website		

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?	85%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	25%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>Alice Jones</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Oliver Thurlby</i>
Governor:	<i>Kevin Campbell-Wright</i>
Date:	31.10.25