





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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

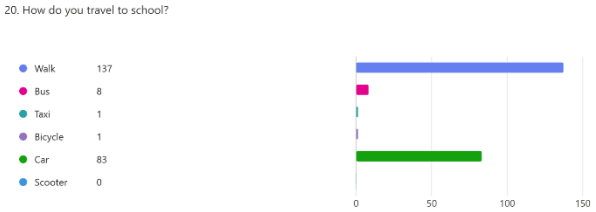
necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

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.

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.

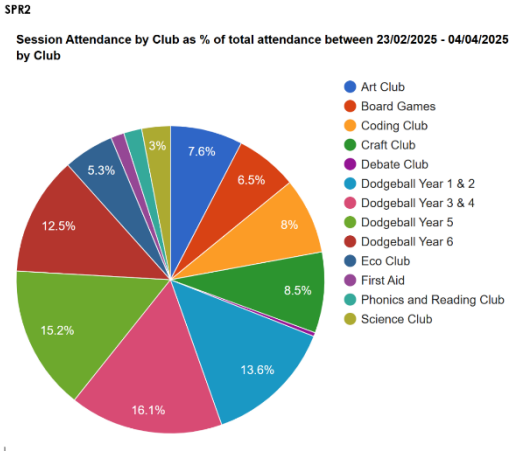
Review of last year's spend and key achievements (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

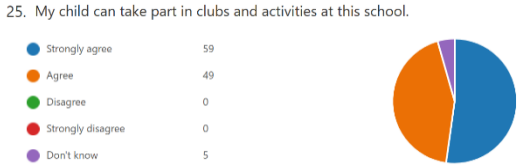
Activity/Action	Impact	Comments
Promote Active Living through School and community wide initiatives (Sports leaders & Modeshift STARs project)	• Pupil voice demonstrated that walking to school was the most popular method of traveling to school.  • 3/3 Years groups have completed the scooter games with Your Trust. • 54/54 children have participated in Balance bike sessions and have learnt how to ride a bike. • 12/12 children's bike have been serviced as part of the Dr. Bike session	Sports Leaders will continue to promote walking and cycling to school. Will continue to offer Scooter Games to Year2, 3 and 4. Will continue to offer balance bike sessions to Reception. Another Dr Bike session will be arranged, as the previous one was popular and several parents have enquired.
Launch and implement the new dance scheme	• Staff voice from 4/4 year groups who have taught dance show that they have increased in confidence to teach dance. • Pupil voice showed that pupils in 4/4 year groups who have taught dance were able to speak about their dance lessons confidently. • 4/4 Year Groups who were taught dance were able to make the links	Will continue to monitor the teaching of Dance.

	between their dance lesson and the topic that they were learning in class. • 3/3 Year Groups were able to make the links between their dance lesson and the topic that they were learning in class. • 6/6 Year groups are receiving two hours of PE each week.	
Provide extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction	Sports Leaders have organised active play sessions and met regularly to plan activities that promote active lifestyles throughout the school and local community. • Pupil voice demonstrated that children rated the behavior of others around school as 4.3/5. • Pupil voice demonstrated that children rated the school encouraging them to be independent and to take on responsibilities as 4.7/5. • Pupil voice demonstrated that children rated 'My school encourages me to look after my physical health' as 4.8/5. • Pupil voice demonstrated that children rated 'My sports leader sets up activities at lunchtimes that I can join in with as 4.6/6.	Sports Leaders to continue with active lunchtimes LTOs to continue using the cards at lunchtimes

- 6/6 year groups identified that LTO's have cards outside with activities on them during dinner times
- 6/6 year groups said that LTO's will show them how to play a game/activity
- Club analysis demonstrates that 57.4% PE clubs were attended in Spring 2



- Pupil voice demonstrated that children rated 'I have enjoyed my club' as 4.5/5.
- Parent voice demonstrated that when asked if their child can take part in clubs and activities in school, 52% parents strongly agreed and 49% parents agreed.



Provide opportunities for all children to challenge themselves through both intra and inter school sport, where the children's motivation, competence and confidence are at the center of the competition and the focus is on the experience rather than the outcome.	• 10/10 children participated in Dream Big Athletics Festival • 6/6 children participated in Dream Big Dodgeball Festival • 7/7 children participated in Dream Big Football Festival • Parent voice demonstrated that 60% parents enjoyed Sports Day. 21. Which school events have you enjoyed the most and why? Singing Concerts - Eid, Christ... 69 Art Gallery 13 Sports Day 60 Music Performance - Ukulele (... 11 Chai Coffee Morning 7 	Continue to provide children with the opportunity to participate in sports competitions.
Allocate time in staff meetings to ensure teacher knowledge is up to date on PE, sport and physical activity. Staff have a good understanding of the new dance scheme.	• Space is available for 6/6 year groups to teach dance. • Staff received CPD on the new dance scheme • 6/6 year groups have taught as mapped out on the PE curriculum • Staff voice from 6/6 year groups who have taught dance show that they have increased in confidence to teach dance.	Continue to monitor the teaching of Dance across the school and provide additional CPD for staff who require further support.
Purchase sports equipment to support the teaching and learning of the new PE curriculum	• 6/6 Year group have used the new sports equipment in their PE lessons • Pupil voice demonstrated that children rated 'I enjoy learning at this school' as 4.8/5. • Pupil voice demonstrated that children rated 'My school encourages me to look after my physical health' as 4.8/5	Continue delivering the new PE curriculum while making full use of the newly purchased sports equipment to enhance teaching and learning.

Key priorities and Planning (2025-2026)

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

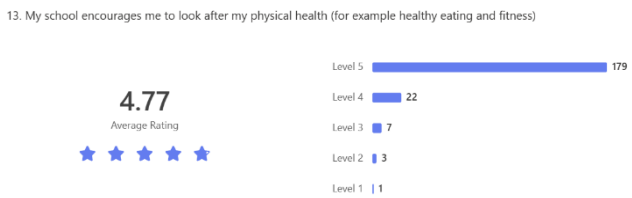
Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Promote Active Living through School and community wide initiatives (Sports leaders & Modeshift STARs project)	Pupils – as they will take part.	Key indicator 2: The engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	More children will be actively travelling to school- walking and cycling.	**£2,660**
Continue the dance scheme to support consistent, high quality dance provision across the school.	Pupils, as they will access a progressive scheme of dance lessons. Teachers, as they will use the scheme to support lesson delivery, progression and assessment.	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	Teachers will teach PE through the dance scheme.	**£500**
Provide extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction	Pupils as they will take part in the extra curricular activities e.g, visiting Hollingworth Lake	Key Indicator 2- The engagement of all pupils in regular physical activity Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils	Sports Leaders will be leading Active Playtimes. Lunch time organisers will be use Dream Big training and deliver active lunchtimes. Lunch time organisers	**£7,000**

			will rotate the activities every 2 weeks. More children will be attending the extra curricular activities enabling them to access sporting activities in addition to their PE lessons.	
Provide opportunities for all children to challenge themselves through both intra and inter school sport, where the children's motivation, competence and confidence are at the center of the competition and the focus is on the experience rather than the outcome.	Pupils as they will take part in the competitions	Key Indicator 4- Broader experience of a range of sports and activities offered to all pupils Key Indicator 5- Increased participation in competitive sport	Children will stay fit, improve their skills, and build healthy habits. The competitions will boost their confidence, teach them to handle challenges, and help them set and achieve goals. Children will learn about teamwork, make friends, and develop good sportsmanship. Taking part in competitions will also improve their focus and memory.	**£ 2,764**
Allocate time in staff meetings to ensure teacher knowledge is up to date on PE, sport and physical activity.	Teachers as they will receive the CPD.	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	CPD will develop staff confidence, knowledge and understanding of how high quality PE is delivered by LSC. Staff will gain a clearer understanding of progression within PE and	**£1,000**

		improvement	how to assess pupils accurately. This will enable teachers to identify pupils' strengths and areas for development, adapt future teaching and ensure that assessment information accurately reflects where children are in their learning.	
Purchase sports equipment to support the teaching and learning of the PE curriculum.	Pupils as they will use the equipment in their lessons	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	Pupils will use the new Sports equipment in their PE lessons and have a broad range of sports experiences.	**£5,686**

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
Promote Active Living through School and community wide initiatives (Sports leaders & Modeshift STARs project)	• Pupil voice demonstrated that children rated 'My school encourages me to look after my physical health' as 4.77/5.  • 3/3 Years groups have completed the scooter games with Your Trust. • • 2/2 Year groups have participated in Balance bike sessions and have learnt how to ride a bike. • 20/20 children's bike have been serviced as part of the Dr. Bike session	Sports Leaders will continue to promote active travel by encouraging pupils to walk, cycle or scooter to school. Scooter Games will continue to be delivered for pupils in Years 2, 3 and 4, supporting increased physical activity while developing confidence, coordination and safe use of scooters. Balance bike sessions will continue to be provided for Nursery and Reception pupils to develop early cycling skills, balance and confidence. A further Dr Bike session will be arranged in response to the positive uptake of the previous session and continued interest from parents.
Continue the dance scheme to support consistent, high quality dance provision across the school.	• Staff voice shows that teachers across all 6 year groups have increased confidence in teaching dance. • Pupil voice demonstrated that children rated 'How effective the dance scheme is' as 4/5.	The dance scheme continues to support consistent delivery across all year groups. Staff feedback shows increased confidence in teaching dance and the scheme provides clear progression and structure for lessons.

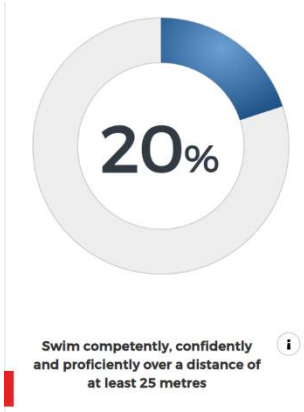
	• 6/6 Year Groups who were taught dance were able to make the links between their dance lesson and the topic that they were learning in class. • 6/6 Year groups are receiving two hours of PE each week.	Will continue to monitor the teaching of Dance.
Provide extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction	Sports Leaders have led active play sessions and met regularly to plan activities that encourage active lifestyles across the school and wider community. • Pupil voice demonstrated that children rated the behavior of others around school as 4./5. • Pupil voice demonstrated that children rated 'My school encourages me to look after my physical health' as 4.77/5. • Pupil voice demonstrated that children rated 'My sports leader sets up activities at lunchtimes that I can join in with as 4/5. • 12/12 children have completed the Play Maker award. • 6/6 year groups identified that LTO's have cards outside with activities on them during dinner times • 6/6 year groups said that LTO's will show them how to play a game/activity	Sports Leaders will continue to lead and organise active lunchtime activities, with responsibility for setting up equipment and encouraging pupils to take part. LTOs will continue to use the activity cards to deliver structured lunchtime activities, support pupil participation and ensure equipment is used safely.

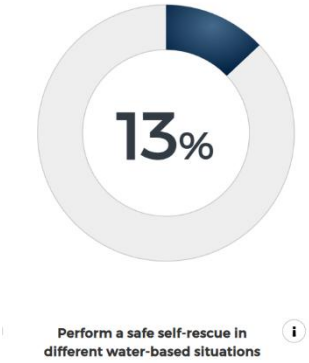
	• Club analysis shows that 257 children attended a PE club in the summer term.	
Provide opportunities for all children to challenge themselves through both intra and inter school sport, where the children's motivation, competence and confidence are at the center of the competition and the focus is on the experience rather than the outcome.	• 10/10 children participated in Dream Big Athletics Festival • 7/7 children participated in Dream Big Dodgeball Festival in Autumn 2 • 7/7 children participated in Dream Big Dodgeball Festival in Spring 1 • 17/17 children participated in Dream Big Football Festival • 7/7 children participated in Dream Big Cricket Festival • 6/6 Year Groups have participated in the Intra School Lunch competitions. • 27 pupils from across Year 5 and Year 6 have represented school at local school based tournaments	Continue to provide pupils with opportunities to take part in a range of sporting competitions.
Allocate time in staff meetings to ensure teacher knowledge is up to date on PE, sport and physical activity.	• Space is available for 6/6 year groups to teach dance. • Staff received CPD on LSC Curriculum and assessment • 6/6 year groups have taught dance as mapped out on the PE curriculum.	Staff meeting time has supported teachers in keeping their knowledge of PE, sport and physical activity up to date. This will continue next year to further develop staff confidence and ensure consistency across the school.

	• Staff voice demonstrates increased confidence and knowledge in delivering and assessing PE effectively.	
Purchase sports equipment to support the teaching and learning of the PE curriculum	• 6/6 Year group have used the new sports equipment in their PE lessons • Pupil voice demonstrated that children rated 'I enjoy school' as 4.18/5.  • Pupil voice demonstrated that children rated 'My school encourages me to look after my physical health' as 4.77/5.	Continue to deliver the PE curriculum effectively, using the new sports equipment to support high quality teaching and improve pupils' learning experiences.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?		Majority of the children in the cohort have no swimming experience prior to the swimming lessons in Year 4. There are 10/64 children on the SEND register.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		Majority of the children in the cohort have no swimming experience prior to the swimming lessons in Year 4. There are 10/64 children on the SEND register.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?		Majority of the children in the cohort have no swimming experience prior to the swimming lessons in Year 4. There are 10/64 children on the SEND register.
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	

Signed off by:

Head Teacher:	*(Name)*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Nazrana Shoukat- Personal Development Lead*
Governor:	*(Name and Role)*
Date:	