



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2025

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 2024.**

Activity/Action	Impact	Comments
<p>To extend the range of activities on offer. To take part on organized sporting activities.</p> <p>To give staff the confidence to be able to deliver an adaptive PE curriculum to their learners</p> <p>Equipment for classes which gives proprioceptive input to enable sensory circuits</p> <p>Purchase a range of outdoor equipment</p>	<p>As a result of an extended range of PE activities, staff coaching and organised sporting activities and competitions there is a greater emphasis on PE, physical activity, healthy eating and well-being the overall attainment as recorded in B-Squared has increased.</p> <p>As a result of coaching by the PE lead TA staff have been exposed to a range of PE activities and are able to deliver a wider range of PE activities.</p> <p>As a result of all classes purchasing resources learners are encouraged to take part in physical activities during break times.</p> <p>Learners have access to physical activity while at lunch and play times</p>	<p>All learners have experienced new activities</p> <p>There is a wider range of activities and resources available in the academy</p> <p>Learners engage with a wider range of activities</p> <p>Some Equipment has been purchased and utilised, this is a continued goal to purchase more in 25/26 to ensure good quality engagement in the outdoor areas continues.</p>

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.

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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.

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
<p>To increase the range and scope of regular physical activities in school by following activities developed by the Sports Champion from the previous year.</p> <ul style="list-style-type: none"> - Continue 	All classes, staff and learners	1 2 3 4	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1400 to support classroom activities
<p>To develop the Forest Schools strand by training the PE lead in the Spring term to see how Forest Schools physical activities can be integrated into the school day. Also to work with the building team to develop outside areas and resources that can be adapted.</p> <ul style="list-style-type: none"> - Teacher has completed training. Awaiting phase 2 completion of YPA grounds to allow Forest school Area to be set up 	Forest Schools Lead. All staff / learners	1 2 3 4	More pupils encouraged to take part in physical & outdoor activities. Forest schools leader to impart knowledge on staff via Curriculum Briefing & Staff Meetings	£1000 (Training £897 £1400 resources
<p>To maintain a sensory toolkit to aid self-regulation for all classes to include a peanut/exercise ball, weighted blanket/waistcoat/chewies/PE mats. FSW & OT to share strategies with staff via staff meeting & parents via coffee mornings</p>	All classes. Staff & learners plus parents	2 3 4	Encourage learners to develop selfregulation strategies and skills such that they are able to demonstrate these as they get older. Selfregulation strategies shared with parents.	£4200 to purchase / replace resources
<p>To develop the range and scope of outdoor play activities to increase physical activities during break times by each class purchasing & maintaining an outdoor activity pack. Learners / School Council to choose activities and take responsibility for their items</p>	All classes. Staff & learners	1 2 3 4 5	Learners develop interaction & play skills & traditional playground games	£4200 resources

<p>- Completed and will continue in 25/26</p> <p><i>To develop opportunities for competitive sporting opportunities via Table Cricket & organizing a SEND strand for the DAT Summer Games & YPA Sports Days</i></p> <p>- Completed and will be maintained 25/26 with aim to improve range of sports</p> <p><i>Replacement & maintenance of current sports equipment</i></p>	<p><i>All classes. Staff & learners. DA primary learners & staff</i></p>	<p>1 2 3 4 5</p>	<p><i>Develop competitive skill and to have fun</i></p>	<p><i>£1000</i></p> <p><i>Remainder (£3050)</i></p> <p><i>Total £16, 250</i></p>
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1. *Increased confidence, knowledge and skills of all staff in teaching PE and sport*
2. *The 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 activities offered to all pupils*
5. *Increased participation in competitive sport*

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
<p>Pe Coordinator has completed the Certificate in Forest Schools. Awaiting the completion of Phase 2 YPA build, to start up a forest school site within YPA grounds. Saplings for a range of trees are arriving in November to enhance the grounds.</p>	<p>The completion of Forest Schools training by a teacher has will bring significant benefits to the school, enriching both the educational environment and the overall student experience.</p>	
<p>Outdoor equipment being purchased to increase the sports offer during free times such as play and dinner.</p>	<p>The purchase of outdoor play equipment has had a profound and positive impact on the school community, enhancing both the physical and social development of students. This investment in outdoor resources has created a dynamic and engaging environment where children can explore, play, and develop essential motor skills. The equipment promotes physical activity, which is crucial for combating sedentary behaviours and supporting overall health and fitness.</p>	
<p>Entered sporting competitions</p>	<p>Entering sports competitions has had a transformative impact on the school, offering students invaluable opportunities</p>	<p>The amount of sporting fixtures attended was limited due to bus bookings, staffing.</p>

	<p>for personal growth, teamwork, and school spirit. Participation in these events fosters a sense of achievement and builds self-confidence as students challenge themselves physically and mentally. Competing against other schools not only promotes healthy competition but also teaches important life lessons such as resilience, discipline, and the ability to cope with both success and failure.</p>	<p>We aim to increase the amount of fixtures attended this academic year.</p>
<p>Maintained sensory resources and tools for regulation</p>	<p>Maintaining sensory equipment has had a significant and lasting impact on the school, particularly in supporting students with diverse sensory needs. By ensuring that sensory equipment is regularly maintained and available, the school provides an inclusive environment where all students, including those with sensory processing challenges, can thrive. These resources offer critical sensory input that helps students regulate their emotions, reduce anxiety, and improve focus, leading to better learning outcomes and more positive classroom experiences.</p>	
<p>Sporting equipment to support session delivery</p>	<p>The purchase of new sporting equipment to support session delivery has significantly enhanced the school's physical education program and the overall student experience. By providing high-quality, diverse equipment, the school has enriched</p>	

<p>An external Dance teacher came for two day sessions.</p> <p>External cricket coach</p>	<p>the range of activities available to students, enabling more dynamic and effective PE sessions. This investment ensures that students can engage fully in sports and physical activities, improving their physical health, fitness levels, and motor skills development.</p> <p>PMLD and ASD students have gained confidence, self-awareness, and emotional regulation. The structured but flexible nature of dance allows them to explore movement at their own pace, providing a sense of inclusion and independence. The sessions also support social development by encouraging collaboration, teamwork, and interaction with peers in a supportive environment. Having an external supplier in enabled high level of teaching from a specialist in the subject area.</p> <p>Having a cricket coach come in to work with students has had a significant and positive impact on the school's sports program, enhancing both student engagement and skill development. The specialised coaching has provided students with the opportunity to learn the fundamentals of cricket and table cricket from an expert, improving their technical abilities, understanding of the game, and overall confidence in sports. This professional guidance has helped elevate</p>	<p>There was an immersive day where all learners in school accessed a high quality dance session, allowing them to experience additional sports.</p> <p>Richard will be coming into school again and discussions around offering additional CPD are being had.</p>
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	<p>the quality of cricket sessions, and developed teachers understanding in turn, offering students a more structured and enjoyable experience.</p>	
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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>
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<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>9 Year 6 learners</p>	<p>0 %</p>	<p><i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i></p> <p>All learners have SEND and may be able to propel themselves in the water but this is inconsistent</p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>0 %</p>	<p><i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i></p> <p>All learners have SEND and may be able to propel themselves in the water but this is not a recognized stroke</p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0 %</p>	<p><i>Use this text box to give further context behind the percentage.</i></p> <p>All learners have SEND and the priority is that they are confident in the water. All require constant supervision as they are unaware of the dangers presented by water.</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>Yes/No</p>	<p>All learners have access to swimming sessions unless a Risk Assessment indicates that this is not safe.</p>

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ No	Training will be provided when the new hydrotherapy pool opens in the new build. This will include shallow water rescue.
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Signed off by:

Head Teacher:	<i>Courtney Hoop</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Niamh Anderson</i>
Governor:	
Date:	