The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework makes clear there will be a focus on **'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school.'**

Under the Quality of Education Ofsted inspectors consider:
Intent - Curriculum design, coverage, and appropriateness
Implementation - Curriculum delivery, Teaching (pedagogy), and Assessment
Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport, and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to publish details of how they spend this funding, including any under-spend from 2022/2023, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2026.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the end of July. To see an example of how to complete the table please click HERE.

Created by: Association for Physical Education, Active Partnerships, Youth Sport Trust

Supported by: Sport England Lottery Funded, UK Coaching, UK Active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£17,700
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2025/26	£17,750
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£17,750

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques ondry land which you can then transfer to the pool when school swimming restarts. **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue evenif they do not fully meet the first two requirements of the NC programme of study**	N/A – KS2 requirement
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of atleast 25 metres? **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2020. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke,and breaststroke]? Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but thismust be for activity **over and above** the national curriculum requirements. Have you used it in this way?	

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025-2026	**Total fund available: £17,740**	**Date completed: July 2025**	
• **Key indicator 1:** increasing all staff's confidence, knowledge and skills in teaching PE and sport.			Percentage of total allocation (including additional from main budget): 91%

Intent	**Implementation**		**Impact**	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils **now know** and what can they **now do**? What has **changed**?	
Teachers deliver high quality PE and sport to all pupils for at least 2 hours per week.	Coaches to deliver a personalised programme of CPD (Continuing Professional Development) for all teachers through direct input, teaching demonstrations, and coaching. Tailored CPD for all teachers supported by Walk Thrus instructional coaching strategies and cycles of support (Elevate).	£11,899.32 uSports CPD programme	Pupils will: Develop competence to excel in a broad range of physical activities and know those aspects they excel within. Develop fundamental movement skills and apply these appropriately within all disciplines. Develop agility, balance, and coordination, and apply this individually and when working with others. Develop increased competence and confidence, challenging themselves further once a skill is mastered (through application of C-STEP	All teachers effectively deliver sessions across a range of disciplines (including dance and gymnastics) independently of support from coaching team. Networks to be developed with experts in the independent sector, particularly with regards to the more creative disciplines of gymnastics and dance.

			acronym). Be physically active for sustained periods of time, increasing the amount of time as fitness levels increase. Pupils across the school have benefitted from an enhanced standard of PE delivery. All teachers have demonstrated improvements in practice over time, and this has been most noticeable for the newer or less experienced staff members. Pupils' skills are now largely age appropriate and this supports pupils to engage confidently and competently for sustained periods of time within sport and other physical activities. Pupils know how to adapt activities independently to support or challenge as appropriate and are applying aspects of the C-STEP acronym to support this more of the time. In Year 1 85% of pupils attained the expected standard or higher and in Year 2 87% of pupils attained the expected standard or higher with the majority of those not quite attaining age related being taught within the same curriculum and are therefore working towards the expected standard for their age rather than attaining below. Only 3 pupils in Year 1 and 2 pupils in Year 2 are working outside of their year group curriculum and are therefore completing physical development interventions with the uSports coach on a weekly basis.	

• **Key indicator 2:** increasing engagement of all pupils in regular physical activity and sport.				Percentage of total allocation (including additional from main budget): 91%
Intent	**Implementation**		**Impact**	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Teachers deliver high quality PE and sport which provides equal access for all pupils.	Coaches to deliver a personalised programme of CPD for all teachers tailored to meet the needs of the specific pupils in each class with strategies for adaptation implemented as appropriate (supported by the Walk Thrus instructional coaching strategies and the C-STEP acronym).	£11,899.32 uSports CPD programme	Pupils will: Succeed and excel in sport and other physically demanding activities through high levels of motivation and engagement. Become physically confident in a way which supports their health and fitness and begin to make healthy choices around sport, physical fitness, and wellbeing. Develop an understanding of how to lead healthy, active lives and how high levels of health and fitness support effective concentration and therefore learning. Develop the attributes of resilience and cooperation, knowing what to do when challenged by own emotions or the actions of others. Sessions planned and delivered by teachers now provide access for the majority of pupils through challenge, support or break away groups applied flexibly as and when required. Teachers are clear of the	CPD programme to ensure all teachers deliver high quality PE sessions with support and challenge available for all. Possible stereotypes to be challenged and all to be motivated and engaged. Networks to be developed with colleagues in the independent sector with pupil mentors considered to inspire and motivate further.

			end points within a sequence of learning, the individual learning intentions within each session and the associated steps to success. No assumptions are made prior to deliver regarding those who will and will not meet the expected standard. All are given the opportunity to practise, develop, and apply core skills. Pupils demonstrate confidence and competence, and many excel by not giving up when faced with challenges. In Year 1 87% of SEND pupils (all except 3) are working within or close to age related expectations and 100% of PP pupils are working within or close to age related expectations. In Year 2 92% of SEND pupils (all except 2) are working within or close to age related expectations and 100% of PP pupils are working within or close to age related expectations.	

• **Key indicator 3:** raising the profile of PE and sport across the school, to support whole school improvement.			Percentage of total allocation (including additional from main budget):
			91%
Intent	**Implementation**		**Impact**	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	

Teachers deliver high quality PE and sport which inspires and motivates pupils to succeed and to take part in sports and fitness beyond school based PE lessons.	Coaches to deliver a personalised programme of CPD (Continuing Professional Development) for all teachers through direct input, teaching demonstrations, and coaching. Tailored CPD for all teachers supported by Walk Thrus instructional coaching strategies and cycles of support (Elevate). Teams to continue to undertake curriculum innovations and enhancements.	£11,899.32 uSports CPD programme	Pupils will: Develop agility, balance, and coordination, and apply this individually and when working with others. Develop increasingly complex fundamental movement skills and apply these appropriately within all disciplines. Demonstrate effective application of fundamental knowledge, skills and understanding within performances and perform with confidence and expression to an audience. Within PE units of study, the intent and implementation have been enhanced within this academic year to ensure that both coverage and skill development inspire, motivate, and progress towards game play and performance or at the least collaboration and teamwork. Parents have observed some aspects of PE and sport with our recent summer sports events, with these show casing the range of skills develop by pupils across the academic year whilst including all pupils. These sessions therefore show cased positive relationships and sportsmanship and were a joy to be a part of. Pupils demonstrate enthusiasm in what is observed and what is stated. Y2 pupil said re enjoyment within PE: "You get to do different sports." Y1 pupils said re challenges within PE: "We do have a lot of challenges, like	Community volunteers and parents sourced to support or enhance coaching provided by uSports. Pupil mentors considered to inspire and motivate further.

			yesterday, we did everyone in the middle line really far back." "We throw the ball and then we move back."	
• **Key indicator 4:** offer a broader and more equal experience of a range of sports and physical activities to all pupils.				Percentage of total allocation (including additional from main budget): 6%
Intent	**Implementation**		**Impact**	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Support staff and lunchtime staff deliver high quality physical activity which is of interest to all pupils.	Teachers and coaches to deliver a personalised programme of CPD for key support staff tailored to meet the needs of and to motivate and engage all pupils. Schedule of provision during playtimes and lunchtimes generated with pupil and parent voice considered. Schedule to contain coverage to inspire and motivate the wide range of individuals and groups. Coach to provide a weekly activity or set of activities for the nominated LSS member to continue throughout the week.	£1,451.22 uSports bespoke CPD for LSS Team £4,000 Equipment replacement and enhancement (including artificial playing surface)	Pupils will: Complete a broad range of physical activities beyond the PE curriculum offer within a developing sequence. Engage regularly and for sustained periods of time, applying the skills and games learnt within their own play. The provision during lunchtimes has improved greatly and as a result more pupils are engaged within sports and other physical activities for longer periods of time. The variety of activities ensures that all pupils can find something of interest and different selections can be made from day to day. The pupils' involvement in physical activities also supports their wellbeing and personal and social development.	Pupil interviews and discussions with School Council drive the choices and confirm the provision lends itself to a wide range of pupils and their interests. Coaches and LSS team to provide feedback re the most popular activities.

• **Key indicator 5:** increase participation in competitive sport.				Percentage of total allocation (including additional from main budget): 3%
Intent	**Implementation**		**Impact**	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Pupils to participate in a broader range of PE and sport with a competitive element.	Curriculum innovations to continue to promote opportunities for competitive aspects. Competition and collaboration schedule to be generated for in school and cross school activities.	£199.46 Resources to support competitions such as certificates and medals £200 Vests for GFIS team	Pupils will: Engage in a broad range of competitive sports and activities within and beyond the PE curriculum offer. Engage in competitive and cooperative aspects both of physical activities against self and against others. Build character and develop the values of fairness and respect, demonstrating high levels of sportsmanship. Develop the attributes of resilience and cooperation, knowing what to do when challenged by own emotions or the actions of others. A number of our pupils participated in Diddi Rugby in the spring term, a community competition with the aim of developing in pupils' character, resilience, fairness, respect, and sportsmanship. Follow up in school activities were also undertaken to ensure that as many pupils as possible were given the opportunity to participate and to achieve success.	Successes to be secured and timetable to be repeated and added to within future academic years. Parents to be invited to engage to observe and engage in aspects of PE and sport where appropriate.

Signed off by:	
Head Teacher:	Miss Z Dean
Date:	July 2025
Subject Leader:	Miss H Parker
Date:	July 2025
Governor:	Mrs Z Glancy (Chair of Governors)
Date:	July 2025
Reviewed by:	
Miss Z Dean with input from Miss H Parker	
July 2026	
Approved by FGB	