

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£18,360
How much (if any) do you intend to carry over from this total fund into 2026/27?	£0
Total amount allocated for 2025/26	£18,360
Total amount of funding for 2025/26 to be reported on by 31st July 2026	£18,360

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section as best you can. For example, you might have practiced safe self-rescue techniques on dry 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 even if they do not fully meet the first two requirements of the NC programme of study

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

TBC

N.B. 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 2026.

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]?

TBC

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

TBC

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

Yes/No

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: 2025/26		Total fund allocated: £18,360	Date Updated: 31/07/2026	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?	Sustainability and suggested next steps:
To develop lunchtime supervisors' knowledge, confidence and understanding of high-quality outdoor play so that they can actively support purposeful, safe and engaging lunchtime activities.	• Provide staff training for midday activity supervisors on facilitating purposeful outdoor play, including behaviour expectations, skill progression, and safe use of equipment. • Develop and implement play policy • Develop and provide plan for play eg activity zones • Model and demonstrate effective use of outdoor spaces • Ongoing training, coaching and check-ins with midday team	£1495	Midday supervisors now confidently facilitate a range of structured and child-led activities, resulting in increased pupil engagement during lunchtimes. Playtimes are calmer, more purposeful and inclusive, with a reduction in low-level behaviour incidents. Pupils demonstrate improved cooperation, communication and conflict-resolution skills during outdoor play. A greater number of children are physically active during lunchtimes and can independently access a range of activities.	Continue annual training and induction for new lunchtime staff. Develop play leaders from within the pupil body to support activities. Regularly review activity zones and pupil engagement through observations and pupil voice.

To improve the quality, consistency and progression of PE across the school by subscribing to a structured, evidence-based PE scheme.	• Select and subscribe to a comprehensive PE scheme that aligns with the national curriculum • Support staff to use and implement the scheme and lessons across all year groups • Provide equipment and resources recommended by the scheme • Monitor teaching and learning • Review and adapt provision based on assessment and identified needs	£850	Staff report increased confidence in planning and delivering high-quality PE lessons. PE provision is more consistent across all year groups with clear progression of skills and knowledge. Pupils can articulate what they have learned and show improved competency	Embed assessment processes within the scheme to track progress over time. Continue monitoring implementation and provide coaching where required. Develop subject leader expertise to support staff and maintain standards. Review curriculum outcomes annually and adjust provision according to need.
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Key indicator 2: The engagement of all pupils in regular physical activity				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?	Sustainability and suggested next steps:
To help all children become confident, active and independent learners outdoors: • to know how to use equipment and resources safely • be able to apply key movement skills during outdoor play • learn how being active supports their health, wellbeing and teamwork • for outdoor play to be purposeful, inclusive and enjoyable for every child.	Implementation of OPAL: • Establish an OPAL working group • Engage with OPAL mentor • Audit and enhance outdoor equipment to ensure resources are high-quality, varied, inclusive and accessible to all pupils. • Develop play policy • Develop outdoor activity zones that promote a range of skills • Introduce structured and unstructured outdoor play opportunities • Embed outdoor learning into the curriculum, ensuring more regular opportunities for movement, exploration and practical skill development. • Monitor engagement and impact	£5620	Increased levels of physical activity observed during lunchtime periods. Pupils demonstrate greater independence, creativity, resilience and teamwork in outdoor environments. Behaviour incidents during social times have reduced significantly. Pupil voice shows increased enjoyment of school and outdoor play opportunities. More children participate in active play regardless of age, ability or background.	Continue developing and refreshing outdoor play zones and resources. Establish pupil play ambassadors to support ongoing development. Maintain regular OPAL audits and action planning. Extend opportunities for outdoor learning across wider curriculum subjects. Share effective practice with other schools in the trust.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Percentage of total allocation:
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				27%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?	Sustainability and suggested next steps:
To establish a dedicated Play Team with the expertise, time and capacity to lead, model and embed high-quality outdoor learning and play across the school. The aim is for children to experience purposeful, active and engaging outdoor opportunities that develop physical literacy, teamwork, creativity and independence.	• Provide training to all school staff to ensure whole staff understanding and engagement with OPAL • Identify and train play team to lead the development of outdoor play and learning • Play team to engage with OPAL mentor • Provide release time for the play team to plan, organise and implement outdoor initiatives • Monitor and evaluate the impact of outdoor play	£4940	A dedicated play team successfully leads the strategic development of outdoor play across the school. Staff demonstrate a consistent understanding of the school's play vision and expectations. Outdoor play and physical activity have become integral to school culture and wellbeing provision. Pupils access a broader range of opportunities that enhance physical literacy, creativity and social development.	Develop succession planning to ensure expertise is retained. Continue professional development for play team members. Embed play development objectives within the school improvement plan. Use monitoring data and pupil voice to inform future priorities.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				26%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?	Sustainability and suggested next steps:
To provide all KS2 children with a daily, intensive programme of swimming to improve water confidence, stroke technique, and overall swimming ability, ensuring that every child meets or exceeds national swimming expectations.	• Secure an on-site swimming pool • Hire a qualified swimming instructor to deliver structured, skill-progressive lessons. • Schedule daily swimming sessions for all KS2 classes ensuring consistent participation.	£4855	A significantly higher proportion of pupils met national curriculum expectations for swimming by the end of KS2. Pupils demonstrate improved water confidence, stroke technique and	Track swimming attainment annually to identify cohorts requiring additional support. Provide targeted catch-up swimming sessions for pupils not yet meeting expectations.

	• Assess pupils' swimming ability at the start and end of the programme to track progress. • Provide support staff during sessions to ensure safety, inclusion, and effective learning. • Incorporate water safety and life skills into lessons alongside stroke development. • Gather feedback and impact data from pupils and staff to evaluate effectiveness and inform future swimming provision.		water safety knowledge. More children can swim at least 25 metres confidently and use a range of strokes effectively. Pupils understand key water safety and self-rescue techniques, improving personal safety awareness.	Strengthen links with local swimming clubs to encourage continued participation. Retain water safety education as part of the wider PE curriculum.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?	Sustainability and suggested next steps:
To increase pupil participation, confidence, and achievement in competitive sport by actively engaging with local and trust-level sports competitions. This will provide children with opportunities to apply skills learned in PE, develop teamwork and resilience, and foster a sense of pride and belonging within the school and wider community	• Register for local and trust competitions across a range of sports • Provide opportunities for children to develop and practice skills needed to participate in these activities/sports • Purchase travel insurance to enable staff to transport children to competitions • Celebrate achievements in school communications and assemblies • Monitor participation and impact	£600	NB local opportunities are limited Pupils across KS2 participated in trust competitions and those provided by local high school Pupils demonstrated teamwork, sportsmanship and confidence	Increase the range and number of competitions entered annually. Establish pathways from PE lessons and clubs into competitive opportunities. Track participation carefully to ensure inclusion of disadvantaged and SEND pupils. Strengthen partnerships with local clubs and trust schools to expand opportunities.

Signed off by	
Head Teacher:	Louise Lawrence
Date:	31/07/2026
Subject Leader:	E Hubbard
Date:	31/07/2026
Governor:	
Date:	