



# 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 2024.**

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
<p>SOW in place and high-quality PE lessons taught by all staff.</p> <p>Partnership opportunity with LTA provided Tennis lessons for year 5 children.</p>	<p>Basic skills are improving.</p> <p>Children gain more from a coherent and progressive curriculum plan with trackable results.</p> <p>Year 5 have been inspired by visiting coaches. Tennis skills are improving.</p>	<p>Fully worth the cost of the SOW and investment of time in LTA scheme.</p> <p>PE lead can support other teachers when need arises.</p>
<p>Years 3-6 have received a full term of gymnastics lessons, instead of half.</p> <p>Year 6 have taken part in basic Acrobatic gymnastics sessions.</p>	<p>Good progress with gymnastics skills. Time has allowed children to choreograph and perform their own sequences and rehearse them more fully. Confidence is improving and children in years 5 and 6 have been enabled to learn handstand preps safely, with some progressing to handstands with assistance.</p> <p>Working with a partner has improved</p>	<p>KS2 Children have improved both their gymnastics skills and knowledge.</p> <p>Teamwork has improved and children are more aware of how to ensure their own and other's safety during gymnastics lessons.</p> <p>Year 5 and 6 have attempted handstands and partner routines (year 5) and beginner level acrobatic gymnastics (year 6).</p>

<p>Children to take part in additional team and competitive events.</p>	<p>teamwork skills and safety awareness.</p> <p>Year 3/4 football tournament. Year 5/6 Football tournament. Netball event. Tennis lessons. District Sports.</p>	<p>Children have had competitive experiences that were not open to them in the previous year.</p>
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## Key priorities and Planning(2024-25)

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
Increase time allotted for gymnastics in KS1. Employ qualified coach to deliver lessons to years 1-6.	KS1 children.	Key indicator 2 -The engagement of all pupils in regular physical activity.		
Ensure progression throughout the school using Get Set 4 PE to support planning and assessment.	All children and teaching staff.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.		
Replace lost or damaged equipment. Provide additional equipment for EYFS areas.	All children.  All EYFS children.	Key indicator 2 -The engagement of all pupils in regular physical activity.		
Introduce a House	All children.			

<p>Dance Competition to the School Calendar.</p>		<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>		
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<p><i>e.g. CPD for teachers.</i></p>	<p><i>Primary generalist teachers.</i></p>		
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## 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

## 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?	34%	<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>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	34%	<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>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>51%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	

Signed off by:

Head Teacher:	<i>Katie Moseley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kirsty Gunn</i>
Governor:	<i>Michael McKay</i>
Date:	July 2025