



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.

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.

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 2025.**

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.

| Activity/Action | Impact | Comments | | | | | | | | | | | | | | | | |
|-----------------|--|-------------|--------------|-------------|--|-----------|----|----|--|---------|----|----|--|----------|----|----|--|--|
| | <p>Evaluation: End Summer term 2025 Key Indicator 1:</p> <p>Children have loved playing on the new equipment and have improved coordination, balance and agility. The new basketball posts – Children enjoy using the basketball nets and have improved their accuracy when shooting. Year 1 have improved power by bending knees, where year 2 have improved accuracy.</p> <p>Children have been more active and enjoyed the new equipment. Children use it daily. Injuries from before the install:</p> <table border="1" data-bbox="479 611 1348 751"> <thead> <tr> <th></th> <th>2024(before)</th> <th>2025(After)</th> <th></th> </tr> </thead> <tbody> <tr> <td>September</td> <td>70</td> <td>65</td> <td></td> </tr> <tr> <td>October</td> <td>94</td> <td>64</td> <td></td> </tr> <tr> <td>November</td> <td>70</td> <td>30</td> <td></td> </tr> </tbody> </table> <p>There was a significant drop in injuries in October and November. Pupil voice – (Yr2 girl) I like playing snakes and ladders because we get to play outside. (Yr 2/yr1 boy) I like playing on the climbing frame with my friends.</p> <p>Introduction of OPAL has been successful. Children are becoming more active and confident in using the different areas. Children use the climbing equipment daily and enjoy spending more time in the wooded area. Feedback has been positive up to now.</p> <p>Key Indicator 2:</p> <p>Playground leaders have been trained to promote active sessions during playtimes and to ensure that equipment is prepared. Impact – A few good sessions but the seemed to sop as children leading wanted to play with the new equipment.</p> <p>The sports champion, Danny Butler inspired pupils' and was aspirational to the children. They loved the day and it was great to give</p> | | 2024(before) | 2025(After) | | September | 70 | 65 | | October | 94 | 64 | | November | 70 | 30 | | <ul style="list-style-type: none"> • To continue to ensure rigour in the monitoring of PE provision. • To collect data regarding the participation of pupils in sport to include – PE per week/sports based extra-curricular provision/external competitive events/internal competitive events/swimming lessons. • To develop competition and team ethic, alongside PE provision, to be the driver for school improvement. • To build a broader range of sports activities offered within the curriculum and in wider curriculum opportunities. • To target specific criteria needed for Sports Mark Gold |
| | 2024(before) | 2025(After) | | | | | | | | | | | | | | | | |
| September | 70 | 65 | | | | | | | | | | | | | | | | |
| October | 94 | 64 | | | | | | | | | | | | | | | | |
| November | 70 | 30 | | | | | | | | | | | | | | | | |

the opportunity to talk with a professional athlete and discuss the training and travelling to compete in the competitions. Year one child said, (Yr2 boy) – I remember Danny jumped over Mr Keates with his bike! It was an amazing trick.

More children are being trained in leadership opportunities. More work needs to be done throughout school to make this sustainable for the future.

Children are spending more time outdoors through Forest School and gardening activities. Pumpkins were very successful this year with the year 3 children enjoying the process of planting and caring for the plants.

Boot-camp has been more successful in year 1 and across. Children know the song and have become stronger through daily practice. Impact - improved coordination and gross motor skills in year 1.

Key indicator 3:

FS – Outdoor environment improved to facilitate gross motor activities. E.g. bikes for peddling and digging in the mud.

FS – Nursery - Fine and gross motor skills enhanced using egg tweezers, pipettes and sequined picture boards. Impact has been seen as the children have improved their fine motor skill.

Staff are more confident in their teaching of P.E and show more of a focus for SEN and G and T. Dance is still an area of weakness. CPD would be beneficial to help with this. Staff are trying to use technology within the lesson to help with learning and assessment but it is more difficult in lessons when teaching by themselves.

To introduce team leaders through having ambassadors for the subject.

Key Indicators 4 and 5:

Another Sports day that was extremely positive and successful and children loved taking part in all the activities. Children enjoyed the activities and liked the juniors helping them complete the tasks.

Trust SEND Olympics – The children loved competing in the Olympics and impact – the children worked in a team well and improved their self-esteem. It was lovely to see the interactions between our children and other schools.

Competitions that were attended were very successful. Children really appreciate these opportunities. Cricket was positive last year especially for the girls' team, meaning more children began taking part outside of school also.

All year groups had a trip that was outdoor and adventurous. Year 3/4 's opportunity at Awesome Walls for climbing was very successful and would work well as a whole school opportunity.

Key priorities and Planning for 2025/2026 – Infants allocation £16,720 / Juniors allocation £17,810

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 engage pupils in more physical activity at playtimes, lunchtimes and after school.</p> <p>To promote active learning within the wider curriculum,</p> | <p>Outdoor Play and Learning (OPAL) to be continued and expanded at the Junior site to engage pupils, impact on positive behaviour management and to ensure that pupils are given a range of opportunities to be active throughout the school day.</p> <p>Purchase of a variety of different items to be used for physical activities at playtime.</p> <p>Support staff with planning and appropriate activities / exercise to build capacity and capability.</p> <p>Promote active learning around school using displays.</p> <p>Increase pupil engagement through wider curriculum opportunities, such as Awesome Walls trip, the Stoke City Penalty Shoot Out and visitors to inspire pupils.</p> | <p>Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p> | <p>Records show fewer injuries/accidents/incidents of conflict recorded during playtimes and high standards of behaviour</p> <p>Pupils become more engaged within lessons and become fitter and healthier.</p> <p>Positive feedback from pupil voice monitoring.</p> | <p>£5882</p> |

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| <p>To engage and increase physical activity at school playtimes and lunchtimes. To train playground leaders and provide equipment to develop confidence and self-esteem. To increase health, fitness and well-being, creating positive behaviours around wellbeing.</p> <p>Develop other qualities through PE such as resilience and leadership as well as inclusion of all pupils to take part.</p> | <p>To train and monitor playground leaders to deliver games to their peers.</p> <p>To monitor participation levels, injuries and behaviour issues at playtime. To set up and organise intra Olympics within classes and Key stages. (Summer term)</p> <p>To complete Bootcamp fitness exercises daily.</p> <p>Continue developing Sports ambassadors</p> <p>To develop pupils' skills to build capacity that can be used to train future ambassadors/coaches.</p> | <p>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> | <p>Records show fewer injuries/accidents recorded during playtimes and high standards of behaviour noted by all external visitors e.g. Hub Lead, Ofsted February 2022. To support staff with implementing Bootcamp across KS1.</p> | <p>£1450</p> <p>£500</p> |
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| <p>To continue to promote the use of the outdoor learning environment for all pupils to access at some point throughout the year. To develop a forest school schedule for Key stage 2 and 1 to increase children's holistic development and love of nature.</p> | <p>To buy/introduce equipment to be able to develop an outdoor learning curriculum and to engage pupils in the outdoors. (OPAL)</p> <p>MS and others time to maintain the outdoor areas as well as equipment to do so. MS to be covered every Wednesday to take children across the federation out for Forest activities</p> <p>Promotion of activities taking place in school shared with parents using communication platforms e.g. Classdojo, Facebook, Website, Celebration assemblies</p> <p>Parents to be part of activity days (Sports Day, Gardening Day)</p> | | <p>Raised pupil participation in outdoor activities.</p> <p>Equipment purchased to support gardening club impacting on pupil knowledge.</p> | <p>£1000</p> <p>£1000</p> |
| <p>To develop the outdoor learning environment to increase pupil's physical participation, enjoyment and health and wellbeing.</p> <p>To develop a forest school schedule for Key stage 1 to increase children's holistic development and love of nature.</p> | <p>To buy equipment for playground active activities.</p> <p>MS to be covered every Friday to take children across the federation out for Forest activities</p> | | <p>Raised pupil participation in outdoor activities.</p> <p>Equipment purchased to support the delivery of outdoor education impacting on pupil health and well-being.</p> <p>Develop children independence, resilience</p> | <p>£2000</p> <p>£1000</p> |

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| <p>Develop staff confidence and ability in teaching a range of activities across the P.E curriculum with the view of building capacity and sustainability.</p> | <p>Train staff to deliver the PE programme across KS2, with focuses on SEN, less able and G and T. key staff to attend training and then all staff to be trained within school. Staff to then feedback to rest of school during staff meeting.</p> <p>Sports equipment purchased to aid staff in provided a high quality P.E curriculum</p> <p>Staff to continue to be trained in the use of technology to aid in the delivery and assessment of P.E</p> <p>To use PE passport app to guide staff in planning and delivery.</p> <p>Staff to receive training in teaching of Dance.</p> | <p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> | <p>Increased staff confidence in PE.</p> <p>Required equipment will be available for all sports and for all children during P.E lessons. Staff using iPads for planning/assessment (Showbie). Staff developing use of iPads for use by pupils in lessons to self and peer assess. Recording and sharing good practice. Increase staff independence in effective planning and assessment</p> | <p>£500</p> <p>£1000</p> <p>£500</p> <p>£200</p> |
| <p>To deliver an enhanced physical education curriculum across FS and KS1</p> | <p>To provide CPD through support, team teach, subject knowledge and advise staff across FS and KS1. To model and/or team teach to develop subject knowledge and skills, building capability within the staff.</p> <p>To monitor and support planning, progression and opportunities including SEN and gifted and talented.</p> <p>To buy equipment for physical activities across the FS and KS1.</p> <p>To organise a specialist dance coach to provide CPD for teachers. To organise a dance day for all</p> | | <p>Increased staff confidence in PE.</p> <p>Improved assessment in PE and clearer evidence to support pupil development</p> <p>Increased children's skill development. Improved climbing and physical development skills</p> | <p>£1500</p> <p>£1900</p> <p>£1500</p> |

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| <p>To organise a dance day to enhance dance across FS and KS1</p> | <p>children to perform.</p> | | <p>in the EYFS. Increase staff confidence in teaching dance. Increase children's confidence in performing a dance routine.</p> | |
| <p>Ensure that pupils engage and compete with other schools competitively at school sport level in a range of different sports including: netball, football, rugby, indoor athletics, outdoor athletics, hockey, dodgeball etc.</p> | <p>Cover staff to cover lessons for appropriate staff to attend competition throughout the year. Money to lease, insure and fuel minibus to get to events.</p> | <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport.</p> | <p>Pupil participation Staff are confidently trained in mini-bus driving. Increase participation and engagement in sports</p> | <p>£1000 £3400 / £3400 £500 / £500 £1000</p> |
| <p>To provide virtual and live sporting opportunities against other schools in the Trust. To raise aspirations by inviting GB athlete to visit.</p> | <p>To organise virtual competitive competitions against other schools. To attend the multi skills event competing against other schools. To organise inter Olympic game activities (Spring and Summer term) To organise a Great British athlete to deliver an assembly and sessions with each class.</p> | | <p>Pupil participation Increase self esteem To inspire children to try different sports.</p> | <p>£1500</p> |

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| <p>Encourage Parental engagement in activity and health and wellbeing.</p> | <p>Parents to be part of activity days working with the children on physical activities and learning about healthy lifestyles.</p> | | <p>Parental engagement and understanding of the curriculum taught.</p> <p>Promotion of activities taking place in school shared with parents using communication platforms e.g. Clasdojo, Facebook</p> | <p>£350</p> |
| <p>To develop family knowledge about health and fitness opportunities in the community.</p> | <p>To signpost parents to various fitness and sporting activities in the local community.</p> <p>To increase pupil and parent knowledge of health and fitness opportunities.</p> | | <p>Increased awareness of health and fitness of our pupils and their families.</p> | <p>AK/MS time to organise and run events.</p> <p>£1000 joint PPA Infants</p> |
| <p>Develop other qualities through PE such as resilience and leadership as well as inclusion of all pupils.</p> | <p>All classes to experience an outdoor or adventurous day with a focus on teamwork, resilience and leadership skills.</p> <p>Develop the idea of a team captain within school houses.</p> <p>Continue to offer pupils BikeAbility opportunities throughout the school.</p> | | <p>Pupils experiencing active trips to improve teamwork, resilience and well-being.</p> <p>The percentage of pupils engaging with bike riding skills has increased and confidence levels have improved.</p> | <p>£500</p> <p>£500</p> |

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| <p>To increase children's gross and fine skills within the Foundation stage and Provide CPD with the teachers.</p> | <p>To plan, support and deliver indoor and outdoor activities weekly to develop gross and fine motor skills. To buy bikes and equipment to support gross motor skills. To enhance children's health and wellbeing.</p> | | <p>Improved coordination and balance resulting in fewer injuries during playtimes. Improved fitness and improved attendance</p> | <p>£1000</p> |
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| <p>e.g. CPD for teachers.</p> | <p>Primary generalist teachers.</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> | <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p> | <p>£5000 for 5 teachers to undertake CPD.</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 |
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| | | |

Created
by:



Swimming Data for 2025/2026

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? | | |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | | |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</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> | |

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| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No | |
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Signed off by:

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|--|---|
| Head Teacher: | <i>Mrs. J. Birchall</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Mr. A Keates (Infant)</i> <i>Mr. M. Steele (Junior)</i> |
| Governor: | <i>TBC</i> |
| Date: | September 2025 |