



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 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.

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 2024-2025	Impact 2024-2025	Comments 2024-2025
Restructured lunch and break times and the purchase of playground equipment has allowed all children across KS1 and KS2 to facilitate more space for more purposeful physical activity during lunch and break times. Areas have been outlined for different purposes of play.	More children within school during their break and lunch times are meeting / exceeding their daily physical activity goals. By asking pupils in each year group what their preferred physical activities to do are at lunch and break times and then purchasing a range of different equipment this has led to pupils regularly taking part in physical activities on a daily basis. Both pupils and staff recognize that being physically active results in positive effects for their mental and physical health and well-being which positively supports their learning. Different zoned out areas for different purposes of play have led to more children accessing a variety of different activities, such as skipping, bat and ball games and team based games.	Re-zoning areas of the playgrounds where playground equipment is rotated each day and providing areas that were a no ball zone have resulted in more children accessing and participating in physical activities during their free time.
Use of specialist dance teachers to provide each child including children with additional needs the opportunity to access dance within school in line with the National Curriculum. The use of specialist dance teachers has also provided additional CPD training to all general	Last year, each pupil within the school received a minimum of 16 hours of Dance delivered by a specialist teacher.. Some children were identified as having a talent in dance by the teacher who delivered the lessons. This has led to some	Results from staff voice indicated that many teachers had benefitted from observing and participating in lessons delivered in Gymnastics and Dance by specialist coaches. Teachers also highlighted other sports that they lack subject

primary teachers within Early years, KS1 and Year 5	children (both boys and girls) taking up dance lessons delivered by another provider outside of school lessons. It has also given general teaching staff the opportunity to develop their skills and knowledge within Dance.	knowledge and confidence in teaching and expressed interest in receiving further CPD in sports such as, cricket, tag rugby and basketball. Pupils also indicated an interest in participating in less well-known sports, such as badminton, golf, handball and martial arts. We plan to purchase the balls and introduce handball next year to UKS2.
To provide all children from Reception with specialist coaching in cycling so children improve their balancing and cycling skills.	All children received the opportunity to participate in 5 weeks of cycling with a specialist instructor. Bikes were provided for children who did not have their own or were unable to bring their own into school. Most children in Reception improved their cycling skills with many leaving their Reception year cycling with no assistance. All children increased their confidence when using a bike / balance bike.	Although we saw an increase in the confidence of pupils when using a bike and many learned the necessary skills to ride a bike without the use of stabilisers or assistance, certain factors impacted the opportunity for all children to succeed. These factors were lack of indoor space, the weather and the use of the playground for break times and PE.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending for 2025-2026.

2025-2026 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
To renew our use of our PE scheme Get Set for PE which is used for to ensure that all pupils in KS1 and 2 participate in a minimum of 2 hours of indoor and outdoor PE per week.	All Primary teachers and all pupils across the school. Teaching staff and assistants and lunchtime staff and all pupils.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2: Engagement of all pupils in regular physical activity.	Our PE scheme has ensured that all teachers are delivering high quality PE lessons across all Year Groups in line with the National Curriculum requirements. The scheme continues to offer up to date lesson plans including assessment and data tools that can be used to provide important information on the fundamental skills and physical activity levels of all pupils.	£555.75 for one year
Restructured break and lunch times for pupils across all year groups to fully utilize accessible space areas for purposeful play and physical activity. Each class has been asked what physical activities they like to do and the appropriate equipment purchased to facilitate this play which will be used in re-zoned areas. Existing school	Teaching staff and assistants and lunchtime staff and all pupils.	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Providing resources for purposeful play will ensure that we are encouraging children to be more physically active throughout the day and allowing them to develop their fundamental motor skills further. Equipment used on the playgrounds and in the hall will be inspected for its health and safety.	£561.92 £99.00

apparatus and equipment has been inspected to ensure it is safe to be used and necessary repairs have been carried out. To provide all children in KS1 and 2 with opportunities to participate in more physical activity with the focus on having fun and moving more.	All pupils including children with additional needs across Year 1-6.	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children can access further physical activities and sports delivered by qualified coaches outside of school hours to increase their activity levels, physical fitness and develop their throwing, catching and hitting skills. Clubs focus on fun to increase children's adherence to exercise and physical activity	£3515.00
To provide additional opportunities for children in KS1 to develop their fundamental movement skills through a range of multi sports delivered by SSP (Southport Schools Partnership)	All pupils in KS1 including pupils with additional needs.	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		£250.00 SSP £1600 CTK PE family £650.00 transport to venue and back
Year 6 pupils and sports leaders will be given the opportunity throughout the academic year to lead and support pupils in KS1 and KS2 in Nationwide and local events held in and out	Year 6 Pupils	Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Year 5 and 6 pupils have provided support during Sports Days and with the Santa Dash and Walk for Lent.	£16.50 PE monitor badges

of school.				
To provide all children from Reception – Year 6 with specialist coaching in a variety of sports.	All pupils, Teaching staff	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children in Year 1, Year 5 and Reception will develop their skills in a variety of different dance genres delivered by specialist dance teachers. All children in Years 2-6 will participate in the Skip2BFit programme. Children will improve their skipping skills, participate in skipping challenges and learn a variety of different ways to skip which can then be practised during break and lunch times. All children across EYFS and KS1 will receive specialist coaching to further develop their fundamental skills. Children in KS2 will receive coaching in Cricket, Basketball, Handball, Tennis and Tag Rugby. Class teachers will now have more confidence and knowledge to deliver high quality teaching to children in these sports. It also allows class teachers to accurately assess their pupils in the selected sport / skills being taught through observation over a half term. All children across LKS2 will access 9-11 weeks of	£10,545.00 (PDS) £540.00 (Dance) £210.00 (Skip2BFit) £7776.00

Additional opportunities will be provided for children to represent the school in inter school competitions. Children across KS2 will be given access to competitive after school clubs for intra school competitions.	Teaching staff, teaching assistants.	Key indicator 5: Increased participation in competitive sport.	swimming to improve their swimming skills and meet the NC requirements. Additional swimming will be offered for weak / non swimmers. Children who have not competitively played in a particular sport before will be given increased opportunities to do so and may lead to them taking up the sport out of school or on a more regular basis within school when the opportunities arise to. KS2 children will have the opportunity to participate in an inter school golf tournament as part of the lead up to the Open Golf Championships this year.	£60.00 (Gala entry and cost of swim hats) No cost
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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
Restructured break times for children in all Key Stages to facilitate more space for purposeful physical activity.	More pupils within school during their break and lunch times are meeting / exceeding their daily physical activity goals. New playground equipment has led to more pupils taking part in PE and Sport Activities during break and lunch times.	Last year it was noted that some activities can dominate certain areas of the playgrounds which leads to other children feeling reluctant to spend time there or hesitate to participate in alternative physical activities. This year we have created different zones in the KS2 playgrounds which has resulted in different equipment being used in different areas allowing more pupils to access all areas and participate in active activities. The nurture area and free play area (no balls or equipment is permitted purely imaginative play / playground games) has proved to be popular this year.
Participation in physical activities offered to all pupils with a focus on raising the profile of sport and increased physical activity across the school.	Every child within school has engaged and participated in several events / activities throughout the year that has given them a broader experience in sporting activities or increased their daily physical activity.	We have looked as a school at providing physical opportunities for all pupils to participate in. We have strived to choose events that the children will enjoy and have fun in whilst improving their overall physical fitness and mental health.
To provide additional opportunities for children to represent the school in inter school competitions. To give all children across KS1 and KS2 access to competitive after school clubs for intra school	Pupils across KS2 have had opportunities to visit local High Schools and participate in competitions in football, dodgeball, dance, swimming, golf and distance running. All pupils in KS2 have had the	Three quarters of children in Year 1 and 2 have accessed an afterschool club this school year which focused on competitive sports or increasing physical fitness. Pupil voice from girls

competitions.	opportunity to access after school clubs delivering team sports to play in mini tournaments against each other.	and boys across KS2 indicates that children have enjoyed these opportunities and would welcome more inter or intra school tournaments in a variety of sports.
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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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	74%	12 children are unable to swim proficiently over a distance of 25 metres. One child has additional needs. She can swim but not competently and safely. The remaining 11 children are still using swimming aids to swim with or are unable to swim for the required distance. They have been offered additional swimming lessons throughout KS2 but have not always attended or taken advantage of the lessons on offer.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	59%	The additional 7 children can swim 25 metres but not use a range of strokes. They have been given additional opportunities to develop their strokes but are still only able to confidently demonstrate one stroke.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	54%	This year we have given additional opportunities for all children in Year 6 to learn the skills to perform safe self-rescue. The children who have not met this target were not confident to perform them without a swimming aid and some of the children did not participate in the lessons so evidence has not been seen that they can do this. Three pupils were absent so were not assessed.
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?	Yes/No	This year we provided extra swimming lessons for children in Years 3-5 to try to improve the percentage of children meeting the National Curriculum requirements.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Teachers and teaching assistants in KS2 have had the opportunity to work alongside the swimming instructors and to watch and listen to how they teach the pupils in the pool and techniques to focus on. They have also taught the weaker swimmers in the smaller swimming pool this year.

Signed off by:

Head Teacher:	<i>Rachel Halsall</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Grant</i>
Date:	20.7.2026