The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 2026.**

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
We continued with our highly successful PE programmes during 2024/2025 including: • Playground Leaders at breaks and playtimes; • Regular Forest School trips for Infants; • A variety of activities at outdoor education centres for all children including canoeing, climbing and orienteering;	• Children learn to play team games in a fair and organised manner at play times whilst having fun and getting plenty of fresh air and exercise (at least one hour per day); • Children's increased confidence and love of the outdoors is developed during regular Forest School sessions; • Positive relationships are built and teamwork skills are developed as children spend time together participating in adventurous activities, therefore increasing perseverance and resilience;	• Exercise and being outdoors has become part of everyday school life which children enjoy and look forward to; • Movement and sports are incorporated into many parts of the curriculum to hone learning and raise the profile of physical activity across the school as a tool for whole school improvement; • Sports and PE are used across the curriculum to develop practical and problem-solving skills; increase motivation for learning; hone teamwork skills, communication, self-

• A regular programme of weekly dance and movement lessons; • A programme of Re:Bound Dance Workshops; • Sponsored walks for charity and school fundraising; • Accessing various parts of the National Curriculum through outdoor learning and adventurous activities; • Purchase of sports equipment for use during PE lessons and break times.	• Cultural knowledge of different types of dance styles from around the world are attained whilst exercising and having fun (also positive for mental health and well-being); • Confidence and sense of achievement is increased by termly dance performances; • Sponsored events raise awareness of local, national and international projects whilst engaging the children's competitive spirits for a good cause.	confidence, resilience, self-reliance and creativity; • Intend to develop our PE programme into 2025/2026 to continue to reap these benefits.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending. £16,270 allocated sports premium for 25/26.

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
Continue to provide pupils with sports equipment for use during organised sports lessons and less structured breaks and playtimes with particular focus on team games.	Playground supervisors and teaching staff - as they need to lead the activities. Pupils – as they will take part.	Children are encouraged to participate in group sports (Key Indicator 5) in a friendly, competitive manner whilst undertaking regular physical activity (Key indicator 2). Broader experience of a range of sports and activities offered to all pupils with a variety of sports equipment on offer (Key Indicator 4).	More pupils meeting their daily physical activity goal of one hour per day, more pupils encouraged to take part in competitive sports and games.	**£1,500** for new PE equipment throughout the academic year. **£1,800** for Playground Leaders to direct sports activities during breaks and playtimes.
Various trips to Outdoor Education Centres for Infants and Juniors.	Teachers to organise and lead the visits. Teaching Assistants to support the visits. Pupils to take part in the visits.	The profile of PE and Sport is raised across the school as a tool for whole school improvement (Key Indicator 3) as pupils develop essential skills during outdoor adventurous activities. A broad range of outdoor activities (Key Indicator 4) are offered at Outdoor Education Centres for all children to enjoy.	Children develop essential qualities – self-confidence, resilience, problem-solving and teamwork as they are taken out of their comfort zones to challenge themselves and learn new skills – how to canoe, climb etc.	Outdoor Centre Costs - **£3,500** (Infant Climbing Sessions - £900, Infant trip to Hollowford -£400, Junior trips to White Hall - £2,200). Costs of extra staffing to support Outdoor Centre visits - **£1,500.** (Additional teaching hours - £800, additional teaching

				assistant support - £700).
Regular Forest School sessions for Infants throughout the year (both on-site and further afield).	Teachers and Teaching Assistants to plan and lead the sessions. Pupils to take part in the sessions.	Staff research and develop another exciting Forest School Programme (Key Indicator 1); love of the outdoors and regular outdoor physical activity fostered in all Infant pupils (Key Indicator 2) and the profile of Outdoor Learning is used as a tool for whole school improvement to reinforce other curriculum subjects through outdoor learning and play (Key Indicator 3).	Children's increased self-confidence and love of the outdoors is developed during regular Forest School sessions. Resilience is built up as we go outside in all weathers! Other areas of the curriculum are reinforced through Outdoor Learning (Maths / English etc.)	Buses to off-site Forest School locations – **£400.** Extra teaching assistant support to maximise learning and enjoyment - **£300.**
Instigate our regular programme of Dance Workshops which culminates in regular performances, including a local dance festival.	Re:Bound Dance to plan and deliver weekly workshops. Teachers and Teaching Assistants to support sessions and performances. Pupils to take part in the sessions. Parents and the wider school community to support the programme by attending regular performances.	The profile of dance and movement is raised across the school as a tool for whole school improvement (Key Indicator 3) to give pupils the confidence to participate in and represent school in regular performances to an external audience. Regular weekly movement / dance sessions encourage children to enjoy regular physical activity through music and dance (Key Indicator 2). Staff knowledge and confidence of dance and movement increased (Key Indicator 1).	Children are given the opportunity to explore different dance styles, gaining self-confidence through regular performances to an external audience. Children's cultural knowledge and dance skills are reinforced as they're introduced to different types of music and dance styles from around the world.	Support staff for Dance Workshops and dance events - **£2,800.**

Provide the opportunity to attend and participate in a broader range of physical activities.	External Instructors to deliver workshops. Teachers and Teaching Assistants to provide support during workshops. Pupils to participate in workshops.	Increase knowledge and skills of staff (Key Indicator 1) as they provide support during workshops and gain new skills. Broader experience of sports and activities offered to all pupils (Key Indicator 4) as specialist instructors deliver workshops in school.	Children are introduced to different types of exercise. Children gain self-confidence and resilience as they learn new skills from external specialists.	External Specialist Workshops (Re:Bound Dance) - **£1,200**
Provide the opportunity for pupils to participate in competitive sport through inter-school and in-school sports days and competitions.	Other schools – to host or visit Earl Sterndale in order to participate in inter-school competitions. PE Co-ordinator to organise competitive sporting events. Teaching Assistants to provide support during competitions. Pupils to participate in competitions.	To provide pupils with opportunities for increased participation in competitive sport (Key Indicator 5).	The children enjoy the friendly, competitive spirit of inter-school competitions and the bonding experience of all being on the same team. During in-school competitions, children are put into multi-age teams to enable the older children to encourage the younger ones and to give the younger children the opportunity to aspire to the competitiveness and confidence of the older children.	Transport costs to other schools for inter-school competitions - **£620.** Additional Teaching Assistant support for inter-school sporting competitions - **£800.** Additional Teaching Assistant support for internal sports competitions - **£400.**

Whole school sponsored walks for charity and school fundraising.	School Fundraising Committee to organise sponsored events. Teachers and Teaching Assistants to provide support at sponsored events. Pupils to participate in sponsored events. Parents and the wider school community to support sponsored events through donations and additional support on the day.	To raise the profile of walking and being outdoors as a tool for whole school improvement (Key Indicator 3) as we raise money for a worthy cause.	Children's awareness of local, national and international projects is heightened whilst engaging their competitive spirits for a good cause and increasing their perseverance: Just one more lap = £1 extra for the cause!	Additional Teaching Assistant support for sponsored events - **£200.**
Internal learning and development – staff CPD.	Teaching staff involved in the delivery of extra-curricular PE.	Key Indicator 1 – increased confidence, knowledge and skills of staff as they have the opportunity to spend time discussing various PE and outdoor learning strategies.	Children benefit from sessions led by confident and well-informed staff.	2x supply days for 2x teachers to discuss PE development for one day - **£600**
Broadening of aquatic opportunities for pupils.	Teachers, teaching assistants and pupils.	Key Indicator 4 – extra swimming session provided for Years 2-6 at the end of the summer term – fun, inflatables session.	Increased confidence in the water through fun activities and play. This finalises and reinforces the 10-week swimming programme that all pupils in Y2-6 participate in every year.	Cost of pool hire for extra session, plus bus hire and TA cover. In addition, extra TA cover for Autumn swimming programme - **£650.**

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
Continuation of key elements of our highly successful PE Programme: • Development of our Forest School programme has included buying new equipment for onsite Forest School sessions as well as providing transport and staffing to extend Forest School sessions to off-site locations;	• The children have been exposed to a variety of Forest School environments and have had the opportunity to reinforce their learning through outdoor play;	• It is our intention to further develop our on-site resources and off-site Forest School programme in the next academic year.
• Our visits to the White Hall Outdoor Centre for both Infants and Juniors have continued throughout this academic year. Pupils have been given the opportunity to participate in a variety of adventurous activities including canoeing, paddle boarding, climbing (indoor & outdoor) and caving.	• The children have further developed their confidence and skills as they have embraced the challenges of each new activity;	• We will sustain our links with White Hall and continue to provide our pupils with adventurous and rewarding outdoor activities;
• Workshops with external providers have enabled pupils to experience a broad range of physical activities including our ever-popular Re:Bound Dance Workshops, which culminated in our participation in a local dance festival;	• Pupils exercise whilst having fun and discover new dances and the confidence gained from performance;	• Dancing and having fun through exercise is positive for mental health and well-being;
• Our regular Dance Workshops have enabled children to perform in our termly celebrations (Harvest, Christmas, Easter & Summer), the highlight of which was the participation in a local dance festival.	• Children gain a sense of achievement as they perform their new-found dance skills to parents and the wider community, thereby developing their confidence and self-belief.	• We will continue to provide children with the opportunities to gain new skills through our highly successful and much-loved Re:Bound Dance Workshops.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	Due to small numbers in each cohort, we are unable to publish percentages.	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	Due to small numbers in each cohort, we are unable to publish percentages.	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	Due to small numbers in each cohort, we are unable to publish percentages.	
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?	We take pupils from Years 2-6 to core swimming lessons. This gives children five academic years in which to achieve National Curriculum requirements.	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Our PE lead has undertaken CPD to improve knowledge and confidence to teach swimming and water safety. Free webinars provided by Derbyshire County Council.	

Signed off by:

Head Teacher:	Sarah Humpleby
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sarah Humpleby
Chair of Governors:	Paul Swindell
Date:	13.07.26