



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
Fit Fortnight coaches June/July 2024	This meant pupils were introduced to a wider variety of sports and expertise coaching by qualified coaches/. Also developed teachers' CPD by joining in with the sessions and developing new teaching skills. Also developed their own knowledge of more sports – particularly teaching cricket. We also took the whole school on an OAA to build their confidence in new and more challenging situations.	New opportunities for children to be active. Try new things. Develop new skills and resilience.
Staff to support forest school sessions and PE lessons	Miss Radcliffe trained as a forest school leader which has given our children access to high quality forest school sessions throughout the year; meaning they are active for more of the school day. They have worked with Miss Radcliffe to develop our 'forest' and we have used resources to develop both their fine and gross motor skills whilst being active.	The children thoroughly enjoy these sessions – they are active for the whole session ensuring they get extra active minutes in the day.
Play leader Training	Y5/6 pupils were trained at the start of the year to enable them to be a play leader in our school. This	Increased active minutes a day for our children. New

	means that they, and the younger children they lead, get extra active minutes in the day during breaktimes.	opportunities for children to be active.
Active Travel - Tots on Tyres', Mini Movers, Scooter Safe, Bikeability/Bike Fix, Dance From The Heart	Children were given more active opportunities throughout their week to get them moving more. These sessions also enable them to be active at home; using their bikes safely, scooters safely, bringing dance into their daily lives. It also developed the children's safety whilst out on their bikes/scooters.	Increased active minutes a day for our children. New opportunities for children to be active. Developing children's safety when on bikes/scooters.
Subject Leader cover	CPD for teacher to support teaching in PE lessons. CPD for all teaching staff to support high quality teaching and learning High quality lessons which will enthuse the children and create a love of sport and healthy lifestyles.	Time for SL to support staff teaching PE. SL time to coordinate events, transport and resources for children to have a high-quality experience of PE and school sport.
PE Passport	Staff can access high quality detailed plans which they use and adapt for their children and deliver high quality lessons. Staff can evidence, assess and track pupils progress easily and feedback to parents/subject leader.	Clear progressions – as a SL I can see what people are teaching and when. The skills develop through the year groups too. This resource supports high quality teaching in school.
Clubs	Children in KS1 and KS2 have been given opportunities for extra-curricular sports clubs. We subsidised the clubs to make it more affordable for parents; giving more children the opportunity to take part.	Children enjoyed the variety of clubs and the new sports' opportunities after school.
TASA and SRSP competitions	Continued opportunities to take part in competitive sport including football matches, athletics, swimming, relay, cross country, golf; competitive events through	Continued participation in external competitions

Resources (including forest school resources)	TASA and South Ribble Sports Partnership.	
Forest School Training (including outdoor first aid training)	Children/staff have access to new equipment fit for purpose for their PE lessons. There is also enough equipment to cater for our large class sizes. Children/staff use equipment safely and when needed. Children/staff can use the new scheme of work and the equipment needed to deliver outstanding lessons. New forest school equipment for our new super forest school sessions!	Resources to support high quality teaching in school.
Transport to events	Ensures children who may not be able to get to events have the opportunity to take part in competitive sport. Gives children who don't have an interest in sport the opportunity to access events as they are within the school day. It means we can take the children to more events as we have the budget to get them there.	Exposing children to something new. Ensuring they take part in different competitive sports.

Key priorities and Planning

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

TOTAL SPEND				£
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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?	%	<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]?	%	<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>%</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>Juliet Price</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rachael Lever Class Teacher and PE Subject Lead</i>
Governor:	<i>Geralt Evans-Hughes Chair of Governors</i>
Date:	July 2025