



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2025



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
Key Indicator 1 - The engagement of all pupils in regular physical activity. - To increase and maintain activity levels throughout the day. Key Indicator 2 - The profile of PE and sport is raised across the school. - To increase the profile of PE in the school. Key Indicator 3 - Increased confidence, knowledge and skills of all staff. - To increase staff confidence in delivering PE	Key Indicator 1 - The engagement of all pupils in regular physical activity. - Children are accessing 2 hours of PE a week. - There has been a range of sports clubs offered to children throughout the year such as gymnastics, athletics, netball, football. Key Indicator 2 - The profile of PE and sport is raised across the school. - Children are wanting to engage in extracurricular clubs more. - Children accessed top up lessons for Swimming Key Indicator 3 - Increased confidence, knowledge and skills of all staff. - CPD opportunities are still going ahead	Key Indicator 1 - The engagement of all pupils in regular physical activity. Key Indicator 2 - The profile of PE and sport is raised across the school. - There was a range of different sports clubs offered across the year which was open to children from EYFS to year 6. - Children's sporting successes shared in the school newsletter and on Class Dojo. - New displays to be implemented in both halls with new scheme "Know, Show, Grow". Key Indicator 3 - Increased confidence, knowledge and skills of all staff. - Staff have been able to take what they

and sport. - We want staff to feel confident in planning, teaching and assessing all parts of the PE curriculum. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. - To ensure that there are correct levels of equipment. - We want staff to have the correct and appropriate amount of resources to teach 3 classes. Equipment which offers new sports to children.	Autumn 25 through PSSP which will target new staff/ECTS and staff who have not received CPD training recently. Staff who have had CPD are able to plan and teach lessons more confidently and can share some of their learning with other members of staff. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. An audit was completed of current resources and resources were monitored to ensure that they were suitable for use and there was enough for everyone to use during their lessons.	have learnt from the CPD opportunities and are feeling more confident in teaching certain aspects of PE. - New scheme of work has been looked into and is set to begin Autumn 25. This new scheme has an integrated monitoring and assessment system which is easily accessible for teachers and will support teachers with assessing the children's attainment and progress. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. - New resources ordered and delivered Summer 2025. These new resources will benefit the children in trying out new sports. - New curriculum is due to be implemented in the Autumn of 25 which will offer a range of different sports/activities. - We are introducing a specific area in the playgrounds for children to be able to access structured sports and physical activities alongside the space for free choice physical activity. Through this we want to engage children in developing a love of being physically active through different activities and games. There will be trikes, bikes and scooters as well as different type of balls and skipping
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Key Indicator 5 – Increased participation in competitive sport. • To increase participation in competitive sport so that all pupils have access to competitions.	Key Indicator 5 – Increased participation in competitive sport. • A range of competitive sports opportunities were offered through our partnership with Plymouth Schools Sports Partnerships.	ropes. Key Indicator 5 – Increased participation in competitive sport. • New competitions were entered • Attended a range of events through PSSP. • Sports Day had a more competitive element to it which was enjoyed by the children. • Attended a Boccia inclusive event for our SEN children • Event attended with a focus on PP children (Change 4 Life KS1 and KS2).
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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
To increase the engagement of all pupils in physical activity	All pupils	Key Indicator 1 - The engagement of all pupils in regular physical activity. • Playground Leadership There will be opportunities for Playground Leaders to encourage and lead games during break times. • Diverse Activities and Clubs There will be a range of sports clubs offered to the children which will be available for children across all year groups. • Equipment and Facilities As part of the new playground zoning, children will be given a range of physical activities they can engage with within their playtimes. (See HPOA policy) • Promoting a Culture of Activity Children enjoy their active breaks within lessons. There are a variety of activities to cater for all age groups and avoid repetition and disengagement. • Targeted Interventions	Implementation of new Playground zones which will encourage children and give children the opportunity to engage in more structured physical activity at playtime. Play Leaders course to be attended in Nov/Dec for year 5 children so that they can then train more children to be involved. Feedback from both staff and children on the impact of these zones. Provide Balanceability to EYFS New curriculum being rolled out September 25 has incorporated a new inclusive sport in each year group to promote new activities/sports. Clubs will be monitored	Purchase equipment for playground areas £3000 Subscriptions for movement and engaging children in active learning £1000 (to be shared with HPJ)

		Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils • Extra-Curricular Activities: During playtimes there will be a wide array of physical activities such as skipping, relay games, or creative games. There are also a range of different extra-curricular clubs offered to children to engage in. • Leadership Opportunities: Encourage children to take on roles in coaching and officiating to foster independence and a deeper understanding of sports. This can be done through the playground initiative. • Accessibility: A 3 o'clock club will be provided to children who have SEMH needs daily to help them regulate and express themselves in a healthy manner.	and tracked through PE Passport.	
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To increase the profile of PE in the school.	All pupils and staff	Staff to see PE and PA as integral to the school day and week. Pupils to understand the importance of physical activity as being on par with academic subjects. Understand how being physically active can help with academic success. Key Indicator 2 - The profile of PE and sport is raised across the school as a tool for whole-school improvement. • Integrate Active Learning Children enjoy their active breaks within lessons. There are a variety of activities to cater for all age groups and avoid repetition and disengagement. • Staff Development As part of PSSP, we have a Sports Specialist who will alongside teachers from Year 6, EYFS x2, Year 4 and Year 3 to carry out CPD and improve their confidence in teaching. New scheme of learning being rolled out so staff will need development on this. • Promote Healthy Lifestyles Engaged in Walk to School and Cycle to School weeks to promote healthy forms of getting to school. Engage in Schools Challenge where children will run a half	Provide training and coaching to improve staff CPD in the new curriculum, therefore increasing the quality of provision to pupils across the school. Arrange athlete visits to inspire children. Ensure that PE events are regularly shared on Class Dojo/in school newsletter. To also ask parents to share children's sporting successes outside of school with us so that we can post them on Dojo/Newsletter to inspire others to engage in different types of physical activity. PE display board to be developed as a shared celebration space for PE lessons and competitions. Pupil voice to be recorded on PE Passport. Track number of children who are actively coming	Athlete Visits / Sporting Opportunities / Community Links - £1000 CPD - INSET - Free with PSSP Supply (to enable organization - cost shared with HPI) - £100
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		marathon over the course of 4 months. • Pupil Voice As part of our new scheme PE Passport, there is space to ask for pupil voice. As part of monitoring, this will also be necessary to feed into future planning. We have a Sport & Play Council where children get to represent their classes/year group and share their thoughts. • Connect Physical Activity to other subjects • Utilize Resources Resources for new sports to be purchased. Resources will continue to be monitored and replaced as necessary to ensure that high quality can be delivered.	to school during the Walk to School & Cycle to School to see if we can engage more children in this. Resources to be monitored and audited. PE lead to conduct regular inventory.	
To increase staff confidence in delivering PE.	Staff	Staff feel confident in planning, teaching and assessing all parts of the PE curriculum. Key Indicator 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport. • Professional Development: Internal training/workshop offered to support staff with using PE Passport. • External Support: CPD alongside a Sports Specialist as part of a partnership with PSSP. The aim is to support teachers in being	New scheme (PE Passport) to be introduced and training offered to ensure children have a clear understanding of the new platform. Provide INSETs and 1:1 coaching with specialist teacher from PSSP. Teachers across different year group will feel more confident in teaching different aspects of the PE	PSSP Membership - £5250 Supply (monitoring assessments – cost shared with HPI) - £100

		able to confidently lead sessions and learn new ways to adapt, challenge and support children in their lessons. • Resource and Curriculum Improvement: New resources to be purchased to support the implementation of our new curriculum. • Collaborative Planning: A new curriculum has been implemented to ensure that teachers have a clearer understanding of lesson progression and assessment. Having a clear assessment system that is easily monitored is extremely important. • Promoting Physical Literacy: Staff are to understand the importance of physical literacy. Fundamental movement skills are to be specifically taught in the earlier year groups to ensure those foundational skills are embedded. We are also looking at a skills based curriculum rather than just a sports based curriculum to ensure that the children have transitional skills and we are developing the child holistically.	curriculum and will develop transferrable skills which they could call upon in other areas of the PE curriculum. Each staff member chosen has been chosen due to being an ECT, lacking confidence in teaching PE or not having regular CPD opportunities. Across the year, there is a chance for up to 12 teachers to engage in CPD with a specialist teacher. Teachers to be made aware of the new resources that have been purchased to support the new scheme of work.	
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To implement a new curriculum with a specific focus on developing a clear assessment system and ensuring that children are using Sports Specific Vocabulary,	All pupils and staff	Staff report that they have the correct and appropriate amount of resources to teach their curriculum with three classes per year group. Children are inspired by the new sports that they are experiencing. Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils - Curricular PE: A new scheme is being rolled out September 25 which offers a broad and balanced range of sports and activities such as gymnastics, dance, athletics, swimming, and various types of games. We have ensured that children have the opportunity to come back to certain sports in different year groups to enable them to build on their prior knowledge. - Variety of Sports: This year, we will be introducing a wider range of sports and physical activities within lessons. - Modified Sports: In every year group, we are including a modified versions of recognized sports, like flag football, tri-golf to make them more accessible to all pupils. These games are also games which are unfamiliar to the children and therefore all children will start on an even playing field.	PE lead to support staff with the change to new scheme of work. PE lead to ensure that there is a range of different activities offered across the year groups so that the children are exposed to a breadth and variety of sports. Each year group to have a modified sport included and resources are to be purchased. Use PE passport to track and monitor children's progress to create a clear assessment system which can be completed during lessons on the iPad. PE lead to monitor during MER cycle. Two PE boards to be set up in the halls which will promote the vocabulary and language we want the children to use.	Purchase equipment £5000 Supply to create the new curriculum map (shared with HPI) - £300
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		Key Indicator 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport. • Collaborative Planning: A new curriculum has been implemented to ensure that teachers have a clearer understanding of lesson progression and assessment. Having a clear assessment system that is easily monitored is extremely important.		
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To increase participation in competitive sport	All pupils and staff.	All pupils will have the opportunity to take part in competitive sport. Key Indicator 5 - Increased participation in competitive sport. • All Pupils: To provide opportunities for children to participate in different competitive sports and events. • Competitive Opportunities: To try to engage children in both intra-school competitions (e.g., class vs. class) and inter-school events with other schools. • Child-Centred Approach: Through our PSSP events, the focus is on children engaging in competitive sport and developing their motivation, competence and confidence rather than just the result. • Safe & Positive Environment: To ensure that lessons are encouraging children to be competitive where appropriate but also demonstrate and foster sportsmanship within children. Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils • Accessibility: To ensure that all children, including those with Special Educational Needs.	Increase the number of events (outside of school) that we are participating in. Hold school-wide sports days. This year, we are going to try to have inter-class/inter-year group competitions within school at the end of terms. PE lead to monitor impact through pupil voice during MER cycle. Events organised with a specific focus on SEN/PP children. Records to be kept to ensure that a wide range of children are able to participate. Use of PE Passport to help track the engagement of children in external events.	Supply to organize events (shared with HPI) - £300 Transport to attend events - £500
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[and Disabilities \(SEND\)](#), have opportunities to engage in a range of activities (through PSSP activities such as Change4Life) to develop their confidence and self-esteem.

*TOTAL AMOUNT:
£17,580*

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
1. Assessment System: 2. Vocabulary Development: 3. Staff Confidence and Consistency:		

Swimming Data – n/a

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]?		

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?		
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?		
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?		

Signed off by:

Head Teacher:	<i>Yvonne Jones</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rebekah Greatrex / Anna Bennett</i>
Governor:	<i>Rachel Mathis</i>
Date:	September 2025