



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 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)

Activity/Action	Impact	Comments
<p>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 -Kick starting a healthy active lifestyle</p>	<p>Sports Coaches deliver lessons independently/without needing the support of extra staff, and pupils receive consistently high-quality PE. Subsidizing the cost of external led sports clubs to offer discounted rates to allow more children to access clubs.</p>	<p>Children are able to play the games with or without adult support. Children show collaborative skills and demonstrate teamwork. Children interact with a range of equipment. School Sports Leaders interact and involve younger year groups in activities. All pupils meeting their daily physical activity goal (60 mins). Progression is evident through Assessment Tracker data. Feedback from Pupil Voice Questionnaire acted on eg: different club opportunities.</p>
<p>The profile of PE and Sport being raised across the school as a tool for whole school improvement</p>	<p>Children experience a new sport/experience local sporting venues as well as developing new skills. Children see external sporting coaches/people involved in sport as positive role models</p> <p>% of children's participation in extra curricula activities increased. Providing children with aspirational opportunities and develop a lifelong passion for sport. Sports Coaches more confident to deliver effective PE.</p> <p>Children can identify the skills used and discuss what they have enjoyed/improved in.</p>	<p>Profile will be raised; children will be able to talk/model confidently about PE and Sport. Children are proud to represent the school and be seen in their PE kits.</p> <p>Increased number of clubs offered. 90% take up on each session. Positive feedback received from parents.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and Sport</p>	<p>PE Coach sharing termly lesson objectives for staff to support throughout the curriculum. Year 6 Teacher proficient in teaching swimming. Improved fitness of staff (midday's).</p>	<p>Children demonstrated water safety skills. Increase in number of children able to swim 25m.</p>

<p>To develop links within the wider community to provide enrichment opportunities for pupils and parents linked to Physical Education.</p> <p>Increased participation in competitive sport</p>	<p>Increased enthusiasm for sport with children enjoying the events and experiencing success eg: pupil feedback.</p> <p>Children are enthused by competitive sports. Wider number of children have an opportunity to take part.</p> <p>Subsidizing the cost of external led sports clubs to offer discounted rates to allow more children to access clubs.</p>	<p>Participation in local football leagues. Attend Sporting events at different venues</p> <p>Sporting successes shared through our newsletter, Class Dojo and school website</p>
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Key priorities and Planning

Key indicator 1: Ensure consistently effective implementation of the PE curriculum across school				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>School focus & intended impact on pupils</p> <ul style="list-style-type: none"> A coherent PE curriculum with clear progression in <i>motor competence, rules/strategies/tactics, and healthy participation</i> from EYFS to Y6. Pupils experience high-quality teaching every lesson; assessment informs next steps; safety and inclusion are embedded. Staff confidence rises so pupils make sustained gains in competence, knowledge and vocabulary. 	<p>☑ Curriculum & Assessment</p> <ul style="list-style-type: none"> Finalise whole-school PE long-term map and unit overviews; align KS1 → KS2 progression and vocabulary. Introduce/refresh a consistent assessment approach (e.g., simple ‘secure/developing/emerging’ grids per unit; digital capture where helpful). <p>☑ Workforce Development</p> <ul style="list-style-type: none"> Annual CPD plan for teachers/TAs: core PE delivery, SEND inclusion, dance/gymnastics fundamentals, games teaching, assessment for learning. Team-teach/coaching model with PE lead/qualified specialist; shift from dependency on coaches to teacher ownership. <p>☑ Quality Assurance & Safety</p> <ul style="list-style-type: none"> Termly learning walks and book/portfolio looks; peer 	<p>☑ Curriculum & assessment development time (supply/release): £2,000</p> <p>☑ CPD & mentoring (courses, twilights, specialist support): £2,500</p> <p>☑ AfPE membership/safe-practice text & QA resources: £500</p> <p>☑ Equipment out door furniture /fixes, small-sided games kit, inclusive resources): £1,500</p> <p>☑ Subtotal KI1: ~£6,500</p>	<p>☑ QA records show curriculum coverage; 95%+ lessons good+ by Summer 2.</p> <p>☑ Staff survey shows ≥ 30% increase in self-reported confidence across priority areas.</p> <p>☑ Assessment data shows improved competence (e.g., % ‘secure’ in unit outcomes) and vocabulary recall.</p> <p>☑ Incident/near-miss logs low and reducing; equipment checklists completed termly.</p>	<p>☑ Embed a PE subject handbook (curriculum map, assessment, safety) reviewed annually.</p> <p>☑ Create reusable assessment templates and exemplar videos.</p> <p>☑ Plan succession: training for a deputy PE lead.</p>

	<p>observation; feedback & coaching cycle.</p> <ul style="list-style-type: none"> Update PESSPA risk assessments; midday staff trained in safe setup, safe competition and inclusion. <p>Resources</p> <ul style="list-style-type: none"> Audit and refresh core equipment (EYFS–KS2) and storage; class PE kits/spares to remove barriers. 			
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Key indicator 2: Develop a whole school culture of excellence in PE

<p>PE/PA visibly valued across school; pupils adopt positive attitudes, resilience and leadership.</p> <p>Systems celebrate progress, effort and personal bests, not just athletic ‘winners’—raising participation for all groups.</p>	<p>Visibility & Celebration</p> <ul style="list-style-type: none"> Launch a PE & Active Lives calendar (termly themes, assemblies spotlighting role models and values). Personal Best challenges in lessons and at break/lunch; ‘PB passports’ and celebration boards. <p>Leadership & Voice</p> <ul style="list-style-type: none"> Train Sports Leaders/Play Leaders (Y5/6), including inclusive playground games, officiating basics, and event support. Pupil PE Council to co-design clubs/fixtures and feedback on provision (focus groups termly). 	<p>Funding allocated (indicative)</p> <ul style="list-style-type: none"> Leadership training & badges/resources: £600 Celebration displays, PB passports, certificates: £300 Staff wellbeing/taster sessions (external instructor where needed): £400 PE lead release for assemblies/QA/communications: £700 Subtotal KI2: ~£2,000 	<p>Pupil voice: ≥ 90% report feeling successful in PE; increased resilience language in books/observations.</p> <p>10+ trained leaders active weekly; logged delivery minutes at lunch/break.</p> <p>Improved behaviour/engagement at unstructured times; fewer lunchtime incidents.</p>	<p>Annual leader training cycle with peer-mentors; digital leader handbook.</p> <p>Embed PB challenges in schemes, not one-off events.</p> <p>Build staff champions who share practice termly.</p>
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	<p>☑ Staff Culture</p> <ul style="list-style-type: none"> • Whole-staff briefings sharing quick wins (active classrooms, micro-breaks, vocabulary prompts). • Wellbeing offer for staff (taster sessions: yoga, circuits) modelling active lifestyles. 			
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Key indicator 3: To engage all pupils in regular physical activity kick-starting healthy active lifestyles.

<p>☑ Every child averages 60 minutes of MVPA per day across curriculum, clubs, active travel and play—closing gaps for girls, PP and SEND.</p> <p>☑ Improved fitness, attendance, concentration and wellbeing.</p>	<p>☑ Active Breaks & Lunchtimes</p> <ul style="list-style-type: none"> • Zonal playground plan (invasion, target, dance/fitness, mindfulness) with equipment crates and rota. • Play Leader timetables and supervision; training for midday team. <p>☑ Targeted Provision</p> <ul style="list-style-type: none"> • Change4Life/Active Start clubs for least-active pupils; girls-only multi-sport and SEND-inclusive clubs. • Activity passports for pupils to track daily activity; class challenges (daily mile/skip/step). <p>☑ Active Travel & Classroom</p> <ul style="list-style-type: none"> • Promote WOW/Travel Tracker; scooter/bike storage boost; 	<p>☑ Playground equipment & storage (incl. inclusive kit): £2,000</p> <p>☑ Midday/leader training + staffing: £1,000</p> <p>☑ Change4Life & targeted clubs (staffing/resources): £1,200</p> <p>☑ Bikeability top-up / scooter pods / active travel incentives: £800</p> <p>☑ Daily Mile/track markings refresh: £1,000</p> <p>☑ Subtotal KI3: ~£6,000</p>	<p>☑ Termly activity audit shows average minutes ↑; least-active cohort participation ↑ by +20 pupils.</p> <p>☑ Club registers: ≥ 85% of pupils in at least one club (↑ from 10 clubs in 2024–25); parity by gender/SEND/PP.</p> <p>☑ Attendance/behaviour indicators improve; teacher logs show use of active learning.</p>	<p>☑ Train Play Leader mentors so model persists annually.</p> <p>☑ Durable kit; rota and site maps archived and reused.</p> <p>☑ Active travel embedded in school council priorities and parent comms.</p>
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- **Physically active learning** micro-bursts (2–3 min energisers) embedded in teaching toolkits.

Key indicator 4: To develop links within the wider community to provide enrichment opportunities for pupils and parents linked to Physical Education.

<p>☑ Strong, inclusive partnerships with community clubs, leisure providers and charities widen opportunity and aspiration.</p> <p>☑ Parents engaged as active role models; improved community wellbeing.</p>	<p>☑ Club Links</p> <ul style="list-style-type: none"> • Formal link agreements with 6–8 local clubs (girls’ football, athletics, cricket, gymnastics, swimming, dance, disability sport). • Host ‘Come & Try’ evenings and club roadshows each term (parents invited). <p>☑ Family & Community Events</p> <ul style="list-style-type: none"> • Family Fun sessions (termly): circuits/dance/park games; signposting to low-cost local provision. • Holiday enrichment partnership places for PP/SEND. <p>☑ Communication & Signposting</p> <ul style="list-style-type: none"> • Termly PE & Sport bulletin; website hub of club links, timetables and inclusive offers. 	<p>☑ Facility hire/coach taster sessions/roadshows: £1,200</p> <p>☑ Holiday enrichment bursaries (targeted): £1,200</p> <p>☑ Comms/print/website assets: £300</p> <p>☑ Transport for community events (minibus/coach hire): £300</p> <p>☑ Subtotal KI4: ~£3,000</p>	<p>☑ Number of active club links; pupils transitioning to community participation (tracked).</p> <p>☑ PP/SEND uptake in enrichment ↑; parent satisfaction survey positive.</p> <p>☑ Attendance/engagement gains for targeted pupils.</p>	<p>☑ Multi-year MOUs with clubs; shared facilities calendar.</p> <p>☑ Parent activity ambassadors; community volunteer pathway.</p> <p>☑ Annual review of club mix based on pupil voice and local offers.</p>
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Key indicator 5: Increased participation in competitive sport

<p>Attain Silver Award in the School Games Awards and identify opportunities for participation in competitive events.</p>	<p>Active participation in competitive events. Complete application forms.</p>		<p>Increased enthusiasm for sport with children enjoying the events and experiencing success eg: pupil feedback.</p>	<p>Achieve Silver Award in School Games.</p>
<p>☑ A fully inclusive competition pathway: intra-house (KS1 & KS2), inter-school fixtures and festivals, and adapted formats for SEND and least-active.</p> <p>☑ Pupils develop teamwork, resilience, respect, officiating and leadership.</p>	<p>Intra-School (House) Sport</p> <ul style="list-style-type: none"> • Calendar of 2 events per half-term (mix of traditional and alternative sports; KS1 skill festivals). • Leader-run personal best stations and officiating training. <p>☑ Affiliation to School Sport Partnership/SGO competitions; target 10+ events across the year with balanced representation (girls, SEND, PP).</p> <p>☑ Host **inclusive festivals</p>		<p>Sporting successes shared through our newsletter, Class Dojo and school website. Children are enthused by competitive sports. Wider number of children have an opportunity to take part.</p>	<p>☑ Train pupil Officials' Academy (rules, scoring, fair play) to sustain officiating expertise.</p> <p>☑ Develop long-term community competition links (local clubs/leagues).</p> <p>☑ Build staff capacity to lead fixtures, reducing reliance on external support.</p>
<p>Participate in external competitive sports events.</p>	<p>Attendance at: School Sport 'Nottingham' events (half termly) Nottingham Forest Football Festivals/League matches (boys & girls) Bulwell Academy Nottingham Rugby Targeting different year groups half termly.</p>	<p>£2000</p>	<p>Subsidizing the cost of external led sports clubs to offer discounted rates to allow more children to access clubs.</p>	<p>After-school physical activity clubs engage more pupils in exercise and healthy movement. The specialist Sports Coach provides a much wider range of</p>

				sports specific after school clubs.
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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>

<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>		
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>		
<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>		

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?		
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Signed off by:

Head Teacher:	<i>Deborah Weaver</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah DeBarr/ Eugene Francis</i>
Governor:	<i>Ruth Palmer (Chair)</i>
Date:	