





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 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.

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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
Provision from professional PE and school Sport Support: Synergy to enhance our PE and Sport provision for all. Each Year group will have a coach from Synergy for a term, ensuring development of progression and skills throughout that term, as well as development of relationships between coach, children and staff.	Profile of sport enhanced throughout the school, for pupils, staff and parents. Targeted activities or support provided, to involve and encourage the least active children. High quality CPD for staff that will impact on the teaching as well as outcomes for children. The staff are present for all coaching sessions and can develop their own PE practice. Children are engaged in a range of sport activities. Active play encouraged during breaktimes and lunchtimes.	Synergy with us again this year, though the focus will be on Year 1 and 2.
To develop active learning throughout the day and an increase in outdoor activity. To train TA's who are lunchtime staff, in leading outdoor games and activities that actively encourage pupils to take part in physical activity in play times and lunchtimes and to enhance enjoyment of physical activity. To actively encourage children to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school, e.g. play leaders.'	More resources were purchased for the children to use at lunchtimes and playtimes. Lunch staff and TA's were engaging in play and games with the children. Increase in confidence of children as they engage, lead and develop in their play. Develop leadership skills in the children through focused, adult led activities. All children are enabled to build their confidence, resilience and teamwork skills. Resources developed and readily available, impacting on behaviour at playtime. Less incidents in the first aid book at lunchtimes, with increased staff involvement.	More training required for lunchtimes and playtimes. Children loved being Play Leaders and this was a huge success.
Health and Wellbeing curriculum days e.g. Marvellous Me Monday, Wonderful Wednesday Purchasing new equipment as required	All children to be aware of the need to have a healthy lifestyle and make the right choices regarding health and fitness. They begin to understand the importance of their health, wellbeing and happiness. There is a clear initiative and drive across the whole school and community. Enhanced activities provided on these days to develop wellbeing. New equipment purchased, including a climbing frame 'Mam Tor.'	Health and Wellbeing days to be continued as they are a huge success.
Embed physical activity into the school day through encouraging active travel to and from school and active break times.	More children travelling to school in an active way, preparing them for learning.	Continue to encourage.
Develop further teacher confidence in delivering the PE curriculum through training and develop their confidence through support to develop the skills to deliver an outstanding PE curriculum that will include, challenge and support EVERY child. Whole School and specific Subject Leader training is included.	Greater staff confidence in planning and teaching the PE curriculum. Greater pupil engagement in PE activities across the whole school. Pupil progress will develop further in terms of knowledge and skills. There will be a broader impact of real PE across the school. Lessons are successfully adapted as appropriate. All children, regardless of their ability or needs, were able to access the PE curriculum.	Excellent PE subject leader who has supported staff. Sensory circuits introduced for some children and the development of new areas, indoors and outdoors, for children of high needs was a success.

Introduce a new range of physical activities in the form of Forest Schools, to encourage more pupils to take up physical activity. Provide more and broaden the variety of extra-curricular activities in the after-school window, delivered by the school, using the outdoors.	Outdoor activities help to develop resilient, confident, independent, creative learners whilst also improving their health and wellbeing. Weekly sessions in all weathers foster resilience and creativity. Children learn how to adapt and change the way in which they tackle activities in different weather conditions. Children are encouraged to take risks, work in an area and undertake tasks outside of their comfort zone. Their confidence grows physically and emotionally. The outdoors is an open-ended resource and never fails to offer awe and wonder. This encourages motivation and creativity as it offers a huge, diverse and ever-changing supply of materials throughout the seasons. Children are encouraged to investigate, explore, think critically, manage risks, take decisions, work with others and challenge themselves.	Clubs were opened up each term to new children to ensure that more children were able to access them. A forest school questionnaire showed that 100% of the children said that they had enjoyed Forest School, 100% of families are happy that the children take part in Forest School. Feedback from staff, children and families was positive.

Key priorities and planning (2025-26)

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
Continue to develop lunchtime sport sessions /activities for children, buying more resources and equipment as required.	Lunchtime supervisors / teaching staff, trained in and lead activities, Coaches, to train and support the staff Children, as they will take part.	Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	More children meeting their daily physical activity goal and encouraged to take part in PE and Sport Activities. Less incidents and first aid at playtimes and lunchtimes.	£5,454 costs for resources
Develop further teacher skills to deliver an outstanding PE curriculum that will include, challenge and support EVERY child. Whole School and specific Subject Leader training is included.	Primary generalist teachers and the PE subject leader.	Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff more confident to deliver effective PE supporting children to undertake extra activities inside and outside of school.	£4,500 for Synergy £625 for Real PE
Provide more and broaden the variety of extra-curricular activities in the after-school window, delivered by the school, using the outdoors. Provide Forest School to all Year 1 children.	Children and their families All Year 1 children	Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	More children meeting their daily physical activity goal, and more children encouraged to take part in PE and Sport Activities.	£7,000 for staffing
To develop our element of competitive sport	Children	Key indicator 5: Increased participation in competitive sport	Increased involvement with infant schools, developing the confidence and self-esteem of our children involved.	£100 for buses as required

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
Introduce more playtime activities for children, buying more resources and equipment as required.	More resources were purchased for the children to use at lunchtimes and playtimes e.g. a climbing wall, a large construction area and a basketball net. Lunch staff and TA's were engaging in play and games with the children. More children were meeting their daily physical activity goal and encouraged to take part in PE and Sport Activities independently. The children were working together, developing skills of co-operation, turn-taking and perseverance. There were less incidents and first aid at playtimes and lunchtimes.	We are continually developing our outdoor area to improve provision for children at playtimes and lunchtimes. This includes physical activities as well as developing our calmer spaces for children to spend time in.
Develop further teacher skills to deliver an outstanding PE curriculum that will include challenge and will support EVERY child. Whole School and specific Subject Leader training is included.	Staff are more confident to deliver effective PE and use the resources for Real PE effectively and successfully. Lessons are successfully adapted as appropriate. All children, regardless of their ability or needs, were able to access the PE curriculum.	Sensory circuits have been introduced for some children and the impact of this can be seen inside the classroom and out. The development of new areas, indoors and outdoors, for children of high needs was a success.
Provide more and broaden the variety of extra-curricular activities in the after-school window, and enrichment activities, delivered by the school and external providers, using the outdoors where possible. Provide Forest School to all Year 1 children.	Children had a range of after school clubs to access e.g. yoga, multi-sport, art and dance. All Year 1 children had a comprehensive block of Forest School sessions, developing both physical skills and determination, resilience and perseverance.	Clubs were opened up each term to new children to ensure that more children were able to access them. A forest school questionnaire showed that 100% of the children said that they had enjoyed Forest School, 100% of families are happy that the children take part in Forest School. Feedback from staff, children and families was positive.

Signed off by:

Head Teacher:	Mrs Amanda Konrath
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mrs Amanda Konrath and Mrs Kat Kemal
Governor:	Dr Emile Van Der Zee
Date:	September 2025, reviewed July 2026