





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.

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
Provide CPD opportunities for staff to observe good practice staff in all year groups had have half a year CPD in teaching PE – Riley Sports.	*Teaching staff* *Pupils – as they will take part*	*Key indicator 1 – increase confidence, knowledge and skills of staff in teaching sporting activities.* *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.*	*Teaching staff will be more confident in teaching PE in their year groups, making the sessions more engaging and PE positive behaviour strategies specifically relating to PE.*	*Riley Sports* ***£3500***
REAL PE Sport Curriculum ongoing subscription	*Teaching Staff* *Pupils receiving the sessions*	*Key indicator 1 – increase confidence, knowledge and skills of all staff in teaching PE and sport.* *Key indicator 2 -The engagement of all pupils in regular physical activity*	*Pupils being taught key skills with clear progression. Children having achievable outcomes and creating a love for physical activity.*	***£700.00***
Diversify BHTP enrichment and engagement in competition – sports specialist coaching in cricket, football and travel to get to competitions. *Encouraging girls to take part after seeing a downwards trend.*	*Pupils* *Staff – being released* *Staff and children travelling to competitions*	*Key indicator 1 – engagement specifically targeted at girls.* *Key indicator 4- broader experience of a range of sports and activities.* *Key Indicator 5 – Increased participation in competitive sport.*	*Children will have the opportunity to take part in different sports with specialist coaches. This will give them a wider knowledge of potential future options.*	*Travel* *Trust Girls Power Sport* *Derby FA Affiliation* *Total* ***£460***

The Movement Curriculum is a bespoke programme designed to identify any foundational deficits centred around movement, strength and ability and provide an intervention that addresses these deficits.	*Focussed groups of pupils – year 5*	*Key indicator 4- broader experience of a range of sports and activities.* *Key indicator 3 – staff training – introduced to new ideas and strategies.*	*The 14-week curriculum encompasses a pre and post testing assessment to ensure success of the intended modalities. These include core strength, balance, co-ordination and increased fitness levels.*	
Boxercise intervention – targeted at children who need support to regulate and low self-esteem	*Pupils – opportunities to develop strategies to self- regulate* *Staff – children are able to focus more in the classroom*	*Key Indicator 3 – The profile of PE and Sport is raised across the school for whole school improvement.* *Key indicator 4 - broader experience of a range of sports and activities*	*Specialist coach to support children in developing strategies to self-regulate – positive impact on behaviour in the classroom.* *Children signed posted to local clubs to continue interest.*	*Riley Sports* ***£13020***
After school enrichment – football, multi-sports, cricket (boys and girls)	*Year 5 and 6 boys and girls* *Year 4, 5 and 6 boys and girls for cricket*	*Key indicator 4 - broader experience of a range of sports and activities*		
Midday clubs – organise and support sports games, set up sports activities and coaching midday team.	*Pupils opportunity to try out new sporting experience. Pupils take part in teambuilding and coaching sessions. Specific support in good sportsmanship qualities.*	*Key indicator 2 -The engagement of all pupils in regular physical activity* *Key indicator 4 - broader experience of a range of sports and activities*		

Cyclocross in Years 5 and 6	*Pupils can access high quality resources. Pupils learn how to cycle safely.* .	*Key indicator 2 -The engagement of all pupils in regular physical activity.* *Key Indicator 3 – The profile of PE and Sport is raised across the school for whole school improvement.* *Key indicator 4- broader experience of a range of sports and activities*	*Specialist coaching - children given opportunity to learn cycle and learn skills.*	*£120 Bike hire* ***£1400*** *Mercury Sports – repairs to tyre park and MUGA etc* ***OVERALL SPEND £19,200***

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
REAL PE Sport Curriculum ongoing subscription	*Teaching shows clear progression of skills as a result of following scheme. Children are building on previously taught skills and are engaged with learning.*	*Teachers are using REAL PE planning*
Diversify BHTP enrichment and engagement in competition – sports specialist coaching in cricket, football and travel to get to competitions.	*Children have been able to attend more competitions and specialist coaching sessions. A range of children have been attending sports clubs.*	*Cricket for year 4, travel for netball and football. Children have enjoyed visiting other schools.* *This will continue next year*
Outdoor provider to support with lunchtime provision and the development of the midday supervisor team.	*More children are taking part in active lunchtimes. Supervisors have a range of games and sporting activities for the children. More children are meeting the daily physical recommendations and behaviour during break and lunchtimes have improved.*	

Boxercise intervention and KS1 regulation intervention – targeted at children who need support to regulate	*Children show improved ability to regulate when they are struggling within sessions.*	*This has supported children in developing confidence and given strategies to enable them to self-regulate*
Cyclocross to work in year 5 and 6	*Children enjoyed the session and showed improvement in their development of skills.*	*Children look forward to taking part in this activity.*
Coaching teaching staff in the delivery of PE, behaviour strategies related to PE and building confidence.	*Each year group has half a year coaching support. Staff are more confident in their delivery of PE and have more awareness of how to build upon skills and teach skills in an engaging way.*	*Children have enjoyed having a bigger range of activities and having sessions taught by the coaches.*

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?	19%	*Swimming is going to be moved to a lower year group so catch up sessions can be organised more easily.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	19%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	19%	
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?	N/A	.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	*Staff have had the opportunity to develop their knowledge and confidence in swimming and water safety by observing these sessions being taught by specialists.*

Signed off by:

Head Teacher:	*Mrs McNeil*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Helen Deans PE Lead*
Governor:	*Lindsey Clarke*
Date:	*17.07.26*