



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated July 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 2025.**

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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Sport sessions/activities for pupils. Organise after school clubs for pupils. Both of these will focus on sporting competitions Fee payments to join local leagues and sporting competition membership. CPD for teachers.	25% of children have attended a sports club after school delivered by First Sports. 48% of children in KS2 have had the opportunity to participate in a sporting competition and represent their school. Lunchtime playground sports has developed engagement in sports and has supported the children to be ready for sports competitions. CPD for teachers has been tailored to the needs of the staff and has provided staff with support and confidence in teaching PE	Continue with Sports clubs - work with First Sports to vary the clubs on offer from this year. Develop lunch clubs to coach new sports leaders in 24/25. Continue fee payments and the opportunity for children to enter sports competitions.

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
<p>Introduce lunchtime sport sessions/activities for pupils.</p> <p>Organise after school clubs for pupils.</p> <p>Both of these will focus on sporting competitions</p> <p>Fee payments to join local leagues and sporting competition membership.</p>	<p>Coaches - as they need to lead the activity.</p> <p>Sports Leaders (pupils) they need to learn from sports coaches.</p> <p>Pupils – as they will take part. Parents as they will have to collect children later after clubs.</p> <p>.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£3240 costs for additional coaches to support lunchtime and after school sessions.</p> <p>£2386 fee payments</p>

CPD for teachers.	<p>Primary teachers.</p> <p>Sports coaches delivering CPD to staff.</p> <p>Access to National College</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p>	<p>£13,130 for 10 teachers to undertake CPD.</p>
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Key achievements 2024-2025

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 lunchtime sport sessions/activities for pupils / organise after school clubs for pupils.	Learners have more opportunities to be active during the school day, contributing to the recommended 30 minutes of physical activity in school. This helps tackle sedentary behaviour and supports healthier lifestyles. Mixed-ability and multi-year group activities encourage cooperation, communication, and teamwork. Pupils develop confidence and resilience through sport in a supportive environment. Children who may not usually take part in competitive sport outside of school have the opportunity to engage in fun, low-pressure physical activity. This has been especially beneficial for less active learners	
Fee payments to join local leagues and sporting competition membership.	Membership in local leagues and sporting associations has enabled more pupils to represent the school in structured competitions. This includes a range of sports such as football, athletics, netball, and multi-skills events. Learners develop essential life skills such as teamwork, resilience, respect, and communication through regular match play and tournament experiences. Representing the school provides a sense of pride and accomplishment. Learners are motivated to train, improve, and maintain a commitment to sport, both in and out of school.	

CPD for teachers.	Targeted CPD has equipped staff with a deeper understanding of PE pedagogy, progression, and inclusive practice. Staff report feeling more confident in delivering engaging and structured PE lessons across a range of sports. PE lessons are now more consistent across classes and key stages. Teachers are delivering high-quality sessions with clear objectives, effective scaffolding, and increased learner engagement.	
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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?	65%	<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]?	85%	<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>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>Use this text box to give further context behind the percentage.</i>
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	All lessons are delivered by trained swimming instructors at the pool. Staff in Year 4 support the children poolside during these lessons so receive knowledge through observing the swimming coaches at the pool.

Signed off by:

Head Teacher:	<i>Kerry Mason</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Amy Cox PE Leader</i>
Governor:	<i>Duncan Shaw (Chair of Governors)</i>
Date:	10/06/25