

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from the previous year, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2026. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2025/2026	£ 18,750
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0
Total amount allocated for 2025/26	£ 18,750
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026	£ 18,750

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. 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 2026. Please see note above	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/26		Total fund allocated:		Date Updated:	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					7%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
Ensure all children have access to high-quality equipment and opportunities for physical activity at playtimes and in lessons.	Purchase of new equipment to support teaching and learning of PE; provision of new play equipment to encourage balance, agility, and coordination; targeting vulnerable children, particularly those with SEND.	£700	Pupils have greater opportunities to participate actively at break times, increased enjoyment and participation levels observed, improved balance and coordination. Review: Staff have successfully embedded physical activity throughout the school day by incorporating movement into classroom learning, making greater use of outdoor spaces and providing regular opportunities for active play and movement. Teachers have also ensured that PE lessons are inclusive, adapting activities and providing appropriate support so that all pupils can participate and experience success. As a result, pupils have benefited from increased opportunities to be physically active beyond timetabled PE lessons, leading to higher levels of participation, engagement and enjoyment. The		Equipment is durable and will continue to be used in future years; continue to monitor use and replenish when needed.

			consistent focus on inclusion has helped pupils to develop confidence in their physical abilities, foster positive attitudes towards physical activity and ensure that all children can access and enjoy PE regardless of their starting point or additional needs.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve behaviour of pupils across the school and raise aspirations through engagement in a wide variety of sports.	Sports workshops and themed sporting events across the year.	£2,000	Children exposed to new sports, improved engagement and motivation in class, positive behaviour observed. Review: Staff consistently reported that PE has had a positive impact beyond physical development, particularly in developing pupils' confidence, resilience and engagement. Teachers observed that pupils are increasingly willing to persevere when faced with challenges, apply the skills and knowledge learnt in PE to other curriculum areas, and demonstrate greater teamwork and collaboration. Staff also highlighted that PE provides opportunities for children who are less academically confident to experience success and excel, helping to build self-esteem and encourage a positive	Continue to build on links with external providers and plan annual sports events.

			attitude towards learning. Baseline fitness testing by Progressive Sports gave pupils a measurable starting point and inspired them to improve their performance. Children became more motivated to challenge themselves, celebrate personal progress and engage positively in PE lessons and after-school clubs. Several staff noted improvements in pupils' willingness to take risks, resilience when learning new skills and overall wellbeing. Children have become more confident when participating in workshops and PE lessons, while the emphasis on inclusion has ensured all pupils have opportunities to achieve success and develop a positive relationship with physical activity. This has contributed to improved engagement, confidence and participation across the school.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 78%
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide high-quality PE teaching through staff CPD and support from external providers.	Progressive Sports company provides weekly PE lessons for all children (except Year 5), while supporting teachers to develop skills and confidence in delivery.	£14,820	Teachers gain increased confidence and subject knowledge; pupils benefit from an additional specialist PE session each week; increased participation and skill progression.	Teachers continue to apply knowledge gained from CPD; establish long-term progression documents for PE across the school.
Staff have a clear understanding of the expectation of delivering the PE curriculum.	CPD for staff given, either provide externally or internally.	£320	Review: Staff reported a noticeable increase in their confidence, knowledge and expertise when teaching PE over the course of the year. Many highlighted	

			that progressive planning, appropriate scaffolding and the support of the PE Lead and external coaches had strengthened their subject knowledge and improved the quality of PE lessons. Staff also valued observing specialist coaches and sharing good practice, enabling them to develop new teaching strategies and feel more confident delivering a broad and engaging PE curriculum. As staff confidence has grown, they have been better equipped to deliver high-quality PE lessons that meet the needs of all pupils. This has resulted in more effective teaching, greater consistency across the school and improved learning experiences for children. Comments from teachers include: <i>'working with the Progressive Sports coach has been great to watch them and learn from them'</i> and <i>'using Progressive Sports has improved my knowledge'</i>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation: 2%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Provide children with opportunities to try new sports and activities beyond the core PE curriculum.	After-school clubs and taster sessions run by external coaches.	£450	Pupils are introduced to new sports, increasing confidence and enthusiasm; higher numbers attending after-school clubs. Review: Pupils have been introduced to a wider range of sports through activities such as dance workshops, skipping workshops, Drumba and alternative PE	Develop staff capacity to lead new sports clubs internally.

			experiences. As a result, many pupils have shown greater confidence in trying new activities, and participation in after-school clubs has increased, with more children regularly attending and engaging enthusiastically. The skipping workshop has had a lasting impact on pupils' physical activity levels, with significantly more children choosing to skip independently during playtimes. This has encouraged active play, improved coordination and increased participation in daily physical activity. Teacher comments include; <i>'there has been lots of workshops – the children have really benefitted from them!'</i> and <i>'the children in enjoyed skipping and dance as it is an experience they normally wouldn't have'</i>.	
Children to experience different PE skills – provided by Progressive Sports.	Progressive Sports company provides weekly PE lessons for all children (except Year 5), while supporting teachers to develop skills and confidence in delivery.	Included in the £14,820	Review: Throughout the year, pupils have benefited from a wide range of enrichment opportunities, including skipping workshops, dance workshops, climbing wall for year 6, Drumba sessions and specialist sports coaching. These experiences have exposed children to activities they may not otherwise have accessed, allowing them to discover new interests, develop new skills and showcase their talents beyond the PE curriculum. The variety of activities has also increased pupils' enthusiasm and engagement in physical activity. These opportunities have broadened pupils' sporting experiences, encouraged them to step outside their comfort zones and increased their willingness to participate in new activities. As a result, pupils have developed greater confidence, improved physical skills and a more positive attitude towards leading active, healthy lifestyles.	

			PE enrichment has successfully increased participation among disadvantaged pupils. More than half of those attending KS1 Multi Sports (69%), KS2 Multi Sports (54%) and Year 5/6 Football (61%) were disadvantaged, with 42% of Year 3/4 Football participants also from disadvantaged backgrounds. This demonstrates that extracurricular sporting opportunities are effectively reaching pupils who benefit most, helping to improve physical activity levels, confidence, social interaction and inclusion beyond the school day.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase pupil participation in competitive sport at inter- and intra-school levels.	Entry into local competitions; transport and staffing for events.	£460	More children representing the school; sense of pride and teamwork developed; improved sporting achievements. Review: Pupils have benefited greatly from the wide range of competitive sporting opportunities available this year. Through Progressive Sports class competitions, Sports Day and football fixtures against other schools, children have developed confidence, teamwork, resilience and good sportsmanship. These experiences have encouraged pupils to challenge themselves, persevere when faced with difficulties	Continue to enter competitions and build competitive opportunities into school calendar.

			and celebrate both individual and team successes. Representing the school in competitive events has given many children a real sense of pride and achievement, while regular opportunities to compete have increased motivation, participation and enthusiasm for PE. Many pupils have become more willing to step outside of their comfort zones, support one another and approach competition with a positive attitude. With regards to football, regular participation in football fixtures has provided pupils with meaningful opportunities to experience competitive sport, applying the skills learned in PE lessons in a competitive environment. Playing approximately 10 league matches and finishing third in the local league has developed resilience, teamwork, confidence and sportsmanship, while increasing pupils' pride in representing the school.	
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Head Teacher:	Jacqui Trowsdale
Date:	14.07.26
Subject Leader:	Nicole Milner
Date:	29 th June 2026
Governor:	
Date:	