



# 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 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.

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

Activity/Action	Impact
Improving the physical literacy equipment in EYFS and Y1.	This helped improve the physical literacy of the younger pupils. Teachers have been able to concentrate on different activities that improve fine and gross motor skills.
Further increase the number of children competent at cycling	Last year, the children have had many more opportunities to cycle and learn how to cycle during the school day. In year 6, 96.4% of the children were able to competently ride a bike before the end of the year.
Raise the profile of school sport through an awards ceremony	Children received awards for their attitude and application as well as their attainment. It gave some children, who are not usually recognised for their sporting prowess, the opportunity to receive an award for their efforts. The guest speaker – an England FA disability coach – gave an amazing speech, which our children would have been inspired by.
Increased engagement in a wider range of sports	Basketball posts were purchased to increase participation in basketball at playtimes and there was an opportunity for Y4 to experience skateboarding.

# Review of last year's spend and key achievements (2024/2025)

## 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
Staff CPD	PE leads	Key Indicator 2 and 3	In March, PE conference attended by coordinators. There were many different topics covered such as wet play games, various sports and improving the use of sports premium. This has upskilled the leaders and has allowed them to take ideas away from the event. Some ideas will be implemented in 25-26.	£350
Active Playtimes	Pupils	Key Indicator 1 and 4	For the whole year, Active8 have been setting up games during lunchtimes to work with different year groups and increase physical activity levels. Different groups of children have been targeted such as SEN and inactive groups. This has led to some sedentary children participating in sport more frequently.	£2,340

Let's Dance		Key Indicator 2	T-shirts for the event were purchased so that the children could represent the school in the event.	£256.25
Sports Award Ceremony	PE leads  Pupils	Key indicator 1, 2 and 5	The sports ceremony has helped raise the profile of PE and sport across the school, celebrating both individual and team achievements. This year, we welcomed a guest speaker who inspired pupils with their journey in sport, further motivating children to aim high and stay active. The ceremony recognised not only talent, but also effort, teamwork, and personal improvement, ensuring all pupils felt included and valued. It created a strong sense of pride and community, encouraging greater participation. As an annual event supported by staff, pupils, and families, it is now a sustainable celebration of sporting success.	£1,124

Equipment for PE	Teachers  Pupils	Key Indicators 1 and 4	Investing in new PE equipment has had a positive impact on the quality and variety of physical education across the school. Staff are now able to deliver a broader, more engaging curriculum that meets the needs of all pupils. The updated equipment has improved lesson delivery, encouraged more active participation, and supported the development of key skills in different sports. It has also enabled greater inclusion, with suitable resources available for all abilities. This investment is sustainable as equipment is maintained and stored correctly, and staff are trained to use it effectively, ensuring long-term benefits for both teaching and learning.	£3238.07
EYFS Equipment	Teachers  Pupils	Key Indicators 1 and 4	PE and Sport Premium funding was used to purchase specialist equipment to support the development of gross and fine motor skills in our Reception children. New resources, including	£907.94

			balance equipment, climbing apparatus, and fine motor tools (such as grip-strength toys, tweezers, and threading sets), were introduced to daily provision. These helped improve coordination, control, and confidence in physical movement. As a result, staff observed greater engagement in physical activity, improved pencil grip and hand strength, and enhanced readiness for early writing and PE tasks. Targeted children made significant progress against the physical development Early Learning Goals.	
Swimming Top up sessions	Pupils	Key Indicator 1	Additional swimming lessons (top-up sessions) for Year 6 pupils who had not yet met the national curriculum requirements by the end of their core swimming block. These targeted sessions focused on improving stroke technique, stamina, and water safety, including self-rescue skills. As a result, 56% of pupils made measurable progress, with	£2,989

			45% of the Year 6 cohort now able to swim at least 25 metres and use a range of strokes effectively.	
Skateboarding	Teachers  Pupils	Key Indicators 1 and 4	Introducing skateboarding as part of our PE offer has had a hugely positive impact on pupil engagement and enthusiasm for physical activity. It provided a fresh, exciting challenge that appealed to a wide range of pupils, including those who are less interested in traditional sports. The sessions helped build balance, coordination, and resilience, while also encouraging risk-taking in a safe, structured environment. Specialist instructors supported staff to deliver sessions confidently, and equipment was purchased for ongoing use. As a result, skateboarding is now embedded within our wider curriculum, offering a sustainable, inclusive activity that continues to inspire pupils to stay	£3,240



			active.	
Children experiences	Pupils	Key Indicators 1 and 4	The continuation of JOLF has diversified our enrichment, engaging pupils in a non-traditional sport that focuses on coordination, focus, and self-discipline. This has particularly appealed to pupils who are less engaged by team-based sports. Sussex cricket also came in so that all students could experience cricket sessions.	£599
Cycling maintenance and new helmets	Pupils	Key Indicator 1 and 4	By maintaining our fleet of school bikes, we have ensured pupils continue to access cycling sessions, promoting physical fitness, balance, and cardiovascular health through an engaging, sustainable activity.	£438
School games membership		Key Indicator 1, 4 and 5	This has enabled our pupils to take part in a wider range of School Games events, significantly increasing opportunities for all children to experience	£150

			competitive sport in a supportive environment. Access to School Games competitions has boosted pupil motivation and pride, giving them goals to work toward in PE lessons and promoting positive sporting attitudes such as teamwork, determination, and respect.	
Football Club		Key Indicator 1, 4 and 5	This year, PE and Sport Premium funding was used to purchase membership to the local football league, as well as new footballs and goalposts. This investment significantly enhanced our school's football provision. As a result, more pupils had the opportunity to represent the school in competitive fixtures, increasing team participation by over 50%. The new equipment allowed us to run regular, high-quality training sessions and intra-school tournaments, boosting pupil engagement, teamwork, and physical activity. Pupil voice feedback highlighted increased enthusiasm for school sport, especially	£502.29

			among KS2 boys and girls, and staff reported improved skill development and behaviour during PE lessons and after-school clubs.	
Sports Day		Key Indicator 2, 4 and 5	Funding was used to purchase medals and certificates for Sports Day, helping to raise the profile of physical activity across the whole school. The inclusion of awards for participation, effort, and achievement encouraged all pupils to engage fully, regardless of ability. This helped to foster a positive sporting culture, celebrate individual success, and boost confidence and motivation. Staff and parental feedback noted an increase in pupil pride, teamwork, and enthusiasm for future sporting events.	£407.45
Transport		Key Indicators 4 and 5	Funding was used to cover transport costs to a range of inter-school sports competitions and festivals. This enabled pupils from all year groups to participate in events they would not have otherwise been able to attend due to financial	£2,958

			<p>or logistical barriers. As a result, pupil participation in competitive sport increased significantly, with more children representing the school and developing skills such as teamwork, resilience, and sportsmanship. The experience also helped raise aspirations and promoted a strong sense of school pride.</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
Sports Awards Ceremony	The sports ceremony has helped raise the profile of PE and sport across the school, celebrating both individual and team achievements. This year, we welcomed a guest speaker who inspired pupils with their journey in sport, further motivating children to aim high and stay active. The ceremony recognised not only talent, but also effort, teamwork, and personal improvement, ensuring all pupils felt included and valued. It created a strong sense of pride and community, encouraging greater participation. As an annual event supported by staff, pupils, and families, it is now a sustainable celebration of sporting success.	The special guest really inspired the children with their motivational style. It was fantastic for our children to meet a previous athlete. This event really raises the profile of school sport and gives children the opportunity to showcase their sporting success over the year.
Active playtimes	For the whole year, Active8 have been setting up games during lunchtimes to work with different year groups and increase physical activity levels. Different groups of children have been targeted such as SEN and inactive groups. This has led to some sedentary children participating in sport more frequently.	Targeting certain groups of children has been a challenge in the past so to be finally able to do this has been a massive success.



## 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?	45%	This percentage was at 32% due to many children not being able to swim prior to the swimming lessons in year 5. This number has risen to 45% due to top-up swimming sessions, which have helped the children enormously with their confidence in the pool. More children had partaken in swimming outside of school between year 5 and 6, which also helped increase this number.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	45%	The top-up sessions focused on improving the strokes of the children and all of the children who were able to swim 25m were also able to show competency in using a range of strokes too.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	65%	These are the children who were not in the shallow group during top-up sessions. Lots of children did not have lots of water confidence or swimming skills. This is due to a lack of experience in the swimming pool.
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	The children who have not reached NC standard in year 5 have had the opportunity to do top up sessions in year 6. They did a six week course and it has brought up the percentage of N/C students from 32 to 45%. This is something that we will continue to do each year to drive up the percentage of swimmers who are competent.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	No but this is something that the school may look into doing in the future. The waders staff are used to teach swimming lessons at the moment.

Signed off by:

Head Teacher:	Luke Lording
Subject Leader or the individual responsible for the Primary PE and sport premium:	Joe McCusker and Jamie Crellin – PE coordinators
Governor:	<i>(Name and Role)</i>
Date:	23/07/25