

A collage of three photographs: a young boy in a blue t-shirt reaching for a green coiled ring, a group of girls in blue hoodies running on a track, and a boy in a red sweatshirt and red helmet playing a sport on a mat.

The Primary PE and sport premium

Planning, reporting and evaluating website tool

2025/2026

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 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.

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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
Activity	Impact	Comments
PE platform to support PE delivery and staff CPD	Improved staff confidence and quality of PE teaching	Staff have ongoing access to high-quality planning and CPD videos, supporting consistent, progressive PE delivery and enabling new staff to upskill quickly.
Purchase of sports equipment to maximise participation and widen sports	Increased participation in PE, clubs, and competitions	Improved equipment ensures all pupils can take part fully in lessons, clubs, and competitions, increasing physical activity levels and skill development.
Playground remarking	Increased physical activity at playtimes and lunchtimes	Children are active for longer periods during the school day, with a wider range of games and activities accessible to all pupils.
Competitive sport (including transport and staffing)	Increased participation in competitive sport	Pupils compete across a range of sports within the local borough and ATT, developing teamwork, resilience, and pride in representing the school.
Residential – outdoor and adventurous activities	Broader experience of physical activity	Pupils experienced activities such as canoeing, archery, and abseiling, building confidence, resilience, teamwork, and enthusiasm for physical challenge.
Wider range of sporting clubs (lunchtime, after school, targeted interventions)	Increased engagement in regular physical activity	More pupils are able to access clubs, develop interests and talents, and increase weekly activity levels.
Extended swimming offer (Nursery–Year 2)	Improved long-term swimming outcomes	Early swimming access supports confidence and skill development, increasing the likelihood that pupils meet age-related expectations by the end of Year 6, particularly where families do not access swimming outside school.

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Key priorities and Planning

Funding approximately £17470

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>Provide high-quality PE CPD for teachers in Years 1–6 through a structured programme delivered by Little Athletes, focusing on improving subject knowledge, confidence, and delivery of PE lessons and 2 weekly after school club provision until the end of the academic year.</p>	<p>All pupils in Years 1–6; teaching staff</p>	<p>Improved quality of teaching and learning of PE for all pupils</p> <p>Increased teacher confidence</p> <p>High levels of pupil engagement and participation</p> <p>Pre and post assessment outcomes show progress for all</p>	<p>The impact of this investment will be sustained through a CPD-first approach. Staff in Years 1–6 will develop the knowledge, skills, and confidence to deliver high-quality PE independently through in-class coaching and modelling from Little Athletes. Planning structures, warm-ups, progressions, and assessment approaches introduced during the programme will be embedded into whole-school PE practice. Over time, reliance on external providers will reduce as staff expertise increases, ensuring consistent, high-quality PE provision beyond the Sports Premium funding period at no additional cost.</p>	<p>£6500</p>
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Purchasing of PE platform to support the delivery of PE and staff CPD – Get Set 4 PE.	Teaching staff and all pupils	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>All teaching staff accessed the PE scheme to support their planning and delivery throughout the year. As a result, the quality of PE provision improved, with lessons being more structured, progressive, and inclusive. Staff reported increased confidence and subject knowledge, which directly contributed to higher quality physical education experiences for pupils.</p>	Total £1700

			<p>To ensure sustainability, staff will continue to have access to high-quality planning materials and CPD videos embedded within the scheme. This ongoing support will maintain consistency in lesson delivery, enable staff to refine their practice, and allow new staff to upskill quickly. The investment in this scheme ensures long-term capacity building within the teaching team, promoting a sustained culture of high-quality PE across the school.</p>	
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<p>To provide top-up lessons to children to swimming lessons in Year 6 ensuring the maximum number of children, who leave at the end of KS2, can swim.</p>	<p>Pupils in Y6.</p>	<p>Key indicator 2- Engagement of all pupils in regular physical activity.</p> <p>Key indicator 5- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2- every child should leave primary school able to swim</p>	<p>We want all Year 6 pupils to leave primary school able to swim at least 25 metres, meeting national curriculum expectations with confidence and competence. To achieve this, we aim to provide targeted top-up swimming lessons that build essential swimming skills, water confidence, and water safety awareness for those who need additional support. We want to continue working closely with local swimming providers to deliver high-quality, inclusive sessions. By assessing pupils' needs early, we can ensure that every child has equitable access to swimming provision and the opportunity to succeed by the end of Key Stage 2.</p>	<p>Total £2900</p>
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<p>To increase the number of competitive opportunities for pupils, including the use of transport</p>	<p>Pupils from Y3-Y6.</p>	<p>Key indicator 2- Engagement of all pupils in regular physical activity.</p> <p>Key indicator 4- Increased participation in competitive sport.</p>	<p>Children have begun to take part in competitive sports across a range of sporting activities, both within the Stoke-on-Trent borough and across the ATT Trust. Participation in these events promotes teamwork, resilience, sportsmanship, and a sense of pride in representing the school, contributing positively to pupils' physical and personal development.</p> <p>A calendar of sporting events is developing to support regular opportunities for inter-school competition. Continued collaboration with local schools and the Trust will support sustained participation, while staff commitment to organising and accompanying pupils will help embed a culture of competitive sport as part of our wider curriculum offer.</p>	<p>Total £1500</p>
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To increase the recognition of children's successes outside of school.	All pupils	<p>Key indicator 4- Increased participation in competitive sport.</p> <p>Recognition, reward and celebration to motivate all pupils to participate in competitive sport.</p>	£200
Ensure enough equipment for all children to participate in PE lessons and competitive sports (football goal posts, netball stands and replacement of old equipment for PE and competitions.	KS1 & KS2 equipment	<p>Key indicator 4- Increased participation in competitive sport.</p> <p>Key indicator 2- Engagement of all pupils in regular physical activity.</p>	<p>Children will have access to equipment, will be able to use the equipment in PE, after school clubs and in competitions. Thereby, being able to receive teaching for how to do football skills, practice them and work on skill.</p> <p>Total £1600</p>

<p>Y6 Residential To enhance understanding of alternative sports by attending a residential that provides this offer. Provide a significant contribution, so all can attend and to fund transport.</p>	<p>Year 6 Pupils</p>	<p>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2- Engagement of all pupils in regular physical activity.</p>	<p>All children will have had the opportunity to access and participate in a residential visit designed to broaden their experience of alternative and outdoor adventurous sports. This has enhanced pupils' understanding of physical challenge, teamwork, and resilience in unfamiliar environments. Pupil voice reflects increased awareness, enjoyment, and enthusiasm to further engage in these types of activities, which are not typically available within the school setting.</p> <p>By providing significant financial contributions, including fully funded</p>	<p>Total £3000</p>
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			<p>transport, the school has ensured equitable access for all pupils. Moving forward, residential experiences will continue to be planned as part of the school's wider curriculum offer. Funding will be prioritised annually to support inclusion, with ongoing use of pupil voice to shape future provision and ensure that the experiences remain relevant, engaging, and impactful.</p> <p>.</p>	
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			<p>delivery across year groups, enriching the PE and wider curriculum offer.</p> <p>.</p>	
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			<p>delivery of engaging outdoor learning experiences that promote physical development, resilience, problemsolving, teamwork, and a deeper connection with the natural environment. All pupils will benefit from planned, regular access to outdoor learning opportunities that extend beyond the classroom. Forest School sessions will enhance well-being, support personal development, and foster independence in a purposeful and stimulating setting.</p> <p>Having a trained Forest School practitioner within the academy builds</p>	
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			long-term internal capacity and reduces reliance on external providers. The staff member will be able to lead sessions, train colleagues, and contribute to curriculum planning, ensuring that Forest School becomes a sustained and embedded part of the school's enrichment and physical activity offer. .	
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Key achievements 2045- 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
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<p>To raise the profile of PE across the school, to support whole school development and engagement through adventurous days.</p>	<p>Pupils in Years 3, 4, and 5 participated in adventure days at external venues such as Clip and Climb and Ninja Warrior. These experiences offered opportunities to develop resilience, confidence, teamwork, and physical coordination through activities not accessible within the school environment.</p> <p>The impact of these days was clear: pupils engaged in physical challenges that extended beyond their usual experiences, helping to build self-esteem, encourage risk-taking in a safe environment, and promote physical and mental well-being. These opportunities also fostered stronger peer relationships and supported personal development, aligning with our wider curriculum intent.</p>	<p>To ensure sustainability, we are committed to embedding an annual adventure day for each year group as part of our enrichment offer. From 2025/2026, pupils will access a range of experiences such as canoeing, climbing, and high ropes—broadening their horizons and ensuring equitable access to outdoor and adventurous activities. We will continue to review partnerships with local providers to ensure both value for money and high-quality provision.</p>
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	<p>Year 6 pupils have been provided with top-up swimming lessons to ensure the highest possible number leave primary school able to swim at least 25 metres. These targeted sessions have supported pupils in developing essential swimming skills, water confidence, and water safety awareness. As a result, a higher percentage of children are meeting the national swimming requirements by the end of Key Stage 2.</p>	<p>We can continue to prioritise targeted swimming interventions in Year 6. Continued partnership with local swimming providers, combined with timely assessment of pupils' needs, will ensure that future cohorts have equitable access to lessons and the opportunity to meet end-of-key-stage expectations in swimming</p>
<p>Y6 Residential To enhance understanding of alternative sports by attending a residential that provides this offer. Provide a significant contribution, so all can attend and to fund transport.</p>	<p>Top-up swimming lessons have supported Year 6 pupils in developing essential swimming skills, water confidence, and an understanding of water safety. As a result, a higher proportion of pupils are now able to swim at least 25 metres, meeting the national curriculum expectations by the end of Key Stage 2. These targeted interventions have not only improved swimming proficiency but also built pupils' self-esteem and resilience in a new learning environment.</p>	<p>To maintain and build on this progress, it will be important to continue early assessment of pupils' swimming ability, enabling targeted support to be put in place where needed. Sustained partnerships with local swimming providers will ensure consistent, highquality delivery.</p>

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

Swimming outcome / question	Current Year 6 outcome	Evidence of progress	Impact narrative
Percentage of pupils able to swim competently, confidently and proficiently over at least 25 metres	62%	September baseline: 15% End of Year 6: 62%	Significant progress from a September baseline of 15% . Targeted provision and top-up sessions enabled the majority of pupils to meet the National Curriculum expectation. Pupils with high anxiety developed water confidence and foundational swimming skills, even where the 25m benchmark was not fully met.
Percentage of pupils able to use a range of strokes effectively (e.g. front crawl, backstroke, breaststroke)	58%	58% able to use multiple strokes and complete National Swimming Award elements	Pupils demonstrated improved technique, stamina, and confidence across multiple strokes. Structured teaching and repetition supported pupils in completing elements of the National Swimming Awards and developing overall swimming proficiency.
Percentage of pupils able to perform safe self-rescue in different water-based situations	54%	54% pupils able to demonstrate safe self-rescue strategies	Focused teaching on water safety increased pupils' awareness, confidence, and ability to respond appropriately in a range of water scenarios, supporting essential life skills beyond school.
Use of Sport Premium for top-up swimming sessions and staff CPD	Yes	Additional swimming sessions delivered; staff CPD completed	Additional swimming sessions were provided for pupils who did not meet expectations through core lessons. Staff CPD improved confidence and subject knowledge, strengthening delivery and ensuring sustainability of swimming and water safety provision in future years.

the National Curriculum programme of study

Signed off by:

Head Teacher:	Sara Bloor
Subject Leader or the individual responsible for the Primary PE and sport premium:	James Haley
Governor:	Iain McDonald
Date:	23/07/2025