



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.

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
- As part of the Outwood Together group, we have part-funded the cost of a sports coordinator(ACE Sports). -We have participated in a range of tournament Together – budget was allocated from budget. -Worked with ACE Sports covering coordinator release in school. - Employed a yoga specialist to carry out yoga sessions. -Purchased new equipment where needed and	- Opportunities for teachers and TAs to watch PE coaching sessions. - Children have the opportunity to engage with sport in a competitive manner. - Children receive lessons from specialised coaches for an extended amount of time allowing time to aid progress and enjoyment of the sport. - From pupil voice, it is evident that children are feeling calmer after attending a yoga session.	

where gaps in equipment have been identified. - The coach is paid for to transport children to swimming lessons. -Afterschool clubs have been held this year, led by ACES, external organisations and teachers. -Sports day was held in the Summer term -Year 5 competed in a triathlon - PE strands and a lesson overview was created to ensure consistency which was delivered in staff meeting as CPD.	- Resources and available and utilised to enhance learning and progression. - Children have the opportunity to develop their swimming techniques over the course of a year. - Children have the opportunity to take part in a range of different sporting activities. - All children had the opportunity to develop their ability in physical activity in a fun and supportive environment.	
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Key priorities and Planning

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
Continue to ensure that children are enthusiastic about the playtime sheds.	The children, lunchtime supervisors and teachers.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Children can access a range of equipment to facilitate sporting activity during playtimes. Behaviour improvement as children will be occupied with equipment.	<i>Budget from resources (total £1500)</i>

Offer children different after school clubs across both Key Stages to increase opportunities to develop a healthy and broad range of skills/interests to help achieve a healthy lifestyle. This will also allow opportunities for children to prepare for upcoming tournaments.	PE Lead – CH, teachers running sessions, external organisations and junior leaders.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.	Increased participation and engagement in after-school clubs. teams where this links with tournaments are more prepared to succeed against other schools. By subsidising the costs, the clubs are accessible to children of all backgrounds. Plan out a yearly timetable for after school activities which focus on the children's interests (publish this in school, out to parents and on the website). The After School Club questionnaire feedback can be used to plan these clubs. After school clubs run by a range of companies. Subsidise club costs to help increase uptake. This includes fully subsidised for PP children. Keep a register of participants. For the spring term onwards, look into having	£2340 (covered by parents) Self-running
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Continue to develop the use of assessment in school.	PE Lead – CH and all teachers of PE	Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	more After School Clubs that include Reception. Children are assessed individually and more thoroughly. Children are shown clips of themselves in lessons and can discuss improvements for the future.	
As part of developing knowledge of 'Healthy and Active Lifestyles', maintain and develop the 'Tuck Shop' at playtimes, run by the School Council.	School Council	Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	Children will be encouraged to eat more healthily, KS2 children will have access to fruit at playtime.	Self-running
Utilise sports coaches (ACEs)/teachers effectively to develop staff.	All teachers of PE	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Understand how sports/fitness can impact people's lives. Increased participation and engagement.	£7020 (ACEs)

Ensure that children participate in a range of sports in the PE curriculum and are engaged in doing so.	PE Lead – Planning All teachers of PE	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Opportunities for teachers and TA's to watch PE coaching sessions. ACE Sports staff to be used as an extra resource to develop PE and health in school Create a questionnaire to assess which area teachers feel that they lack confidence in, do the same at the end of the year.	
Continue to update PE equipment in school when needed.	Pupil voice – CH	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children access different sports and learn the rules etc in doing so. Sports equipment is always the most up to date that it can be. Children have access to the best sports equipment in PE	£1500 for equipment

Ensure that children participate in a range of sports following the Outwood Together competition timetable	ACEs, outwood together cluster, PE lead – CH	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	lessons and after school clubs. Children have access to the best equipment for each sport and this is explicitly organised into sheds Children develop the skills and knowledge required to participate within the specific sporting area	£900 to Outwood Together Coordination
Develop the skills of higher-ability children to become more competitive in tournaments	CH to work with Development Squads, timetabled in assembly time	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children develop teamwork and communication skills when participating in sporting areas Children can develop skills in different sports and get more fine-tuned coaching to suit their ability.	£1000 (cost of transport)

Outdoor Learning	Teachers to liaise with specialists to ensure learning is relevant, enjoyable and creates a positive impact.	Key indicator 1: The engagement of all pupils in regular physical activity.	Children develop their love for learning as well as a love for the outdoors. Learning is memorable and creates a long-lasting impact.	£1500
Yoga taught by a specialist yoga instructor	CH to monitor the learning of yoga and continue to of the effects yoga has via pupil voice.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	From pupil voice, it is evident that children are feeling calmer after attending a yoga session.	£5700

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

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?	93%	<i>Children enjoyed developing their ability in swimming. At the beginning of the year 6 children of the 30 were unable to swim and were very unconfident in the pool.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	97%	<i>Most children are confident and able to use a range of strokes to travel in water.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>Due to absents and some children feeling unconfident in the water, not all children are able to perform safe self-rescue in different water based situations.</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	

Signed off by:

Head Teacher:	<i>Tony Palin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Chloe Hazell</i>
Governor:	<i>(Name and Role)</i>
Date:	08/12/2025