



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 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.

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
<p>To maintain the Platinum award to keep the profile of PE and sports as a high priority. PE leader to attend CPD training and disseminate this through staff training.</p> <p>Continuing professional development with GTSports and as part of the Outwood Together, we have part-funded the cost of sports co-ordinator have raised the quality of PE teaching in school.</p> <p>To improve the facilities and resources allowing for</p>	<p>The award recognises:</p> <ul style="list-style-type: none"> - Sustained participation in intra- and inter-school competitions - A broad range of physical opportunities for all pupils, including SEND - Strong student voice through our Junior Leadership Team - A clear and impactful PE vision shared by the whole school community. <p>Teachers now deliver more confident, engaging, and inclusive PE lessons, leading to improved pupil enjoyment and progress across all year groups.</p> <p>We have enhanced our PE provision with a range of new resources and activities: pupils now access</p>	<p>Achieving the Platinum School Games Mark for the second consecutive time reflects our school's long-standing dedication to embedding a culture of physical activity and competitive sport.</p> <p>Training in curriculum PE including dance, gymnastics, and assessment for learning Team teaching with specialist coaches showing improved staff confidence and subject knowledge demonstrated via PE Lead drop-ins.</p> <p>- Equipment for yoga, orienteering, and fitness</p>

<p>delivery of high quality PE lessons and clubs.</p> <p>Continue to offer after school clubs with a focus on developing the wider range of sports inclusive of individual activities e.g. running club, Tri-Golf and Mini-tennis.</p> <p>Transportation of children to and from inter-school Outwood Together events and Direct entry competitions.</p> <p>Use of Junior Sports Leaders to take a role in promoting sporting opportunities and leading lunchtime clubs where appropriate.</p>	<p>a broader, more inclusive curriculum. Increased participation among less active groups and enhanced learning and progression.</p> <p>A range of sports continues to be covered across both the after-school sports clubs sessions, such as multi-skills, cricket and football. A number of children who have attended these after-school clubs have represented the school in competitive inter-school events.</p> <p>The children have had the opportunity to engage with sport in a competitive manner. Within this, numbers achieved from the previous year have remained consistent with a total of 45 girls and 58 boys attending competitions this year. In addition to this, there were 38 children representing the BAME, SEND and PPM category.</p> <p>Empowered pupils to take ownership of school sport and wellbeing. Developed leadership and collaboration skills.</p>	<p>circuits</p> <ul style="list-style-type: none"> - Adaptive and inclusive equipment for SEND pupils - Structured games and active play opportunities during breaks <p>Over 150 children have accessed after-school sport provision including those less active children.</p> <p>Our Junior Sports Leaders in Years 4–6 have:</p> <ul style="list-style-type: none"> Organised intra-school competitions, led lunchtime activities and active play, supported the PE Lead, gathered peer feedback, promoted leadership and pupil voice.
--	---	---

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 weekly yoga sessions led by a qualified instructor. Integrate simple yoga practices and breathing techniques into classroom routines.</p> <p>To increase opportunities for physical activity throughout the school day and promote long-term healthy habits.</p> <p>To encourage all pupils to be more active throughout the school day.</p> <p>Offer children different after school clubs</p>	<p>Pupils demonstrate increased focus, reduced anxiety, improved flexibility and core strength. Staff report calmer transitions and enhanced emotional regulation</p> <p>Install outdoor fitness equipment (e.g., balance beams, cardio bikes, stepping pods) on the school field for use at playtimes, lunchtimes, and during PE. Continue with weekly yoga sessions and classroom mindfulness practices.</p> <p>Introduce active break times, lunchtime sports leaders, and activity zones; daily mile participation.</p> <p>PE Lead – LW, teachers running</p>	<p>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</p> <p>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</p> <p>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</p> <p>Key indicator 1: The engagement of</p>	<p><i>Children demonstrate reduced anxiety, improved flexibility and core strength. They will be much calmer and show enhanced emotional regulation.</i></p> <p>Pupils are more active during free time. Equipment is being used consistently across year groups. Increased physical confidence, balance, and enthusiasm for movement. Pupils enjoy structured and self-led physical activity.</p> <p>Increased levels of daily physical activity and improved pupil wellbeing. Pupils are more focused in class after active breaks.</p> <p>Increased participation and engagement in after-</p>	<p><i>£150 x 36 weeks = £5400</i></p>

<p>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.</p>	<p>sessions, external organisations and junior leaders.</p>	<p>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.</p>	<p>school clubs.</p> <p>Teams where this links with tournaments are more prepared to succeed against other schools.</p> <p>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).</p> <p>Keep a register of participants.</p> <p>After school clubs run by external provider and supported by staff.</p>	
<p>To ensure all children, including less active and SEND pupils, have opportunities to take part in physical activity.</p>	<p>Offer targeted clubs, adaptive equipment, and inclusive festivals/activities.</p>	<p>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.</p>	<p>Greater engagement from previously less active pupils. Improved self-esteem and teamwork in target groups.</p>	
<p>To deliver a broad and balanced PE curriculum that engages all pupils.</p>	<p>Invest in PE schemes of work and resources that support progression and inclusion.</p>	<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school</p>	<p>Pupils to be more engaged in PE lessons and show improved physical skills and understanding.</p>	

<p>To embed practices that will have a long-term impact on PE and sport provision.</p> <p>To upskill staff to deliver high-quality PE and sport across all key stages.</p> <p>Yoga taught by a specialist yoga instructor</p> <p>To introduce the children to new taster sessions of a sport with a view to children being able to identify an area they would like to take up</p> <p>To increase participation in intra and inter-school competitions; as part of the Outwood Together Cluster.</p>	<p>Develop student sports leaders, maintain staff CPD, and invest in quality resources.</p> <p>Provide training sessions, team teaching with sports coaches, and staff access to PE-specific CPD.</p> <p>PE Lead and Teachers to monitor the learning of yoga and its effects by specialist instructor via pupil voice.</p> <p>PE Lead/Teachers and external organisations. PE Day</p> <p>Enter local leagues and competitions; run school sports events and house competitions. ACES and PE Lead.</p> <p>Transportation to and from Inter-</p>	<p>improvement.</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</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 sports.</p>	<p>Teachers to report increased confidence in delivering lessons.</p> <p>Teachers to demonstrate improved subject knowledge and confidence, leading to better lesson delivery and outcomes for pupils.</p> <p>Children to demonstrate increased calmness after attending yoga sessions.</p> <p>Children to take part in new sports.</p> <p>Increased number of pupils taking part in competitions (through registers).</p>	<p><i>£210 x 36 = £7,560</i></p> <p><i>As in indicator 1.</i></p> <p><i>£499 – Part of National Sports Week.</i></p> <p><i>£650 (Contribution of the Outwood Together Cluster)</i></p>
--	---	---	--	--

<p>To ensure that children from KS2 can swim the recommended 25m by the end of Year 6</p>	<p>sport competitions.</p> <p>Cost of Grounds maintenance for sports markings throughout the year</p> <p>Teachers and the swim programme. Transportation to and from the Swimming Leisure centre.</p>	<p>Key indicator 5: Increased participation in competitive sports.</p> <p>Key indicator 5: Increased participation in competitive sports.</p>	<p>Pupils develop teamwork, resilience, and pride in representing their school.</p> <p>Increased intra-school and class opportunities.</p> <p>Register of events.</p> <p><i>Children as shown on % swimming data meeting the National Standard.</i></p>	
---	---	---	---	--

--	--	--	--	--

Key achievements 2025-26

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?	70%	<i>Of the 29 children who began the swimming programme, 5 initially were non-swimming and unconfident in water.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	77%	<i>Most children are able to demonstrate a range of confident strokes to travel in the water. All children can demonstrate at least one confident stroke when travelling in the water.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>77%</p>	<p><i>Due to some children feeling unconfident in the water and being able to do one stroke confidently, not all children are able to perform safe-self rescue in different water based situations.</i></p>
<p>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?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	

Signed off by:

Head Teacher:	<i>J Frost</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>L Whipp. PE Subject Leader</i>
Governor:	<i>P Robinson</i>
Date:	<i>7.7.2025</i>