



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 (2025/2026)

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

Activity/Action	Impact	Comments
Introduce weekly Yoga sessions led by an instructor. Integrate simple yoga practices and techniques into classroom routines.	Classes have accessed Yoga sessions multiple times throughout the year and staff feedback reports calmer transitions and improved emotional regulation amongst high percentage of children in school; specifically SEND children. Staff have noted that all children are more receptive to transition, particularly in the afternoon and have demonstrated greater levels of concentration towards tasks and activities. Pupil voice indicates that children enjoy these session and are calmer. Additionally, significant benefits are seen with SEND children who have shown higher levels of calmness following these sessions - enabling them to access more of the curriculum.	Continue next year.
To increase participation in intra and inter-school competitions; as part of the Outwood Together Cluster.	Increased numbers of children, inclusive of all pupil demographics have participated in a variety of sporting and physical activity – both intra and inter based throughout the academic year. For instance,	

To ensure all children, including less active and SEND pupils, have opportunities to take part in physical activity.	weekly Yoga sessions, afterschool clubs, lunchtime activity clubs led by Junior leaders, Afterschool sporting Activity festival with children, parents and carers and inter-school sporting competitions. A total of 88 chn (22 PPM, 13 SEND and 10 BAME) to have accessed a total of 8 competitions as part of the Outwood Together Cohort and inter-school sporting events. This has ensured that our participation numbers have remained in-line with the high numbers of children participating in 2024-25. Twenty boys and girls ranging from Y2-Y6 were involved in the inaugural Accomplish Trust Games this year, with 5 of these children being SEND/PPM. As part of this, previously less active and reluctant children engaged more with Afterschool Sporting Activity Festival	Maintain involvement in ACES sports with the Outwood Together Cluster.
To embed practices that will have a long-term impact on PE and sports provision. To upskill staff to deliver high-quality PE and sport across all key stages.	Resources purchased, available and utilized to enhance learning and progression across all year groups. Junior leaders accessed resources and used these to deliver play time and lunch time activities with all year groups, with a focus on engaging children with fun activities. Additionally, staff have used newly acquired resources to support the delivery of high-quality teaching, for instance as part of the main lesson activity and warm-ups. Staff have implemented high-quality activities as seen and practised in staff PE CPD sessions with ACES. Increased confidence seen from staff in adapting resources and activities for all learners; with children also demonstrating increased levels of skills relating to PE focus. Additionally, those SEND children have demonstrated greater levels of perseverance when trying to master a basic skill.	Purchase the Beyond the Physical scheme to support delivery of curriculum in line with CPD from this year.

Key priorities and Planning 2026-2027 £6000

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
Employ a qualified yoga instructor to deliver weekly yoga sessions across all year groups throughout the academic year. Integrate yoga and mindfulness strategies into classroom routines.	All pupils, particularly SEND pupils, disadvantaged pupils and those less engaged in competitive sport. Staff also benefit through improved classroom readiness and behaviour.	Key Indicator 2: The engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increased levels of physical activity, flexibility, balance, coordination and core strength. Improved emotional regulation, resilience and wellbeing leading to greater readiness to learn and reduction in classroom behaviour from all children, particularly those identified SEND pupil. Staff will observe and adopt yoga techniques which can be embedded into daily classroom practice, ensuring long-term sustainability beyond the programme.	£3400

To increase opportunities for physical activity throughout the school day and promote long-term healthy habits.	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.	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	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.	
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<i>Provide sports coaches to support active lunchtimes, train Play Leaders and deliver structured playground activities.</i>	<i>All pupils during lunchtimes, Play Leaders and staff supervising breaktimes.</i>	Key Indicator 2: The engagement of all pupils in regular physical activity. Key Indicator 3: The profile of PE and sport being raised across the school as a tool for whole-school improvement.	<i>Increased participation in moderate to vigorous physical activity during playtimes. Improved behaviour, engagement and social interaction. Play Leaders will develop leadership skills and continue to organise activities independently, creating a sustainable model for future years, which can be used across Key stages.</i>	<i>School to subsidise from own budget due to reduction in sports funding.</i> <i>187.50 per week.</i>
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Ensure continued implemented progressive whole-school PE Scheme of Work with assessment tools and staff training.	Teachers, support staff and all pupils from EYFS to Year 6.	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Improved quality and consistency of PE teaching. Increased teacher confidence and subject knowledge across all areas of the PE content. Clear progression and assessment systems will remain in place for future cohorts, ensuring sustainable curriculum improvement and improved pupil outcomes as seen during PE monitoring by PE Lead.	Scheme: £549
Maintain high numbers of participation in intra and inter-school competitions through membership of Outwood Together Cluster, including access to competitions, festivals and transport to events.	Pupils across all key stages, particularly disadvantaged pupils, SEND pupils and those who do not access sporting opportunities outside school having the opportunity to take part.	Key Indicator 5: Increased participation in competitive sport.	Increased participation in inter-school competitions, festivals and enrichment events from both Key Stages and targeted cohorts, such as disadvantaged and SEND, Pupil Premium. Pupils develop teamwork, resilience and confidence whilst representing the school. Strong partnerships with local schools and community organisations will continue to provide opportunities in future years.	ACES £650

To continue to upskill staff new to year groups to deliver high-quality PE and sport across all key stages. Purchase Beyond the Physical curriculum.	Provide training sessions, team teaching with sports coaches, and staff access to PE-specific CPD.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Teachers to demonstrate improved subject knowledge and confidence, leading to better lesson delivery and outcomes for pupils, as seen during observations and drop-ins and through pupil voice.	
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Key achievements 2026-27

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?	73%	<i>Of the 30 children who began the swimming programme, 9 children 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]?	73%	<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>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	71%	<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>
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>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	