



# 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 2024.**

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
<ul style="list-style-type: none"> <li>• Use of cycle track for lessons, clubs, tournaments and Sports Day</li> <li>• After-school clubs and taster sessions</li> <li>• Physical activity during Breakfast Club</li> <li>• Fundamental movement support in EYFS and KS1</li> <li>• Structured play and lunchtime sports</li> <li>• Broader range of clubs and activities (e.g. archery, dance, gymnastics, tag rugby)</li> <li>• Intra-school and inter-school competitions (e.g. Exceed tournaments, Sports Day)</li> <li>• Swimming provision from Year 3 upwards</li> <li>• Equipment audits and usage in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pupil participation and engagement in physical activity</li> <li>• Greater uptake and continuation of physical activity beyond the school day</li> <li>• 46 pupils regularly attend; improved motivation and engagement in morning lessons</li> <li>• Increased confidence and balance skills in Reception and Year 1 pupils</li> <li>• Higher levels of activity during unstructured times; enhanced behaviour</li> <li>• Increased exposure to alternative sports; inclusion of G&amp;T and less active pupils</li> <li>• Improved confidence, pride, and team spirit among pupils</li> <li>• Increased % of Year 6 pupils meeting 25m standard; pupils confident in range of strokes</li> <li>• Children stay active for longer periods;</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes confidence and skill development in cycling</li> <li>• Clubs support a range of sporting interests</li> <li>• Supports healthy minds and routines</li> <li>• Focus on early gross motor development</li> <li>• Encourages teamwork and fair play</li> <li>• Boosts engagement and provides new experiences</li> <li>• Celebrations promote the value of competitive sport</li> <li>• Swimming is tracked and supported through Year 4 if needed</li> <li>• Equipment regularly checked and refreshed</li> </ul>

<p>and clubs</p> <ul style="list-style-type: none"> <li>• Staff CPD (Create Development, external coaching)</li> <li>• PE Pupil Committee and pupil voice</li> <li>• Daily Mile and increased active time in lessons</li> </ul>	<p>equipment supports varied delivery</p> <ul style="list-style-type: none"> <li>• Improved confidence and subject knowledge across staff</li> <li>• Pupils show strong understanding of importance of daily physical activity</li> <li>• Children receive recommended weekly PE; improved physical and mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Online training accessible at any time</li> <li>• Informs planning and priorities</li> <li>• Embedded in daily school routine</li> </ul>
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## 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
<ul style="list-style-type: none"> <li>• Maintain and repaint the cycle track and Sports Day grid lines</li> <li>• Maintain and repair gymnastics equipment with external provider</li> <li>• Enhance outdoor play facilities for break times and wet play</li> <li>• Staff training for minibus driving to increase competition access</li> <li>• Continue CPD for support staff and club leaders</li> <li>• Provide taster sessions for after-school sports clubs</li> <li>• Use of iMoves and Real PE Bursts resources</li> <li>• Continue partnership with external providers (SYL Sports)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All pupils using cycle track during PE and clubs</i></li> <li>• <i>All pupils accessing gymnastics during PE</i></li> <li>• <i>Whole school</i></li> <li>• <i>Pupils participating in competitions and offsite activities</i></li> <li>• <i>Support staff, lunchtime staff, club leaders</i></li> <li>• <i>All pupils, especially less active children</i></li> <li>• <i>All pupils</i></li> <li>• <i>Targeted pupils and those in clubs</i></li> </ul>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<ul style="list-style-type: none"> <li>• <i>Ensures safe and continuous access to the cycle track, supports club participation, and encourages daily activity; repainting scheduled annually to sustain provision</i></li> <li>• <i>Enables safe participation in gymnastics lessons and clubs; risk assessments and repairs conducted regularly</i></li> <li>• <i>Increased opportunities for active play throughout the day; ensures regular activity in all weather conditions; long-term provision maintained through regular reviews</i></li> <li>• <i>More pupils attend external sporting events and competitions; training increases school capacity and reduces reliance on external transport</i></li> <li>• <i>Higher quality and more varied physical activity provision; builds internal expertise to sustain provision</i></li> <li>• <i>Encourages participation in new sports; increases club attendance and physical activity levels; monitored uptake to target pupils as needed</i></li> <li>• <i>Embeds short bursts of physical activity throughout the day; supports classroom teachers to integrate movement into learning sustainably</i></li> <li>• <i>Provides varied and specialised experiences (e.g. international dance, motor skills); encourages broader participation; partnerships reviewed annually</i></li> </ul>	<p>NA</p> <p>Included in H&amp;S budget</p> <p>£2,000</p> <p>Included in external provider fees</p> <p>Included in CPD budget</p> <p>£2,600 allocation</p> <p>£1,000</p>

<ul style="list-style-type: none"> <li>• Continue to run breakfast club with integrated physical activity and wellbeing focus</li> <li>• Identify and target key pupils for breakfast club provision</li> <li>• Deliver whole-school Sports Day with inclusive activities and prizes</li> <li>• Maintain and promote the Daily Mile; create a displayed timetable and use ambassadors to track progress</li> <li>• Celebrate Daily Mile achievements in assemblies and via school communication channels</li> <li>• Develop PE Ambassadors and Play Leaders (e.g. Real Leaders via Jasmine)</li> <li>• Hold in-school tournaments at break and lunch</li> <li>• Expand PE Pupil Committee with diverse representation (EYFS–Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pupils attending breakfast club (targeting disadvantaged groups)</i></li> <li>• <i>Pupils at risk of low activity or poor punctuality</i></li> <li>• <i>Whole school</i></li> <li>• <i>All pupils</i></li> <li>• <i>All pupils and wider school community</i></li> <li>• <i>KS2 pupils</i></li> <li>• <i>KS2 pupils</i></li> <li>• <i>Whole school (indirect impact)</i></li> </ul>	<p>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> <li>• <i>Promotes healthy lifestyles and readiness to learn; active start improves focus and motivation; maintained through staff training and targeted invites</i></li> <li>• <i>Supports improved attendance and engagement; targeting ensures support is meaningful and strategic</i></li> <li>• <i>Raises profile of PE and encourages enjoyment, teamwork and school spirit; annual planning ensures sustainability</i></li> <li>• <i>Boosts regular activity; increases ownership through pupil involvement; visibility encourages class participation and builds routine</i></li> <li>• <i>Celebrates effort and builds a positive culture around PE; strengthens home-school engagement; low-cost and high-impact recognition</i></li> <li>• <i>Develops leadership and ownership of active play; supports relational behaviour and structured break/lunch activities</i></li> <li>• <i>Increases participation and raises competitive sport profile within the school; minimal cost through internal organisation</i></li> <li>• <i>Ensures pupil voice shapes PE provision; increases accountability and engagement; sustainable through termly meetings</i></li> </ul>	<p>Included in PE order No additional cost</p> <p>£200</p> <p>Included in PE resource order</p> <p>No additional cost £500 (CPD and training resources)</p> <p>No additional cost</p> <p>No additional cost</p>
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<ul style="list-style-type: none"> <li>• Provide whole-staff CPD in gymnastics and dance through team-teaching model</li> <li>• Subscription to Jasmine Active (Real PE scheme)</li> <li>• Deliver additional CPD for ECTs and new staff</li> <li>• Balance bike coach models early cycling skills to EYFS staff</li> <li>• Audit and purchase helmets and balance bikes for EYFS</li> <li>• Invest in iPads to support PE teaching and pupil independence</li> <li>• Maintain an open-door policy and regular mentoring in PE delivery</li> <li>• Invite GB athlete to visit school</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All teaching staff; pupils in PE</i></li> <li>• <i>All teaching staff and pupils</i></li> <li>• <i>ECTs and newer staff members</i></li> <li>• <i>EYFS staff and pupils</i></li> <li>• <i>EYFS pupils</i></li> <li>• <i>All staff and pupils</i></li> <li>• <i>All teaching staff</i></li> <li>• <i>Whole school</i></li> </ul>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> <li>• <i>Enhances staff confidence and subject knowledge; improves lesson quality; builds long-term capacity through coaching</i></li> <li>• <i>Provides consistent planning, high-quality resources, and online training; supports new and existing staff</i></li> <li>• <i>Supports consistent PE delivery and confidence across the team; sustainable through internal mentoring</i></li> <li>• <i>Improves staff ability to deliver early cycling education; ensures pupils build core motor and balance skills</i></li> <li>• <i>Ensures all pupils can safely participate; supports long-term cycling provision</i></li> <li>• <i>Enhances assessment, modelling, and feedback in PE; builds pupil independence through video review and instructions</i></li> <li>• <i>Ongoing peer support and shared practice embed consistent, high-quality PE teaching</i></li> <li>• <i>Inspires pupils and raises aspirations; links to wider goals around motivation and inclusion</i></li> <li>• <i>Promotes inclusive sport and community role models; supports cultural capital and teamwork</i></li> </ul>	<p>£600 (dance day with SYL Sports)</p> <p>£695</p> <p>£295 (training day)</p> <p>£500 (equipment and coaching)</p> <p>Next year</p> <p>£1,000</p>
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<ul style="list-style-type: none"> <li>• Provide swimming lessons for all Year 3 pupils</li> <li>• Employ lunchtime sports coach and deliver CPD to lunchtime staff</li> <li>• Offer a variety of alternative after-school clubs (e.g. fencing, zumba, boxing)</li> <li>• Bike repair service and cycling club delivered by 'Bike Guy'</li> <li>• Continue iMoves activities to enhance Breakfast Club and active sessions</li> <li>• Work with Akidemy to deliver targeted extra-curricular PE (e.g. fundamentals, yoga, multi-skills)</li> <li>• Partner with Bradford Bulls Foundation for weekly sport delivery (e.g. rugby, cricket, tri-golf, netball)</li> <li>• Deliver Outdoor Mentoring through Learning Mentor during outdoor sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3</li> <li>• All pupils; lunchtime supervisors</li> <li>• All pupils, including less active and SEND</li> <li>• Pupils in cycling club and those using school bikes</li> <li>• Pupils attending Breakfast Club</li> <li>• Identified pupils needing support with motor skills or confidence</li> <li>• All key stages (KS1-KS2)</li> <li>• Pupils requiring SEMH and wellbeing support</li> </ul>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> <li>• Improves water confidence and swimming ability; increases the number of pupils achieving 25m by Year 6; termly tracking ensures targeted support</li> <li>• Increases active engagement at lunch; builds staff capacity to deliver structured play; ongoing training supports sustainability</li> <li>• Expands sporting experiences beyond traditional PE; fosters enjoyment and wider engagement in physical activity</li> <li>• Supports sustainability of bike provision; promotes safe, ongoing use of equipment</li> <li>• Adds movement and variety to morning routines; supports mental focus and wellbeing</li> <li>• Increases accessibility for targeted pupils; regular attendance boosts self-esteem and gross motor development</li> <li>• Exposes pupils to a wide range of sports; supports high-quality delivery; partnership enhances school offer</li> <li>• Supports personal development through outdoor learning; encourages engagement through physical, relational activities</li> </ul>	<p>60 x £105.50 = £6330 (School funded)</p> <p>Resource provision - Bowling 39 weeks @83.50 = £3256.50</p> <p>£1100</p> <p>£2220</p> <p>£650</p> <p>£700</p> <p>N/A</p> <p>(mentioned above)</p> <p>£20 per hour</p>
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<ul style="list-style-type: none"> <li>• Organise and run intra-school competitions between year groups</li> <li>• Take part in half-termly Exceed tournaments across the Trust</li> <li>• Provide a range of inter-school tournaments (e.g. football, netball, archery, cricket, hockey)</li> <li>• Arrange and fund transport to and from external sports events</li> <li>• Purchase new PE kits (including shirts and tournament kits) for pupils</li> <li>• Supply staff kits for external competition events</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All pupils</i></li> <li>• <i>Pupils from a range of year groups</i></li> <li>• <i>Targeted groups of pupils (KS1 and KS2)</i></li> <li>• <i>Pupils selected for inter-school competitions</i></li> <li>• <i>Pupils representing the school in competition</i></li> <li>• <i>Staff attending sports events</i></li> </ul>	<p>Key Indicator 5: Increased participation in competitive sport</p>	<ul style="list-style-type: none"> <li>• <i>Increases pupil engagement, confidence, and enjoyment in competitive settings; embedded termly to ensure sustainability</i></li> <li>• <i>Strengthens collaboration, sportsmanship, and pride; regular calendar ensures long-term continuation</i></li> <li>• <i>Broadens access to competitive sport; increases skills and experience in a range of disciplines</i></li> <li>• <i>Ensures all pupils can attend regardless of family circumstances; supports inclusive access</i></li> <li>• <i>Increases sense of pride, belonging, and equality when representing school; kits reused and maintained</i></li> <li>• <i>Increases visibility, professionalism, and unity at events; builds staff morale and school identity</i></li> </ul>	<p>NA</p> <p>EXCEED PE FESTIVAL £2392.11</p> <p>N/A</p> <p>£2580</p> <p>NA</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
<ul style="list-style-type: none"> <li>• Use of cycle track in school and clubs</li> <li>• Purposeful use of sports equipment in lessons/clubs</li> <li>• Relational behaviour approach during breaks/lunchtimes</li> <li>• Transport arrangements for visits and events</li> <li>• Taster sessions for after-school clubs</li> <li>• Breakfast club active sessions</li> <li>• Professional development via Create Development</li> <li>• Targeted interventions in Reception and Year 1</li> <li>• Specialist gymnastics and diverse dance sessions</li> <li>• Increased Year 6 pupils reaching swimming milestone</li> <li>• Engagement of gifted and talented pupils in new sports</li> <li>• Staff CPD focused on outdoor activities</li> <li>• Intra-school competitions during break/lunchtimes</li> <li>• More sporting opportunities accessible to pupils</li> <li>• Club participation improving learning attitudes</li> <li>• Organisation of PE kits and equipment for tournaments</li> <li>• Successful tournaments within Exceed Academies Trust</li> <li>• Celebration of Sports Day and tournament achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pupil participation in cycling and competitions</li> <li>• Maintains high levels of pupil involvement</li> <li>• Longer physical activity periods and increased sport engagement</li> <li>• Smooth logistics for educational and sporting activities</li> <li>• Increased attendance at clubs</li> <li>• Promotes physical wellbeing and mental health</li> <li>• Boosted staff confidence and quality of PE teaching</li> <li>• Improved independent balancing and fundamental movement skills</li> <li>• Broadened pupil experience and inclusivity in PE</li> <li>• Higher swimming proficiency</li> <li>• Broadened participation</li> <li>• Higher participation rates</li> <li>• Encourages active play</li> <li>• Wider pupil engagement</li> <li>• Enhanced motivation and concentration in lessons</li> <li>• Ready for upcoming events</li> <li>• Higher pupil participation and competitive success</li> <li>• Raises pupil confidence and fosters positive PE culture</li> </ul>	<ul style="list-style-type: none"> <li>• Supports cycling club growth</li> <li>• Used across curriculum and extracurricular activities</li> <li>• Positive effect on behaviour and engagement</li> <li>• Use of drivers ensures safety and organisation</li> <li>• Encourages joining and skill development</li> <li>• 48 pupils regularly attend, improving motivation and focus</li> <li>• Access to flexible online training and subject knowledge</li> <li>• Enhances motor skills and enthusiasm</li> <li>• Delivered by SYL Sports</li> <li>• Pupils understand various swimming strokes</li> <li>• Inclusive approach to sport opportunities</li> <li>• Supports varied physical activities</li> <li>• Increases physical activity during school day</li> <li>• Improves attitudes and social skills</li> <li>• Links physical activity to academic benefits</li> <li>• Supports smooth participation</li> <li>• Builds confidence and positive attitudes</li> <li>• Encourages ongoing engagement and pride</li> </ul>

## 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?	15 Children  25%	This cohort took part in swimming lessons during Year 3, with both classes attending in the morning and receiving sessions consecutively. The data provided reflects their attainment by the end of that academic year. Unfortunately, due to limited availability of swimming facilities, no further lessons could be arranged. As a result, we do not have updated information for pupils who may have since developed their swimming ability through lessons outside of school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	32 Children  52%	This cohort took part in swimming lessons during Year 3, with both classes attending in the morning and receiving sessions consecutively. The data provided reflects their attainment by the end of that academic year. Unfortunately, due to limited availability of swimming facilities, no further lessons could be arranged. As a result, we do not have updated information for pupils who may have since developed their swimming ability through lessons outside of school.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>2 Children  3%</p>	<p>This cohort took part in swimming lessons during Year 3, with both classes attending in the morning and receiving sessions consecutively. The data provided reflects their attainment by the end of that academic year. Unfortunately, due to limited availability of swimming facilities, no further lessons could be arranged. As a result, we do not have updated information for pupils who may have since developed their swimming ability through lessons outside of school.</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</p>	<p>There is very limited space locally for top up swimming lessons.  Year 2 pupils in the RP accessed year 2 of swimming. (6 pupils)</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>No</p>	<p>Swimming lessons are provided by the local authority and their swimming instructors.</p>

Signed off by:

Head Teacher:	Saima Bahadur
Subject Leader or the individual responsible for the Primary PE and sport premium:	Zakir Rehman
Governor:	
Date:	22.07.25