



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2025



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
<ul style="list-style-type: none"> The cycle track and sports equipment are used purposefully in lessons, clubs, and activities, with a relational behaviour approach supporting positive interactions. Transport, taster sessions, and active breakfast clubs widen participation. Staff development through Create Development and CPD strengthens provision, while targeted interventions in Reception and Year 1, alongside specialist gymnastics, dance, and clubs, build skills and extend opportunities. Higher number of children engaged in new sports. Intra-school competitions, organised tournaments, and Exceed Trust events promote inclusion, improve attitudes, and celebrate success. Sports Day and wider achievements further highlight pupils' progress and foster a positive PE culture. 	<ul style="list-style-type: none"> Pupil participation in competitions and clubs has increased, with longer activity and improved attendance. Good planning and organisation make it easier for everyone to take part in educational and sports activities. Approach promotes physical wellbeing, mental health, and staff confidence, while pupils develop balancing, movement skills, and swimming proficiency. Broader participation supports inclusivity, enabling more pupils to succeed in PE. The impact extends into the classroom, with greater motivation, concentration, and readiness for events. Increased participation and competitive success have raised confidence, strengthened engagement, and fostered a positive, inclusive PE culture. 	<ul style="list-style-type: none"> The after school clubs continue to grow, with the cycle track used regularly, positively impacting behaviour, engagement, and motivation. Forty-eight pupils now attend consistently, sessions promote both participation and skill development. Staff benefit from flexible online training, while specialist provision from SYL Sports supports high-quality delivery. An inclusive approach ensures all pupils access varied sporting opportunities, increasing daily physical activity and improving attitudes, social skills, and confidence. Overall, provision promotes smooth participation, ongoing engagement, and pride in pupils' achievements.

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"> • Cycle track and Sports Day lines clear and freshly painted so children can use them safely and confidently. • Maintain gymnastics equipment, making sure it's safe. • Improve outdoor play areas so children have better options during break times and wet play. • Staff to complete driver training, so we can attend more sports competitions and events. • CPD for support staff, helping them feel more confident when leading activities. • Club taster sessions after school to encourage more pupils to join. • Use iMoves and Real PE Bursts to keep physical activity fun and engaging throughout the day. • Work closely with external providers to give pupils high-quality experiences in PE and clubs. 	<ul style="list-style-type: none"> • <i>All pupils using cycle track during PE and clubs</i> • <i>All pupils accessing gymnastics during PE</i> • <i>Whole school</i> • <i>Pupils participating in competitions and offsite activities</i> • <i>Support staff, lunchtime staff, club leaders</i> • <i>All pupils, especially less active children</i> • <i>All pupils</i> • <i>Targeted pupils and those in clubs</i> 	<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"> • Continue to run breakfast club with physical activity and wellbeing focus. • Identify and target key pupils for breakfast club provision. • Deliver whole-school Sports Day with inclusive activities and prizes. • Maintain and promote the Daily Mile; create a displayed timetable and use ambassadors to track progress. • Celebrate Daily Mile achievements in assemblies and via Marvellous Me. • Develop PE Ambassadors and Play Leaders (e.g. Real Leaders via Jasmine). • Hold in-school tournaments at break and lunch. • Expand PE Pupil Committee with diverse representation (EYFS–Y6). 	<ul style="list-style-type: none"> • <i>Pupils attending breakfast club (targeting disadvantaged groups)</i> • <i>Pupils at risk of low activity or poor punctuality</i> • <i>Whole school</i> • <i>All pupils</i> • <i>All pupils and wider school community</i> • <i>KS2 pupils</i> • <i>KS2 pupils</i> • <i>Whole school (indirect impact)</i> 	<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>		
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<ul style="list-style-type: none"> • Provide whole-staff CPD in gymnastics and dance through team-teaching model. • Subscription to Jasmine Active (Real PE scheme). • Deliver additional CPD for ECTs and new staff. • Balance bike coach models early cycling skills to EYFS staff. • Audit and purchase helmets and balance bikes for EYFS. • Invest in iPads to support PE teaching and pupil independence. • Maintain an open-door policy and regular mentoring in PE delivery. • Invite GB athlete to visit school. 	<ul style="list-style-type: none"> • <i>All teaching staff; pupils in PE</i> • <i>All teaching staff and pupils</i> • <i>ECTs and newer staff members</i> • <i>EYFS staff and pupils</i> • <i>EYFS pupils</i> • <i>All staff and pupils</i> • <i>All teaching staff</i> • <i>Whole school</i> 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>		
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<ul style="list-style-type: none"> • Provide swimming lessons for all Year 3 pupils • Employ lunchtime sports coach and deliver CPD to lunchtime staff • Offer a variety of alternative after-school clubs (e.g. fencing, zumba, boxing) • Bike repair service and cycling club delivered by 'Bike Guy' • Continue iMoves activities to enhance Breakfast Club and active sessions • Work with Akidemy to deliver targeted extra-curricular PE (e.g. fundamentals, yoga, multi-skills) • Partner with Bradford Bulls Foundation for weekly sport delivery (e.g. rugby, cricket, tri-golf, netball) • Deliver Outdoor Mentoring through Learning Mentor during outdoor sessions 	<ul style="list-style-type: none"> • <i>Year 3</i> • <i>All pupils; lunchtime supervisors</i> • <i>All pupils, including less active and SEND</i> • <i>Pupils in cycling club and those using school bikes</i> • <i>Pupils attending Breakfast Club</i> • <i>Identified pupils needing support with motor skills or confidence</i> • <i>All key stages (KS1–KS2)</i> • <i>Pupils requiring SEMH and wellbeing support</i> 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>		
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<ul style="list-style-type: none"> • Organise and run intra-school competitions between year groups • Take part in half-termly Exceed tournaments across the Trust • Provide a range of inter-school tournaments (e.g. football, netball, archery, cricket, hockey) • Arrange and fund transport to and from external sports events • Purchase new PE kits (including shirts and tournament kits) for pupils • Supply staff kits for external competition events 	<ul style="list-style-type: none"> • <i>All pupils</i> • <i>Pupils from a range of year groups</i> • <i>Targeted groups of pupils (KS1 and KS2)</i> • <i>Pupils selected for inter-school competitions</i> • <i>Pupils representing the school in competition</i> • <i>Staff attending sports events</i> 	<p>Key Indicator 5: Increased participation in competitive sport</p>		
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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
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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?		
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</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:	September 2025