



# 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
To support teachers that are either new to their career/ year group or who lack experience in teaching the subject in improving them subject knowledge and confidence in teaching PE.	<p>Recent CPD has supported staff in developing their confidence and skills in delivering high-quality PE lessons. In Year 3, the class teacher reported feeling more confident in structuring indoor lessons and planning across a half-term. In Year 5, training focused on adapting teaching to meet the needs of all learners, including pupils with SEND and higher attainers. An informal drop-in highlighted how tasks had been thoughtfully differentiated, with fundamental movements reinforced for some pupils and more complex sequences introduced for others during a street/break dance activity.</p> <p>As part of our commitment to continuous improvement, further development has been identified around maximising physical activity during outdoor PE lessons. To support this, the subject leader will work alongside staff to model effective lesson organisation, transitions, and clear task instruction next term. This collaborative approach ensures that all children</p>	Continued CPD has been put in place for upcoming academic year.

	experience engaging and inclusive PE sessions that promote both skill development and enjoyment.	
To ensure that the already-in-place OAA curriculum is better sequenced across the academy and makes clearer links to personal development and other subjects such as geography.	<p>As PE leader, I have led a focused review of our school's Outdoor and Adventurous Activities (OAA) provision to ensure it is progressive, purposeful, and fully aligned with both the PE and wider curriculum. A key outcome of this work has been the creation of a comprehensive OAA progression document, carefully designed to build skills year-on-year in line with the National Curriculum. This has been cross-referenced with geography planning—particularly around map-reading and coordinate skills—so that children are well-prepared to succeed in orienteering tasks.</p> <p>Planning for OAA units in Years 3, 5, and 6 has been refreshed and streamlined, with clear teaching points, links to prior learning, and defined outcomes. Staff have been introduced to the new planning through collaborative discussions, ensuring shared understanding of expectations and strategies. To support high-quality delivery, additional equipment has also been sourced to enhance orienteering and problem-solving activities.</p> <p>Monitoring of teaching has highlighted many strengths. Lessons demonstrated a strong sense of purpose, with clear links to geography and maths. Children showed high levels of engagement, confidently applying map skills such as using grid references and locating orienteering markers. There was also a noticeable increase in collaboration and active participation, providing a solid foundation for more advanced OAA provision in the future.</p>	Looking ahead, next steps include building in more explicit recaps of prior knowledge (such as coordinates and grid references) at the start of lessons, and creating further opportunities for pupils to verbalise their thinking using sentence stems. This will support both oracy and deeper cross-curricular understanding.

## 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
To continue to support less experienced teachers and teachers new to their career on the teaching of PE in order to improve outcomes: focusing on year 3 with outdoor games and year 4 with swimming.	Year 3 and year 4 teachers.	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Lesson observations and drop-ins shall show an improvement in the quality of teaching and learning from the start points.</p> <p>Drop-ins shall show that teachers have a better understanding of potential misconceptions and be able to teach these out accordingly.</p> <p>Staff will be able to speak confidently about the support they have received and have a better subject knowledge as a result.</p> <p>Pupil conversations will show that children can articulate their learning confidently.</p> <p>Recorded assessment tasks will show high standards in both year groups.</p> <p>Attainment will continue to be strong in the subject.</p>	£900 for 2 teachers to undertake CPD.

<p>To ensure our foundation stage has the correct equipment within their setting to develop motor competence, specifically fine and gross motor skills</p>	<p>Children in foundation stage</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Subject leader to work with AL (foundation stage teacher) to discuss how we can further improve the outside setting to allow children to better develop their motor competence (the first pillar of our PE curriculum intent) in both PE lessons and within the continuous provision.</p> <p>Subject leader to monitor the effectiveness of the equipment and how it is been used.</p>	<p>£2000 for various equipment.</p>
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<p>Continue to develop the role of the Sports Leader.</p> <p>The Sports Leader shall continue to promote new sporting activities at lunchtime.</p> <p>The sports leader shall follow the new outline of activities designed by the subject leader which includes activities that are inclusive and promote participation for all.</p>	<p>All children and sports leader</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Children and subject leader shall recognise the wider range of activities that have been put in place by the sports leader.</p> <p>Activities selected will be accessible to all children by introducing activities that focus more on 'effort rather than skill' e.g. fitness clubs and the daily mile.</p> <p>Children will have exposure to different sports which will in turn allow more pupils to transfer these skills into the PE curriculum leading to higher attainment.</p> <p>More children, including those that are disadvantaged, shall identify themselves as 'regular' participants of physical activity at lunchtimes.</p>	<p>£6000</p>
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<p>Continue to hold after-school coaching sessions which maintain engagement in a variety of sports.</p> <p>Children to try out new activities and sports that they won't necessarily have done before, stay fit and healthy, and have fun. These sessions will also link to the tournaments held by Waterton Academy Trust.</p>	<p>All children including disadvantaged and those who are SEND</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children will be able to positively discuss the wide range of after school activities offered to them.</p> <p>Children will be successful at competitions held by Waterton Academy Trust.</p> <p>This will continue to improve the quality of PE lessons and after-school clubs.</p>	<p>£2000</p>
<p>Continue to purchase any necessary PE equipment/resources to teach the new curriculum and offer children new sporting experiences.</p> <p>New equipment shall be purchased to support the teaching of a range of sports and activities.</p> <p>The new equipment shall be purchased to support with the delivery of the new progression document and planning for outdoor PE.</p>	<p>All children including disadvantaged and those who are SEND</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children will have more exposure to different sports and be able to discuss their increased engagement.</p> <p>All lessons shall be resourced to allow for outstanding teaching and learning in the subject by allowing all children including our most disadvantaged to make at least good progress.</p>	<p>£2000</p>



<p>To ensure systems are in place to better support greater depth children across school.</p>	<p>Children targeted for greater depth in the subject.</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Increased teacher confidence in identifying and supporting greater depth pupils in PE, evidenced through staff feedback, surveys, or professional discussions.</p> <p>More pupils working at greater depth in PE, as identified through lesson observations, pupil progress tracking, and formative assessments.</p> <p>Improved quality of challenge in PE lessons, reflected in planning scrutiny and lesson visits (e.g. presence of extension tasks, leadership roles, or tactical questioning).</p> <p>Greater pupil engagement and motivation, particularly among higher-attaining pupils, evidenced through pupil voice, behaviour during lessons, and participation in extracurricular or leadership roles.</p> <p>Improved pupil ability to articulate their thinking and reflect on their performance, as seen in the use of questioning, discussion, or self-assessment activities in lessons</p>	<p>£1000</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

## 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 are able to perform safe self-rescue in different water-based situations?	78%	
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?	N/A	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This is something that we are arranging for this year given that we have a teacher new to year group in Y4.
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Signed off by:

Head Teacher:	Chris Johnson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sam Jackson (Deputy Head Teacher)
Governor:	Yvonne Gray
Date:	October 2025