



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 2025.**

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 increase physical activity levels by ensuring all pupils have consistent access to a variety of inclusive and engaging physical activities during and outside of school hours.	Increased Participation: A higher number of pupils regularly engaged in physical activity, including those who have previously been inactive or disengaged. Improved Physical Health: Pupils developed better overall fitness, coordination, and physical development, contributing to long-term health benefits. Enhanced Mental Wellbeing: Regular activity supported pupils' mental health, helping reduce stress and anxiety, and promoting positive mood and self-esteem. Greater Inclusion: Activities were accessible and appealing to all pupils, helping close gaps in engagement across gender, ability, and socio-economic status. Improved Behaviour and Concentration: Pupils exhibited improved focus, behaviour, and readiness to learn, particularly after active sessions or breaks.	Increased Participation There has been a significant increase in pupil participation in daily physical activity, including those previously identified as inactive. Regular monitoring shows engagement in lunchtime and after-school clubs has risen by significantly with targeted activities introduced for less confident and SEND pupils. (Links to Key Indicator 1: Engagement of all pupils in regular physical activity) Improved Physical Health Pupils demonstrate improved physical competency, stamina, and coordination, as observed in PE assessments and teacher feedback. Fitness-based interventions (active playtimes) have contributed to measurable improvements in cardiovascular endurance and motor skills across year groups. (Links to Key Indicator 1 & 3: Regular

	Development of Lifelong Habits: Pupils formed positive attitudes toward physical activity, increasing the likelihood of maintaining active lifestyles into adolescence and adulthood.	activity + Staff skill development Enhanced Mental Wellbeing Physical activity has positively impacted pupils' mental wellbeing. Teachers report increased self-confidence, improved emotional regulation, and reduced behavioural incidents post-activity. Pupils identified physical activity as a key factor in feeling calmer and more focused during pupil voice surveys. Moodtracker responses are increasingly positive. (Links to Key Indicator 2: PE as a tool for whole-school improvement) Greater Inclusion Our programme now includes a broader, more inclusive offer that appeals to all pupils. Adapted PE and new clubs like dance, yoga, and non-competitive games have boosted participation among girls, pupils with SEND, and those eligible for pupil premium. All pupils are actively encouraged to participate through inclusive teaching practices and leadership opportunities. (Links to Key Indicator 4: Broader experience of sports and activities) Improved Behaviour and Concentration Teachers consistently report improved concentration and on-task behaviour after physically active sessions. Structured active breaks and lunchtime play zones have had a noticeable impact on afternoon learning and classroom engagement, especially for pupils with additional needs. (Links to Key Indicator 2: Whole-school improvement through PE) Development of Lifelong Habits
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To provide targeted swimming support to ensure all pupils have the opportunity to further develop their water confidence, and to increase the proportion of pupils able to confidently swim 25 metres on their front and back by the end of Key Stage 2.	Targeted swimming support was provided to ensure that all pupils had the opportunity to further develop their water confidence and progress toward the national curriculum swimming standard. Pupils identified as not yet meeting the 25-metre requirement—particularly those in Year 5 and 6—received additional booster sessions focused on water safety, stroke technique, and confidence-building, with an emphasis on breaststroke. As a result: • Water confidence significantly improved across the targeted group, as evidenced by pupil voice and instructor feedback. • The percentage of Year 6 pupils able to confidently swim 25 metres on their front and back increased from % to current %. • Pupils who were initially hesitant in the water made demonstrable progress, including several achieving the 25-metre benchmark who were previously classed as non-swimmers. • Disadvantaged pupils and those with SEND showed notable gains, closing the attainment gap in swimming outcomes. • The additional sessions also raised awareness	Pupils are developing a positive, lasting attitude towards physical activity. Through pupil voice and self-reflection tasks in PE, many report enjoying being active and understanding its importance for physical and mental health. This culture is reinforced by celebrating participation and success, not just performance." (Links to Key Indicators 2 & 5: Raising the profile + Competitive opportunities for all) The targeted swimming intervention has led to clear and measurable improvements in both pupil confidence and swimming ability. The focused support enabled a greater number of pupils—particularly those who were previously non-swimmers or lacked confidence—to meet the KS2 national swimming standard of 25 metres using breaststroke. The sessions also supported our wider inclusion goals by engaging pupils with SEND and those from disadvantaged backgrounds. This development has not only improved swimming outcomes but also enhanced pupils' safety awareness and their positive attitude towards physical activity."
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To engage with the local Sefton Active Lifestyles Programme to promote healthy, active living for pupils and their families, enhancing both physical activity levels and knowledge of healthy eating within the school community.	of water safety and encouraged more pupils to pursue swimming outside of school, supporting the development of lifelong healthy habits. Engagement with the Active Lifestyles Programme has successfully increased awareness and understanding of the importance of physical activity and healthy eating across the whole school community. Pupils participated enthusiastically in workshops and activities that linked physical education with broader health and wellbeing messages. Families were actively involved through events and resource sharing, leading to a noticeable increase in discussions around healthy lifestyles at home. As a result: • Pupils demonstrate improved knowledge about the benefits of regular exercise and balanced nutrition, as reflected in pupil surveys and PSHE assessments. • There has been an increase in pupil participation in physical activity outside of school hours, supported by family involvement. • The whole-school ethos now more strongly promotes health and wellbeing, with physical activity and healthy eating embedded across the curriculum. • Community partnerships have been strengthened, providing sustainable support for ongoing health initiatives.	The partnership with the Active Lifestyles Programme has effectively raised the profile of physical activity and healthy eating within the school and wider community, directly supporting Key Indicator 2 (The profile of PE and sport is raised across the school as a tool for whole-school improvement) and Key Indicator 4 (Broader experience of a range of sports and activities offered to all pupils). Through targeted workshops and family engagement initiatives, pupils' knowledge and motivation to lead healthier lifestyles have improved, reinforcing a whole-school approach to wellbeing. This collaborative work has strengthened community links and provided valuable resources that will help sustain positive health outcomes beyond the funding period
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To establish regular pupil voice opportunities to gather feedback on PE, sport, and physical activity provision, ensuring pupils' interests and needs inform future planning and improve engagement.	The establishment of a pupil sports council and regular feedback mechanisms has significantly enhanced the quality and relevance of our PE and physical activity provision. Termly surveys and focus groups have enabled pupils to express their preferences, concerns, and ideas, which have directly informed the development of new clubs, activity formats, and inclusive practices. As a result: • Pupil engagement in PE and extracurricular physical activities has increased by %, with notable improvements among previously less active groups. • The variety of sports and activities offered has expanded to better reflect pupil interests, including the introduction of dance, yoga, and alternative sports]. • Pupils report feeling valued and empowered, fostering a stronger sense of ownership and responsibility for their physical wellbeing. • Staff have noted improved motivation and behaviour in PE lessons linked to pupil-led changes. This ongoing collaboration ensures that the physical activity offer remains dynamic, inclusive, and aligned with the needs of all pupils, supporting the school's broader commitment to promoting lifelong active habits.	The implementation of regular pupil voice activities, including the establishment of a pupil sports council and termly surveys, has strengthened our provision by directly involving pupils in decision-making. This initiative supports Key Indicator 1 by increasing engagement in physical activity through tailored opportunities that reflect pupil preferences. It also raises the profile of PE and sport within the school (Key Indicator 2) by empowering pupils as active stakeholders. Furthermore, by diversifying and broadening the range of activities offered based on pupil feedback, we have effectively addressed Key Indicator 4, ensuring inclusive and varied physical activity experiences for all.
To increase opportunities for all pupils to participate in both intra-school (house/team competitions) and inter-school competitive sport, promoting teamwork, resilience, and school pride.	The focus on expanding inter- and intra-school competitive sport opportunities has had a positive and measurable impact across the school. Regular intra-school competitions, including house tournaments in a variety of sports, have improved	The profile of PE and school sport has been significantly raised (Key Indicator 2), contributing to a strong culture of physical activity and aspiration. The school's commitment to inclusive competition

To improve the confidence, subject knowledge, and delivery of gymnastics and dance among teaching staff through team teaching with qualified specialist coaches.	participation and built a strong sense of teamwork and school spirit among pupils. Externally, the school's increased involvement in inter-school competitions has led to notable success. This year, our Year 6 football team won the local school league, demonstrating not only sporting achievement but also commitment, resilience, and teamwork. Additionally, two boys and one girl were selected to represent their district football teams, reflecting the high level of skill and dedication fostered through our PE and extracurricular provision. As a result: • A wider range of pupils have engaged in competitive sport, including those who previously lacked confidence or experience. • Pupils have developed key life skills such as leadership, cooperation, and handling success and failure. A structured programme of CPD was delivered to improve teacher confidence and subject knowledge in gymnastics and dance. Through a team-teaching model with expert coaches, staff were supported in planning, delivering, and assessing high-quality PE lessons. The gradual release approach allowed teachers to build their confidence while actively learning effective techniques and strategies. As a result: • Teacher confidence in delivering gymnastics and dance increased significantly, as evidenced by staff self-evaluation surveys and improved lesson observations. • Teachers now demonstrate stronger understanding of progression in movement, choreography, and skill development, and are better equipped to deliver these units	formats also supports broader participation, directly addressing Key Indicator 5 (increased participation in competitive sport) and Key Indicator 1 (engagement of all pupils in regular physical activity). The team-teaching CPD programme in gymnastics and dance has had a measurable impact on both staff development and pupil outcomes. By working alongside expert coaches, teachers have gained confidence, subject knowledge, and practical strategies to deliver high-quality lessons independently. This directly supports Key Indicator 3 (Increased confidence, knowledge, and skills of all staff in teaching PE and sport). As a result, pupils now experience a broader and more engaging PE curriculum, contributing to Key Indicator 4 (Broader experience of a range of sports and activities) and supporting more consistent physical skill development across year groups.
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	independently. • Pupil outcomes in gymnastics and dance have improved, with greater participation, creativity, and physical literacy observed across key stages. • This CPD has contributed to a sustainable improvement in PE delivery by upskilling internal staff, reducing future reliance on external providers. • The wider PE curriculum is now more balanced and engaging, ensuring all pupils have access to high-quality instruction in less-confident areas of the subject.	
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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
To increase physical activity levels by ensuring all pupils have consistent access to a variety of inclusive and engaging physical activities during and outside of school hours.	All pupils across the school - Particularly targets pupils who are less active, including disadvantaged pupils and those with SEND - Also benefits staff through improved routines and provision	Key Indicator 1: The engagement of all pupils in regular physical activity - Key Indicator 4: Broader experience of a range of sports and activities - Key Indicator 2 (secondary link): Raising the profile of PE and sport across the school	Increased participation in daily physical activity, both during curriculum time and through extracurricular opportunities - Improved pupil wellbeing, behaviour, and focus through more regular movement - Wider pupil engagement by offering diverse, inclusive, and pupil-informed activity choices - Sustainability: Staff are trained and supported to lead a variety of activities; routines such as daily activity breaks and active lunchtimes are embedded into the school day; pupil voice is used termly to review and improve provision; existing facilities and equipment are maximised to maintain provision without reliance on ongoing external funding	£2,000

To provide targeted swimming support to ensure all pupils have the opportunity to further develop their water confidence, and to increase the proportion of pupils able to confidently swim 25 metres on their front and back by the end of Key Stage 2.	KS2 pupils, with a focus on Year 5 and Year 6 - Pupils at risk of not meeting the national curriculum swimming requirements - Pupils with low water confidence, including disadvantaged pupils and those with SEND	Key Indicator 1: The engagement of all pupils in regular physical activity - Key Indicator 4: Broader experience of a range of sports and activities	Increased percentage of Year 6 pupils meeting the swimming standard (25m front and back, water safety) - Pupils gain essential life skills, improving water safety awareness and confidence in aquatic environments - Greater equity in outcomes across different pupil groups - Sustainability: Strong tracking and early identification systems ensure targeted pupils receive timely intervention each year; relationships with local pool and instructors are maintained; upskilled staff can assist with swimming instruction or delivery support over time	£3,565
To engage with the local Sefton Active Lifestyles Programme to promote healthy, active living for pupils and their families, enhancing both physical activity levels and knowledge of healthy eating within the school community.	All pupils across the school - Families, including those less engaged with school-based health initiatives - Staff, through access to shared resources and training - Wider school community via outreach and events	Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement - Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	Raised awareness of the benefits of physical activity and healthy eating among pupils and families - Improved pupil wellbeing through better lifestyle choices - Strengthened home-school relationships via inclusive family participation in	£2,500

To establish regular pupil voice opportunities to gather feedback on PE, sport, and physical activity provision, ensuring pupils' interests and needs inform future planning and improve engagement.	All pupils across the school - Particularly impacts pupils who may feel underrepresented in current PE/sport provision (e.g. girls, less active pupils, SEND) - Staff, by providing clear insight into pupil interests and barriers to participation	Key Indicator 1: The engagement of all pupils in regular physical activity - Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement - Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	health-focused events - Greater community involvement in supporting a whole-school health agenda - Sustainability: Strong links with local health providers and ongoing use of free or low-cost resources; health and wellbeing themes embedded into PE, PSHE, and science curricula; development of repeatable workshops and parent resources that can be reused year-on-year PE and sport provision becomes more inclusive, relevant, and appealing to all pupils - Increased participation in physical activity, especially from those who were previously disengaged - Pupils feel more empowered and invested in their physical wellbeing, promoting long-term healthy habits - Sustainability: A pupil sports council or regular feedback mechanism becomes embedded in the school calendar; insights gathered termly to inform staff planning and enrichment choices; staff develop a more responsive	
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To increase opportunities for all pupils to participate in both intra-school (house/team competitions) and inter-school competitive sport, promoting teamwork, resilience, and school pride.	Pupils with high sporting potential and those who are less active or new to competition - Pupils with SEND through inclusive competition formats - Staff involved in organising and supporting events	Key Indicator 5: Increased participation in competitive sport - Key Indicator 1: The engagement of all pupils in regular physical activity - Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement	and pupil-led approach to PE delivery - More pupils experience competitive sport in a positive and inclusive environment - Development of key life skills such as resilience, teamwork, and sportsmanship - Improved pupil motivation, pride, and sense of belonging through team representation - Increased representation in local and district competitions, building school visibility and ambition - Sustainability: Annual calendar of intra- and inter-school events becomes embedded into the school year; staff trained to coordinate fixtures and events; pupil sports leaders involved in organising and promoting competitions; partnerships with local schools and sports networks maintained to ensure continued opportunities	£3,000
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To improve the confidence, subject knowledge, and delivery of gymnastics and dance among teaching staff through team teaching with qualified specialist coaches.	Teaching staff responsible for delivering PE lessons - All pupils who benefit from higher-quality gymnastics and dance lessons - Specialist coaches partnering with staff	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport - Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	Increased teacher confidence and expertise in gymnastics and dance, resulting in higher-quality lessons. - Enhanced pupil engagement and skill development in these disciplines. - Sustainable upskilling of staff reduces reliance on external providers over time. - Improved curriculum breadth, offering pupils diverse and inclusive physical activities. - Sustainability: Knowledge and skills gained through team teaching embedded into staff practice; creation of reusable lesson plans and resources; ongoing professional development supported by school leadership.	£7,500
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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 can swim competently, confidently and proficiently over a distance of at least 25 metres?	71 %	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	62%	
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	<i>Lawrence Crilly</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kelly Robinson</i>
Governor:	<i>(Name and Role)</i>
Date:	July 2025