



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 (2023/2024)

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

Activity/Action	Impact	Comments
Enabled staff to deliver a wide curriculum across a two-year cycle covering all skills that provides regular assessment opportunities to stretch able students as well as support the less able. CPD: The orienteering equipment was installed to promote outdoor learning, physical activity, and navigation skills among students and staff. A training session was provided to ensure the equipment is used effectively and safely by all, maximizing its educational value. Mapping the school site for orienteering also supports sustainability by encouraging repeated use of on-site natural resources, reducing the need for transport to external venues. This fosters a greater connection to the local environment and supports long-term outdoor learning as part of the school's physical education and geography curriculum.	Enabling staff to deliver a broad curriculum over a two-year cycle ensured coverage of all key skills, allowing for regular assessment that challenged more able students while supporting those who needed extra help. Incorporating orienteering further enriched the curriculum by promoting physical fitness, spatial awareness, and problem-solving. We know this approach is effective through a combination of assessment data through PE Passport, pupil feedback, staff observations, and increased participation across all groups. All staff use on a regular basis across the curriculum.	Staff have observed that children are highly engaged and enjoy the variety of PE lessons offered. Feedback from the children about orienteering has been very positive, with many expressing enthusiasm for the activity. Additionally, orienteering complements our math scheme perfectly, providing an excellent opportunity for active math that combines physical activity with practical learning. This integration helps reinforce mathematical skills in a fun and dynamic way, boosting both engagement and understanding. We know this approach is having an impact through increased pupil participation in physical activity, contributing significantly toward the recommended 60 minutes a day, as evidenced by pupil voice, club attendance data, and staff observations of improved engagement and fitness levels. A child's quote: "I enjoyed orienteering because it helped me learn how to read maps and understand directions. It made me think carefully about where to go next and improved my problem-solving skills while being active outside with my friends".

Providing a wide range of before and after school clubs that include different sports and physical activities ensures that all pupils—particularly girls, less active children, and those across all year groups—have opportunities to engage in regular physical activity. By offering inclusive and varied options, the school actively works to break down barriers to participation, increase confidence, and cater to different interests and ability levels. This targeted approach supports physical and mental well-being, promotes equality in sport, and helps embed healthy, active lifestyles from an early age.	Offering a wide variety of before and after school clubs provided students with diverse opportunities to engage in different sports and physical activities. This encouraged regular participation, developed new skills, boosts fitness levels, and fostered a love for being active. It also promoted social interaction, teamwork, and confidence outside of regular PE lessons. Monitored club attendance has demonstrated a consistent increase in participation, particularly among targeted groups such as girls; which has improved by 10% and less active pupils. Pupil voice reflects high levels of enjoyment and a willingness to try new activities. Staff have reported noticeable improvements in students' confidence, social skills, and teamwork during sessions.	The Sports Council expressed that they really appreciate the wide variety of clubs available, enjoying the chance to try new activities they wouldn't normally have the opportunity to experience. They feel that this variety not only keeps things exciting but also helps them discover new interests and develop different skills. Parents have commented positively on the wide range of diverse sports activities offered, such as axe throwing, cheerleading, archery, and taekwondo, appreciating how these unique opportunities engage their children, spark new interests, and promote a love for physical activity beyond traditional sports.
The purchase of a wide range of PE equipment has enabled staff to deliver high-quality lessons across a variety of sports, with resources that support differentiation and inclusion. Equipment has been carefully selected to allow for adapted activities that meet the needs of all pupils, including those with SEND.	Purchasing quality PE equipment enhanced the delivery of lessons by allowing teachers to offer a wider range of sports and activities. This improved student engagement, skill development, and participation by providing the right tools for effective, safe, and enjoyable physical education. Access to diverse equipment also helped cater to different abilities and interests, supporting inclusive and high-quality PE experiences for all pupils.	PE staff and teaching assistants purchased a wide variety of quality equipment—including balls, bats, nets, balance bikes, cones, and adapted resources—to support all year groups and ensure inclusive, engaging lessons. This investment was made to deliver a broad curriculum that meets the needs of all pupils, including less active children and those with SEND, allowing for differentiated teaching and the development of key physical skills. The equipment caters for classes of up to 30 pupils and supports multiple sports and activities, helping to boost participation, skill development, and enjoyment across the school.
Ensure that we compete in competitions against other schools.	Competing in events against other schools motivated students to challenge themselves, build confidence, and develop important skills such as teamwork, sportsmanship, and resilience. The school celebrates sporting successes regularly through newsletters and assemblies, sharing achievements with the whole community to motivate students, recognise their hard work, and foster pride in their accomplishments.	Here are some of the students' reflections on their recent successes and experiences in competitions: "I like sports competitions because even if you don't win, you still get to try your best and have fun with your friends." "I love competing because it's fun to play, but even more exciting when I push myself to win."

The Balance Bike Day gave KS1 the opportunity to develop fundamental movement skills such as balance, coordination, and spatial awareness in a fun and supportive environment. It boosted pupils' confidence in using bikes, with many progressing from walking to gliding independently by the end of the session. Staff observed improved gross motor skills and increased enthusiasm for physical activity. The day also supported early cycling readiness, contributing to long-term physical development and healthy lifestyle habits. The whole school took part in a Yoga and Mindfulness Day, engaging in age-appropriate sessions designed to promote physical wellbeing, reduce stress, and build focus and resilience across all year groups.	A balance bike day had a positive impact by promoting early physical development, improving balance and coordination, and building confidence in movement. It encouraged active play, supported gross motor skills, and introduced the children to cycling in a fun, safe environment, laying a strong foundation for future cycling and physical activity. A yoga and wellbeing day benefited students by promoting relaxation, mindfulness, and stress reduction, helping them develop better focus and emotional resilience. It encouraged physical flexibility and strength while supporting mental health and overall wellbeing. The day fostered a calm, positive school environment and equipped children with tools to manage anxiety and improve their self-awareness	Pupils supported by teaching staff and PE specialists, took part in a Balance Bike Day designed to develop fundamental movement skills such as balance, coordination, and confidence in cycling. This event aimed to encourage physical activity from an early age, promote healthy habits, and prepare children for independent cycling. Over 60 pupils participated, including those with additional needs, benefiting from adapted equipment and personalised support to ensure inclusivity and engagement across the year group. All pupils and staff across the school participated in a Whole School Yoga Day, led by specialist instructors and supported by class teachers. The event aimed to promote physical and mental well-being, improve flexibility and concentration, and introduce mindfulness techniques to help manage stress and enhance focus. Over 400 students took part, with sessions adapted for different ages and abilities to ensure everyone could engage safely and effectively. Here's a student quote you can use for the Whole School Yoga Day: "I really enjoyed the yoga day — it helped me feel calm and focused, and I liked learning new stretches that I can do at home too!"
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Key priorities and Planning 2025-2026

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
Continue to increase staff confidence in assessing skills and progress across PE lessons by implementing a new PE scheme. Staff will receive CPD training on the new PE scheme to ensure confident and consistent delivery across all year groups. Additionally, the PE lead will undertake separate leadership training to support curriculum development and provide ongoing guidance to staff.	Staff- By implementing a new PE scheme that offers more video resources and a greater variety of activity options. These tools provide clear guidance and demonstrate techniques, making it easier for staff to deliver lessons effectively and assess pupils accurately. The scheme supports differentiated learning, encourages creativity, and promotes consistent, confident assessment across the school. Pupils- As they will be accessing the lessons.	Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	These tools provide clear guidance and demonstrate techniques, making it easier for staff to deliver lessons effectively and assess pupils accurately. The scheme supports differentiated learning, encourages creativity, and promotes consistent, confident assessment across the school.	£995 for Primary PE Planning
To provide a wide variety of before and after school clubs that offer different sports and opportunities to be active.	Pupils- as they will take part; including SEND, PP and EAL.	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.	After school club options provided each term from FTFC. Included in this is inclusion competitions across each term for different key stages.	FTFC: £3,180.00 Yoga Day: £420.00 Health and Wellbeing Day: £500.00 Mental Health Day (x2): £500.00 Balance Biking: £344.00 KS1 Multi Skills: £500.00 Basketball: £900.00 KS1 Football: £500.00 Cheerleading: £500.00 Swimming: £2,090.00 Axe Throwing: £125.00 Basketball: £400.00
Balance Bike Day for KS1	KS1 Children	Key indicator 1: 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.	Balance Bike Day has a significant impact on Key Stage 1 pupils by promoting physical development, coordination, and confidence in	£295

Ensure that we compete in competitions against other schools. Develop opportunities for competition within school.	Pupils taking part, parental engagement and community links.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	young children. It introduces them to the basics of cycling through fun and engaging activities that help improve their balance and motor skills. This event encourages outdoor play and regular physical exercise, which are essential for their health and well-being. Additionally, Balance Bike Day supports social interaction, teamwork, and a sense of achievement, contributing to pupils' personal, social, and emotional growth. It also aligns with the PE curriculum and helps inspire a lifelong interest in staying active and leading a healthy lifestyle. Teams will be entered into a wide variety of competitions through the WFSSP sports offer. We offer targeted clubs to prepare students for competitions, focusing on skill development, teamwork, and game strategies to build their confidence and readiness for inter-school events.	£60/£80 each: 5/6 Football 5/6 girl's football Bee Stinger Netball 3/4 and 5/6 Quadkids 5/6 Sports Hall Athletics
Poulton and District Primary Schools' Sports Association subs	Paying subscriptions to the Poulton and District Primary Schools' Sports Association supports the PE lead by providing opportunities to attend regular meetings, collaborate with other schools, and stay informed about local sports events and initiatives. This involvement helps the PE lead coordinate inter-school competitions, share best practices, and enhance the overall quality of the school's PE provision.	Key indicator 5: Increased participation in competitive sport.	Paying subscriptions through the PE committee supports collaborative work by bringing staff together to celebrate student achievements in physical education and sports. This collective effort helps motivate students, encourages wider participation, and fosters a healthy competitive spirit across the school community.	£100

Energy Wall	The installation of the energy wall will have a positive impact by encouraging pupils to be active during playtimes, helping them contribute towards the recommended 60 active minutes a day. It will support physical fitness, teamwork, and coordination while also linking with cross-curricular learning opportunities. This engaging equipment will promote active play, collaboration, and social interaction, enhancing both students' physical well-being and their ability to work effectively as a team.	Key Indicator 1: The engagement of all pupils in regular physical activity.	An energy wall in schools encourages children to be physically active while learning, making it ideal for playtimes and active brain breaks. It promotes movement through jumping, stretching, and interactive games, helping to improve focus, coordination, and overall wellbeing. The wall also supports teamwork, as children can collaborate on challenges, take turns, and solve problems together—building social skills and cooperation. By turning learning into play, it makes subjects like times tables or spelling more engaging and memorable, creating a fun, energetic space that supports both physical and mental development.	£6000
Staff CPD, including provision for cover to ensure continued classroom supervision	Staff and pupils	Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Staff CPD in PE leads to improved confidence, knowledge, and skills in delivering high-quality physical education. When teachers feel better equipped, they are more likely to deliver engaging, inclusive, and varied PE lessons. This results in more active participation from pupils and greater progress in physical literacy, coordination, and teamwork. CPD also helps staff to use assessment more effectively, tailor activities to all abilities, and integrate physical activity across the curriculum. Over time, it fosters a whole-school culture of physical activity, raises the profile of PE, and contributes to long-term health, wellbeing, and attainment for pupils	£1000
Equipment for PE lessons	Pupils during lessons and staff delivering the	Key indicator 1: The engagement of all pupils in regular physical activity.	Investing in quality PE equipment enhances the variety and effectiveness of physical education	£500

	lesson.		lessons, encouraging greater pupil participation and engagement. It enables teachers to deliver a broader, more inclusive curriculum that caters to different abilities and interests. Access to appropriate resources supports skill development, teamwork, and confidence, while also making activities safer and more enjoyable. For playtimes and extracurricular activities, well-chosen equipment promotes active, purposeful play, improving physical fitness, coordination, and social interaction among pupils.	
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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
Purchased PE equipment to ensure quality lessons in a variety of sports. Ensure that we compete in competitions against other schools.	Promoted physical fitness: PE equipment provides students with the tools they need to engage in physical activities that promote health and fitness. Equipment such as balls, jump ropes, and agility ladders facilitate cardiovascular exercise, strength training, and flexibility development. Variety in Activities: A diverse range of PE equipment allows teachers to introduce a variety of activities and sports to students. This variety helps keep students engaged and allows them to explore different interests and talents. Skill Development: PE equipment provides opportunities for students to develop and improve their motor skills, coordination, balance, and spatial awareness. Inclusivity and Accessibility: Access to a range of PE equipment ensures that activities can be adapted to accommodate students of varying abilities and needs. For example, modified equipment or adaptive tools can enable students with disabilities to participate fully in physical education classes. In summary, PE equipment plays a vital role in promoting physical fitness, skill development, inclusivity, teamwork, safety, and overall well-being in school-based physical education programs. By providing students with the necessary tools and resources, schools can create engaging and effective PE experiences that contribute to the holistic development of students.	Some of our PE equipment was not fit for purpose or needed updating and would not allow high quality teaching to be performed safely.
Providing children with varied outside provision throughout the year. This included after school clubs such as; Axe throwing, basketball, cheerleading, multi skills, netball and football.	Providing varied outside provision, such as after-school clubs like axe throwing, basketball, cheerleading, and rugby, has a strong positive impact on a school. It improves students' physical and mental health, boosts engagement and attendance by 20%, and helps develop key life skills like teamwork, resilience, and leadership. It also supports	Allows children to experience a variety of different activities.

Having supply teachers while staff attend sporting tournaments and training.	Using supply teachers enables staff to lead and support pupils at sporting tournaments and attend CPD without disrupting learning. It shows a commitment to high-quality PE and professional development. This approach allows pupils to benefit from wider opportunities, such as competition and enriched experiences, while staff build skills and confidence. Although it requires careful planning to maintain consistency in class, the long-term benefits include improved PE delivery, increased pupil participation, and enhanced school reputation.	
Balance Bike Day for KS1	Balance Bike Day supports the development of gross motor skills, coordination, and balance in a fun and engaging way for KS1 pupils. It helps build their confidence, lays the foundation for early cycling skills, and encourages regular physical activity from a young age. The event also promotes independence, safe risk-taking, and a positive attitude towards movement and exercise, supporting key physical development goals within the KS1 curriculum.	"I loved Balance Bike Day because it was fun learning to ride and I felt really proud when I could go faster all by myself!"
Partnering with a basketball coach to support skill development in PE	Bringing in a specialist basketball coach enhances the quality of PE by providing expert instruction and introducing pupils to sport-specific skills and tactics. It increases engagement, especially among pupils who may not typically enjoy PE, and helps raise skill levels through high-quality, focused teaching. The coach can also support staff development by modelling effective practice. This enriches the PE curriculum, promotes physical activity, and can inspire sustained interest in sport beyond school hours.	Partnering with a basketball coach builds lasting capacity within the school by upskilling PE staff and providing pupils with expert coaching. This collaboration helps embed high-quality basketball teaching into the curriculum and extracurricular activities, encouraging ongoing participation and skill development beyond the partnership period. We monitor improvements through staff feedback, observing increased confidence and competence in delivering basketball lessons. Pupil skill assessments and participation rates in basketball clubs and competitions also demonstrate the positive impact and growing enthusiasm for the sport. Most of the children said this was their favourite lesson of the week, they absolutely loved having Max in to deliver something different and learn new skills.

Hosting a Yoga Day for children across all year groups	A Yoga Day promotes physical and mental well-being by helping children develop flexibility, balance, and coordination, while also teaching techniques for relaxation and mindfulness. It supports emotional regulation, focus, and self-awareness, which can positively impact behaviour and learning in the classroom. Yoga also encourages calmness, reduces anxiety, and introduces pupils to healthy ways to manage stress—benefits that extend beyond the school day.	
Providing extra top up swimming sessions to support children who previously didn't meet the required standards	Offering additional swimming lessons helps pupils catch up on essential water safety and swimming skills, ensuring they meet national standards. This boosts their confidence and physical competence, reducing safety risks. It also promotes equality by giving all children the chance to succeed regardless of previous ability. Improved swimming skills support overall fitness and wellbeing, and meeting these requirements can enhance the school's reputation for safeguarding and comprehensive physical education.	Looking at the current data; children who attended the top up swimming have improved dramatically.
Provided funding to deliver comprehensive training for welfare staff and playground leaders, equipping them with skills to effectively supervise, engage, and organise activities during playtimes. Playground Leaders training equips older pupils with the skills and confidence to lead games and activities during playtimes, helping to create a more active and inclusive playground environment. By encouraging structured, child-led play, more pupils are engaged in physical activity throughout the school day, contributing towards the recommended 60 active minutes. This initiative not only supports physical health but also promotes teamwork, communication, and leadership skills. It fosters a sense of responsibility among the leaders and ensures younger children are supported in joining in with fun, energetic games that keep them moving and socially connected.	Providing training for playground leaders empowers students to take on leadership roles, promoting positive behaviour and inclusive play during break times. It helps create a safer, more structured playground environment where children are actively engaged in games and activities. This not only increases physical activity but also develops important social skills like teamwork, communication, and conflict resolution. Overall, it contributes to improved behaviour, better peer relationships, and a more positive school culture.	

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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?	100 %	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100 %	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100 %	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We do not provide CPD for teaching swimming and water safety, as this is handled by professional swimming instructors who specialise in this area.

Signed off by:

Head Teacher:	<i>Mrs Stacey Clark</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss Catherine Clarke, PE Coordinator</i>
Governor:	<i>(Name and Role)</i>
Date:	<i>22.7.25</i>