



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
Sports Premium funding was used to purchase and implement the PE Primary Planning scheme, providing staff with access to comprehensive PE lesson plans, curriculum progression documents, assessment resources and teaching support materials to enhance the quality and consistency of PE provision across the school.	The school used Sports Premium funding to purchase and implement the PE Primary Planning scheme, providing teachers with high-quality lesson plans, assessment tools and progressive curriculum resources. This has increased staff confidence and consistency in the delivery of PE across all year groups, ensuring pupils develop skills progressively from year to year. As a result, pupils are more engaged in PE lessons, participation levels have increased, and children are developing greater competence, confidence and enjoyment in physical activity. The scheme has also supported curriculum planning and assessment, helping to ensure that all pupils receive a broad, balanced and high-quality PE education.	Feedback from pupil questionnaires showed that children enjoy PE lessons, feel engaged in activities and are confident in understanding what they need to do to improve their skills. Staff reported that they particularly value the video demonstrations, which clearly model the skills being taught and support effective lesson delivery. Teachers also commented that the lesson plans are clear, concise and easy to follow, helping to reduce planning time while increasing confidence and ensuring consistency and progression in PE teaching across the school.
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	Providing a wide variety of after-school sports clubs, including those led by specialist coaches, has increased pupil participation in physical activity and enabled children to experience a broader range of sports. The clubs have helped to develop pupils' skills, confidence and enjoyment of physical activity, while also encouraging healthy and active lifestyles. As a result, the school has seen an increase in the number of children joining sports clubs outside of school,	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 Max (the basketball coach) lessons, that I know

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sport, and helps embed healthy, active lifestyles from an early age.	demonstrating a greater enthusiasm for sport and a positive impact on long-term participation in physical activity.	play basketball for a club.” The Sports Council stated 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.
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.	With classes of up to 30 pupils and, at times, multiple classes using facilities simultaneously, increased equipment levels have reduced waiting times and maximised participation throughout lessons. The equipment has also enabled staff to better adapt activities for pupils with SEND, providing appropriate resources to support individual needs and ensure all children can access and succeed in PE. As a result, engagement, skill development and physical activity levels have increased across the school.
Increase opportunities for pupils to take part in competitive sports against local 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 success 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>"Even when we didn't win, I enjoyed taking part and working as a team."</i> <i>"The competitions made me want to join a sports club and practise more."</i> <i>"I felt proud to represent my school at the event."</i> <i>"I enjoyed trying a sport in a competitive environment that I hadn't played before."</i>
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,	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.	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,

contributing to long-term physical development and healthy lifestyle habits.		including those with additional needs, benefiting from adapted equipment and personalised support to ensure inclusivity and engagement across the year group.
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 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.	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.
Ensuring all children meet national swimming proficiency standards.	Top-up swimming sessions have provided targeted support for pupils who had not yet achieved the statutory 25-metre swimming standard, resulting in improved swimming competence, water confidence and water safety awareness. The additional instruction and smaller group teaching have enabled pupils to make accelerated progress, with a higher percentage of children meeting the expected standard by the end of Key Stage 2. Following the provision of top-up swimming sessions, 97.8% successfully achieved the expected swimming standard by the end of Key Stage 2, demonstrating the positive impact of targeted intervention on swimming competence, water confidence and water safety.	

Key priorities and Planning 2026-2027

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 renew the PE Primary Planning subscription annually to ensure access to up-to-date PE planning, lesson resources and assessment materials.	PE lead, teaching staff and all pupils.	Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Staff continue to deliver progressive, well-planned PE lessons, improving confidence and consistency. Annual renewal ensures resources remain current, embedding high-quality PE provision as part of the school's long-term curriculum.	£1000
Continue to renew the Orienteering subscription annually to maintain access to the digital platform, maps and curriculum resources	PE lead, teaching staff and all pupils.	Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1 - engagement through increased physical activity.	Pupils continue to develop navigation, teamwork and problem-solving skills through engaging outdoor learning experiences. Annual renewal ensures the programme remains available and sustainable, allowing staff to incorporate orienteering into the curriculum year after year.	£500
Provide a before-school Archery Club to introduce pupils to a non-traditional sport and increase participation in extracurricular physical activity.	Pupils attending the club (5/6)	Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1 – Engagement of all pupils in regular physical activity.	Pupils develop accuracy, concentration, resilience and self-confidence while participating in a new sport. The club broadens the school's extracurricular offer and encourages lifelong participation in physical activity	£36 per pupil attending the club. The school will fund places based on the number of pupils who sign up. A maximum of 30 pupils can attend, giving a maximum total cost of £1,080.

Enter pupils into a range of inter-school competitions and festivals throughout the academic year to increase participation and provide opportunities for competitive sport. Provide a second qualified swimming coach during swimming lessons to increase the level of support, improve pupil progress and enhance water safety teaching.	Selected pupils across all year groups, with opportunities for a wide range of abilities and sports. Pupils attending swimming lessons, teaching staff and the PE lead.	Key Indicator 5 – Increased participation in competitive sport. Key Indicator 2 -by raising the profile of PE and sport across the school. Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key Indicator 1 – <i>Engagement of all pupils in regular physical activity.</i>	Pupils develop confidence, resilience, teamwork and sportsmanship through meaningful competition. Participation raises aspirations, celebrates achievement and encourages greater engagement in PE and school sport. By maintaining links with local School Games and competition organisers, competitive opportunities can be sustained year on year. Smaller teaching groups and additional support enable pupils to receive more targeted instruction, increasing confidence, skill development and the number of pupils achieving the National Curriculum swimming outcomes. Staff benefit from observing high-quality coaching and effective teaching strategies, helping to improve future practice.	£80 per competition £300
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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
We have made a significant investment in high-quality PE equipment that is built to last, ensuring excellent value for money and enhancing the sporting experiences of all pupils. This includes new football goals, durable storage units, gym mats, basketball hoops and a range of other equipment designed to withstand regular use	With enough equipment available for classes of up to 30 pupils and for multiple classes to take part in PE simultaneously, children are able to remain active throughout lessons with minimal waiting time. This has increased engagement, participation and opportunities for skill development across a wide range of sports. The improved storage facilities help keep equipment organised, protected and easily accessible, maximising its lifespan and ensuring resources remain in excellent condition. The new equipment has also supported inclusive practice by enabling activities to be adapted for pupils with SEND. Furthermore, these enhanced resources have helped prepare pupils for inter-school competitions, increasing opportunities for children to represent the school while developing confidence, teamwork, resilience and a lifelong enjoyment of physical activity and sport.	A lot of our PE equipment was damaged, lost or not fit for purpose, meaning we couldn't deliver high-quality, safe lessons. Investing in high-quality, durable equipment provides long-term value for money by reducing the need for frequent replacements. This ensures that pupils continue to benefit from safe, reliable resources for many years, helping to sustain high-quality PE provision even if future funding becomes more limited.
This past year, we provided a vibrant extra-curricular offer with 6 distinct after-school clubs: 1. Basketball 2. Multi-skills 3. Tennis 4. Netball 5. Football 6. Rounders This diverse range demonstrates our commitment to providing varied and engaging opportunities for children outside of core lessons, extending their physical development and introducing them to new experiences.	The provision of a wide range of after-school sports clubs has increased pupil participation in physical activity and enabled children to experience a broader variety of sports and activities. Club attendance has remained high, with increased engagement from targeted groups, including girls and less active pupils. Pupil voice indicates that children enjoy the opportunity to try new sports and develop their skills in a fun and supportive environment. As a result, a number of pupils have gone on to join community sports clubs outside of school. Staff have also observed improvements in pupils' teamwork, resilience and social skills through regular participation in clubs.	This has allowed children to experience a variety of different activities over the course of the year. We are looking to add to this in 2026/2027. We intend to do this by adding more extra-curricular clubs with the ambition of improving attendance by at least 10%.

Implementing the PE Primary Planning scheme.	The continued implementation of the PE scheme has improved the quality and consistency of PE teaching across the school. The clear, progressive lesson plans and visual resources have supported teachers in delivering high-quality lessons with confidence, while the video demonstrations provide effective modelling of key skills, helping pupils to understand and perform movements correctly. Staff report that the resources are easy to follow and reduce planning time, allowing them to focus on high-quality teaching and pupil progress. As a result, pupils are more engaged in lessons, demonstrate greater confidence in their abilities and make consistent progress in the development of physical skills across a range of sports and activities.	Staff have commented that the video demonstrations provide clear and effective modelling of skills, making lessons easier to deliver and increasing their confidence when teaching PE. Teachers also value the clear, concise lesson plans and visual resources, which support consistency and progression across year groups. Pupils have reported that they enjoy PE lessons because the activities and games are fun, engaging and varied. Many children said they like experiencing a wider range of sports and activities, which keeps lessons interesting and motivates them to participate enthusiastically.
To continue to significantly enhance competitive opportunities both within school and against other schools. Funding has also been used to provide staff cover, enabling teachers and support staff to accompany pupils to competitions and sporting events. This ensures that children can access a wide range of competitive opportunities while maintaining high-quality teaching and learning for those remaining in school.	Intra-school: Implement a structured calendar of house competitions, inter-class challenges, and regular "personal best" events across a variety of sports and physical activities. Inter-school: Actively participated in all relevant local school sports partnerships' competitions, leagues, and festivals, ensuring representation across year groups and a diverse range of sports. These included: dance, football, bowling, netball, frisbee, football refereeing, indoor and outdoor athletics and girls' football. More children have been motivated to take part in physical activity, helping to foster a lifelong enjoyment of sport. They have developed a broader range of physical skills, tactics and understanding of different sports, alongside key values such as teamwork, sportsmanship, resilience and perseverance. Participation has helped to build school spirit, pride and positive relationships between pupils.	The school has performed exceptionally well in the inter-school events attended this year, with pupils demonstrating high levels of skill, teamwork, determination and sportsmanship. . Football club attendance has increased significantly, rising to 32 pupils, while netball has also grown to 33 pupils, both showing a substantial increase compared to last year. This demonstrates a strong rise in pupil engagement and enthusiasm for after-school sport, particularly in team-based activities.

Enhancing fundamental movement skills, confidence, and readiness for cycling among Key Stage 1 (KS1) children through a dedicated Balance Bike Day.	Beyond cycling, the balance, coordination, and leg strength developed on a balance bike are foundational for a wide range of other sports and physical activities. Our KS1 children have become more agile and competent in activities like running, jumping, skipping, and team sports. It has helped with problem solving and decision making. As children ride, they are constantly making quick decisions about speed, direction, and how to avoid obstacles. This spontaneous problem-solving strengthens their cognitive abilities. The KS1 children have learnt to get back up, try again, and persevere through minor setbacks, building resilience and emotional strength and has improved their social interactions through sharing, turn-taking and even encouraging their peers, fostering positive social skills. The physical exertion and skill development from balance biking has contributed to better focus and concentrate in the classroom.	This reflects a positive impact of the school's sport and physical activity provision, as pupils are developing a genuine enjoyment of being active beyond school. One child said, <i>"I have now bought a scooter for my birthday and go to Stanley Park at the weekends to practice at the skate park."</i>
Enhanced the basketball skill development and engagement by partnering with an external coach.	The introduction of a specialist basketball coach delivering block sessions to Years 3 and 4 has had a positive impact on pupil engagement and skill development in PE. Pupils have benefited from high-quality coaching that has improved their fundamental basketball skills, coordination, teamwork and understanding of game play. Staff have reported increased confidence in pupils' ability to apply skills in other invasion games, while pupils have shown high levels of enjoyment and enthusiasm during sessions. The focused block delivery has also supported progression and consistency in learning, helping to raise the quality of PE provision and increase participation in physical activity.	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. 80% of the children said this was their favorite lesson of the week, they absolutely loved having Max in to deliver something different and learn new skills.

Introduced the Commando Joe's programme to train selected pupils to lead and deliver structured playground games.	The introduction of Commando Joe's has had a positive impact by equipping children with the skills, resources and confidence to lead and deliver structured playground games for their peers. Pupils have engaged well with the training and game plans, using the provided equipment to successfully organise and lead activities during break and lunchtime. This has increased participation in active play, improved behaviour and promoted greater independence and leadership skills among pupils. As a result, children are demonstrating stronger teamwork, communication and responsibility, while also encouraging more inclusive and active play across the school.	Staff have reported that there is now increased participation in structured games during break and lunchtime, with more pupils actively engaged in physical activity. This has had a positive impact on behaviour and activeness across the playground. Some children said: <i>"I like being able to lead games and help other children join in."</i> <i>"The games are fun and easy to understand because we get shown how to do them."</i> <i>"I feel more confident because I can lead activities at break time."</i> <i>"Everyone can join in and it makes playtime more fun."</i> <i>"I like using the equipment and teaching my friends new games."</i>
Paul Sturgess, Britain's Tallest Man and Guinness World Record holder for "The Tallest Professional Basketball Player in the World," was invited into school to deliver a "Wow Basketball Day" for pupils.	The visit included basketball coaching sessions for all year groups alongside an inspirational whole-school assembly. During the sessions, pupils took part in high-quality basketball activities focused on developing fundamental skills, teamwork and enjoyment of physical activity. In the assembly, Paul shared his personal journey, including his experiences playing professional basketball with the Harlem Globetrotters, and spoke about overcoming challenges related to his height. He delivered key messages around embracing individuality, resilience, growth mindset, healthy lifestyles, anti-bullying and recognising personal strengths, with the aim of inspiring pupils and raising aspirations.	Staff said the sessions were brilliant and had a clear impact on pupil engagement and enjoyment. It was a fantastic opportunity that captured the attention of all pupils throughout. Children said it was amazing and really enjoyed the experience. They loved listening to his life story and everything he had achieved, and found it inspiring to hear how he overcame challenges to succeed. They also said they enjoyed the basketball sessions and felt motivated to try harder and believe in themselves.
Renewal subscription of the orienteering programme to continue supporting the high-quality delivery of outdoor and adventurous activities within PE.	This ensured ongoing access to up-to-date resources, structured lesson plans, maps and progression activities for staff to use across all year groups. Staff continued to receive guidance and support in delivering orienteering effectively, enabling pupils to build on prior learning and further develop key skills such as map reading, navigation, teamwork, problem-solving and resilience. The renewal ensured	

Final instalment of the Energy Wall interactive resource	consistency and progression in provision, allowing pupils to regularly engage in challenging and engaging outdoor learning experiences. The Energy Wall has had a strong impact on pupil engagement during intervention sessions, break-time activities and targeted group work. It has significantly increased participation in active play, with staff reporting that around 80–85% of pupils who access the resource engage in higher levels of physical activity during its use. It has been particularly effective for SEND pupils and targeted groups, with regular weekly intervention sessions showing improved motivation, focus and willingness to participate in physical activity in approximately 90% of those pupils involved. The interactive nature of the Energy Wall has also supported the school's Active 60 approach, helping ensure that a higher proportion of pupils consistently achieve 60 active minutes per day on days when the resource is used, with staff noting a clear increase in overall activity levels and sustained engagement.	<i>"The Energy Wall is my favourite thing to do at playtime because it's fun and helps me learn!" – Year 3 pupil</i> <i>"I didn't know learning times tables could be this exciting!" – Year 4 pupil</i> <i>"I race my friends to answer the questions on the Energy Wall." – Year 5 pupil</i> <i>"It feels like a game, but I'm getting better at my maths." – Year 3 pupil</i>
Poulton and District Primary Schools' Sports Association subs	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.	

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>Mr Lee Cadwallader</i>
Date:	13/07/2026