





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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
Updating PE equipment and equipment for physical development	Pupils have a range of equipment to be able to effectively develop skills. Skills are honed and knowledge of varied equipment is developed.	Audit any additional equipment needed for next year.
Outdoor adventurous activities led by external providers	Providing opportunities for children that involve exploring outdoor and adventurous activities that cannot be catered for in school, and that children may not experience otherwise	Outdoor adventure residential next year Continue next year.
Take part in cluster tournaments, including transport.	Competing with other schools in the cluster encourages children to develop their approach to team games, good sportsmanship and a competitive edge.	
Athlete visit	Enthusiasm for a variety of sports is	Continue to look for opportunities.

	developed. Pupils, staff and parents are talking about visits.	Continue next year.
Swimming for all pupils and waterwise for year 5 and 6.	Swimming skills are developed from an early age meaning greater mastery as they get older. Year 5 and 6 have a good understanding of staying safe in and around water.	
A range of sports sessions led by external providers e.g. skateboarding, orienteering	Staff taking part in coaching sessions allowed them to develop their skills, knowledge and confidence to teach it themselves in future. Children have had opportunities to learn more about these sports and learn about club opportunities beyond school.	Explore and arrange coaching for different sports next year

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
CPD *CPD for PE lead and staff e.g. minibus training, development of lead, organising of tournaments.*	*PE lead and staff doing the minibus training*	*1. Increased confidence, knowledge and skills of all staff in teaching sport and PE, and 5.*	*Able to take part in a range of tournaments, development of PE lead.*	*Total spend: £2100.56*
Extra-curricular opportunities *Outdoor adventurous activities led by external providers including residentials*	*All pupils*	*4. Broader experience of a range of sports and activities offered to all pupils*	*Increased confidence, development of new skills.*	*Total spend: £2543.10*
Dance Platform	*Key Stage 2 volunteers (optional)*	*4*	*Experience of taking part in a dance show, high-quality dance instructor experience,*	
Whole school PE trip to Greenlands Farm / Northern Heights	*All pupil and staff*	*2 and 4*	*Experience a range of sports activities as a whole school that they*	

(grass sledging, mountain boarding, aerial hammocks, circus skills)			*wouldn't usually have the chance to do. Raises the profile of PE. Inspires pupils to do these activities in their own time.*	
<u>Equipment and Resources</u> *Updating PE equipment and equipment for physical development including equipment to support sensory needs and scheme of work.*	*All pupils and staff delivering PE*	*2. Engagement of all pupils in regular physical activity and 3 The profile of PE and sport is raised across the school as a tool for whole school improvement*	*Wider range of equipment available, more opportunities for physical development, development of environment to encourage outdoor play.*	*Total spend: £5957.60*
<u>External School Sports Competitions</u> *Take part in cluster tournaments, including transport.*	*All pupils*	*5. Increased participation in competitive sport.*	*Experience of competitive sports, working alongside cluster schools*	*Total spend: £2523.75*
Tournaments aimed towards inclusivity	*Pupils with SEND*	*2, 4 and 5*	*Children with SEND are able to take part in a tournament specifically*	

for pupils with SEND e.g. boccia. Pupils with SEND are always including in cluster tournaments but this is specifically tailored.			*tailored to a range of needs. Opportunity to represent the school. Knowledge of a new sport. Improved confidence and pride.*	
<u>External Coaching Staff</u> *A range of sports sessions led by external providers e.g. archery, wheelchair basketball (athlete visit and workshop), balance bikes, gymnastic.*	*All pupils and observing staff*	*1 and 4*	*Pupils experience a wide range of sports and are inspired and recognise new talents*	*Total spend: £1487.50*
<u>Broadening Aquatic Opportunities</u> *Swimming for all pupils* *Waterwise for year 5 and 6.*	*All pupils*	*3, 4, 2,*	*All pupils swim regularly and develop swimming skills*	*Total spend: £1712.79*

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
CPD for PE lead and staff e.g. minibus training, development of lead, organising of tournaments.	We attended a high number of tournaments throughout the year due to time being given to the PE lead to organise these. Pe lead attended network meetings and completed relevant CPD and paperwork. Minibus training was updated for relevant staff meaning that we will have transport to tournaments at a reduced cost (compared to a coach). As a result, our pupils have more accessibility to tournaments.	Continue next year.
Outdoor adventurous activities led by external providers including residentials	Increased confidence due to taking part in adventurous activities. All pupils took part in some adventurous activities. Increased resilience and perseverance observed.	Next year's KS2 residential will be a city visit, so we will look for opportunities for outdoor activities.
Dance Platform	Successful performance on stage at the Ulverston Dance Platform. Pupils had fun, learnt some new dance skills and increased in confidence. Positive experience of being on a large stage in front of a large audience.	Continue next year with a new group of children.

Whole school PE trip to Greenlands Farm / Northern Heights (grass sledging, mountain boarding, aerial hammocks, circus skills)	All pupils tried out a new sport that they haven't done before. Pupils were excited and showed resilience and perseverance. Some pupils have returned to Northern Heights with their families and friends in the holidays due to their experience on this school trip.	Look for new opportunities next year.
Updating PE equipment and equipment for physical development including equipment to support sensory needs and scheme of work.	Have a bank of equipment to account for things getting broken and general wear and tear. Pupils are able to access a wide range of sports and there is enough equipment for all to use during lessons. Sensory resources allow for exploration of sensory needs and more focus in the classroom. Scheme of work means that staff are confident in their delivery and children receive a progressive curriculum.	Development of outdoor playtime equipment next year.
Take part in cluster tournaments, including transport.	All pupils had the opportunity to take part in cluster tournaments. This spending allows our pupils to experience competitive sport alongside cluster schools.	Next year to encourage children on pupil premium to attend tournaments and seek opportunities for this.
Tournaments aimed towards inclusivity for pupils with SEND e.g. boccia. Pupils with SEND are always including in cluster tournaments but this is specifically tailored.	*Children with SEND were able to take part in a tournament specifically tailored to a range of needs. Opportunity to represent the school. Knowledge of a new sport. Improved confidence and pride. All pupils enjoyed the experience.*	

A range of sports sessions led by external providers e.g. archery, wheelchair basketball (athlete visit and workshop), balance bikes, gymnastic.	Pupils experienced a wide range of sports led by experienced professionals. Feedback from pupils, parents and staff was positive.	Seek opportunities for next year.
Swimming for all pupils	All pupils having swimming lessons with school was successful. Pupils developed skills in swimming. Year 6 pupils are generally proficient.	Continue next year but look to include Reception.
Waterwise for year 5 and 6.	All pupils who took part had a good knowledge of how to keep themselves safe and what to do in the water. An additional drowning-prevention session ensured that a wider span of pupils have this awareness.	Continue next year.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	83.3%	*Small cohort affects data percentage.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83.3%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	83.3%	*We took part in Waterwise sessions at the lake. Children were taught a variety of methods for self-rescue.*
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	Our swimming is taught by coaches at the Leisure Centre and our Waterwise course is delivered by an external coach.

Signed off by:

Head Teacher:	*Kim Curwen*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Sam Barker, PE Subject Leader*
Governor:	*Sara McClure*
Date:	September 2026