



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 key achievements (2024/2025)

Activity/Action	Impact	Comments
KI 1 Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school: - High quality PE and break times equipment maintained following audit. - Lunchtime activity leader in place and Health champions scheme continued. Training and continuation of the role: KW	• Audit of the quality of resources for high-quality PE lessons and break times. • Pupils engaging regularly in a wide range of physical activity, using high quality and age/ability-appropriate equipment. • Equipment and additional resources along with staff development developed to ensure that our vision for school PE is delivered to the highest level. • PE audit is completed each term to ensure lunch-times / break times and PE lessons are delivered at the highest standard. • More children (least active) have become engaged with physical activities during break times.	

- High Peak Schools Sports Partnership (HPSSP): - Health champions (x3 training events); dissemination to pupils at school and termly meetings. - Events throughout the year for all pupils organized by HPSSP. - Hope Valley College Sports Partnership (HVCSP): Events throughout the year for all pupils organized by HVCSP. - Walking Bus - Additional swimming sessions (2 full terms) - Sports board to celebrate and raise awareness of sports and healthy lifestyles in school e.g. participation in sports, events, local clubs and provide pupils with the opportunity to share their experiences. - Regular reports uploaded onto school Facebook page produced by staff and pupils.	• Health Champions organized x3 sets of activities / days centered around the themes of physical and emotional health and healthy eating. Children more aware of health and maintaining health. • Children given access to an extensive number of sporting opportunities, resources and venues. • Pupils develop good habits and development of parental engagement in physical activity with their children. • A higher % of pupils are able to swim with confidence and safety / reach the required standard. • Increased awareness and participation. • Increased awareness of sport in school. Inform, update and engage parents, staff, pupils and local community in school sport. Informed, updated and engaged parents, staff, pupils and local community with school sport.	
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KI 2

The profile of PESSPA being raised across the school as a tool for whole school improvement.

- Sports Premium regular item on governor meeting agenda.
- End of year report presented to full governing body.
- PE Lead liaison to continue; KW HLTA 0.2
- PE Policy and curriculum review; amendments made and shared with staff as required.
- PE Lead attendance at PE briefings (termly.)

- Ensure pupils' health and wellbeing is a key focus point within the school throughout the year.
- Governors' opportunity to regularly scrutinise the implementation & impact of our sports premium.
- Development of staff expertise in PE leadership and dissemination to staff.
- As above.
- Networking opportunities explored and developed.

KI 3

Increased confidence, knowledge and skills of all staff in teaching PE and sport.

- External coaching sessions x2 minimum per month.

- Increased professional knowledge; dissemination to staff.

- PE lead attendance at relevant training. KI 4 <i>Broader experience of a range of sports and activities offered to all pupils</i> - KS2 Lea Green Residential visit (changed to joint visit with local Federation to Gulliver's Resort.) - Visit to see pupils perform at Planet ice, Altrincham and to inspire pupils to experience a broader range of sports. - Visit to EIS to participate in a range of athletic events. - Yoga: x2 monthly sessions with Yoga coach - Colour run - Bikeability - African dance workshops: Zambledance	• As above and provision of expert tuition directly to pupil of all ages in a range of sports. • Opportunities for pupils to experience a range of outdoor and adventurous sports / activities, to work collaboratively and to develop resilience and teamwork. • To expose pupils to a new sports and encourage them to broaden their experiences. • As above • As above • As above and to develop community & parental engagement with sports • Increased confidence on bicycles. Increase road safety. Increase participation in physical exercise. • Exploration and development of cultural dance as a means of being active.	
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KI 5 Increased participation in competitive sport

- Participation in competitive sport with local cluster schools as part of the HPSSP and HVCSP; coach hire and

- Pupils able to compete and develop team skills in a competitive context.
- Develop additional opportunities for successful athletes / teams.

Key priorities and Planning 25-26

Objectives

To provide a PE curriculum that ensures our children...

- Develop an enthusiasm and passion for sport that extends beyond their school life.
- Have the confidence to get involved, show a desire to achieve and improve irrespective of their ability.
- Have access to a wide range of different sports and physically competitive situations.
- To understand the positive effects of a good diet and regular exercise on the body and on mental health.
- Develop leadership and organisational skills.
- Are physically active for sustained periods.

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
Objective: To ensure the completion of a four-year Physical Education curriculum mapping cycle, underpinned by detailed documentation of coverage, progression, subject knowledge, and intent. This will be strategically aligned with the effective use of PE Premium funding to: Enhance pupil outcomes through inclusive, high-quality PE experiences that promote physical literacy, wellbeing, and lifelong participation in sport.	PE Lead (KW) Staff Pupils	Curriculum Audit: Annual review of curriculum documentation to ensure coverage, progression, and intent are maintained.	Curriculum mapping: Full four-year PE curriculum mapped and documented, showing clear progression and intent.	PE Lead: £3150
		Pupil Voice: Surveys and focus groups to gather feedback on PE experiences and engagement.	Pupil Outcomes: Increased pupil engagement and participation in PE and sport; improved physical literacy and wellbeing.	
		Staff Feedback: CPD evaluations and termly feedback to assess confidence and identify further training needs.	Staff Development: Staff confidence and competence in delivering PE improved through CPD; feedback and self-assessment show growth.	Training: £250

• Support staff development through targeted CPD, ensuring confident and consistent delivery of the PE curriculum. • Enrich the curriculum with extracurricular opportunities and active learning initiatives that broaden pupils' experiences and engagement in physical activity.		Participation Tracking: • Monitor attendance and engagement in extracurricular activities, including targeted groups.	• Enrichment: Wider range of extracurricular activities offered; increased uptake and diversity of participation.	Midday Sports Lead: £2100
		Impact Reports: • Termly PE Premium impact reports to evaluate spending effectiveness and progress against objectives.	Use of PE Premium: • Funding allocated strategically to support sustainable improvements in provision and outcomes. • Pupils able to compete and develop team skills in a competitive context. • Develop additional opportunities for successful athletes / teams.	PE Support Staff: £2450

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
Objective: To ensure PE is taught consistently across all year groups, embedding key skills required for a variety of sports. This will enable pupils to develop competence, confidence, and teamwork, preparing them to successfully participate and compete in inter-school sports events.	PE Lead (KW) Staff Pupils	Curriculum Mapping - Audit current PE curriculum across all year groups. - Identify key skills for major sports (e.g., football, netball, athletics, cricket). - Create a progression map to ensure skill development is age-appropriate and consistent.	PE is taught weekly in all year groups with consistent structure.	Sports Coaches: £1500 + £800
	PE Lead (KW) Staff Pupils	Staff CPD (Continuing Professional Development) - Organise termly PE training sessions for staff. - Focus on teaching key skills, inclusive practices, and competitive sport preparation.	Staff confidence in delivering PE increases: (measured via surveys).	PE Lead Hub £900
	PE Lead (KW) Staff Pupils	PE Lesson Planning Support - Provide staff with structured lesson plans and resources. - Include warm-ups, skill drills, game scenarios, and assessment criteria.	- Pupils demonstrate progression in key sports skills: - Pupil Skill Assessments: Use baseline and end-of-year assessments to track progress.	
	PE Lead (KW) Staff Pupils	Inter-School Competition Preparation - Schedule regular intra-school competitions to build confidence. - Identify and train pupils for inter-school events.	- Increased participation in inter-school competitions: - Competition Records: Track number of pupils participating and outcomes of inter-	Sports Partnerships: HPSSP £1500 HVC £850

		• Collaborate with local schools to share fixtures and opportunities.	school events.	
	PE Lead (KW) Staff Pupils	Equipment and Resources • Audit and replenish sports equipment. • Ensure access to appropriate gear for all sports taught.	• Equipment is of a high quality and fit for purpose.	£500
	PE Lead (KW) Staff Pupils	Pupil Leadership and Engagement • Develop Sports Leaders programme for KS2 pupils. • Encourage pupil voice in PE planning and feedback.	• Positive pupil feedback on PE lessons and sports opportunities: • Pupil Voice: Collect feedback through questionnaires and school council	

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
Objective: Ensure all children have access to a broad range of sports and opportunities to participate in inter-school competitions, fostering enthusiasm, confidence, and a willingness to engage.	PE Lead (KW) Pupils	• Develop partnerships with local schools to coordinate regular sporting events and competitions. • Offer a variety of sports during curriculum and extracurricular time to cater to diverse interests and abilities. • Identify and support pupils who may be reluctant to participate, using inclusive strategies and pupil voice. • Use PE Premium funding to subsidize transport, equipment, and staffing for events and clubs.	• Increased number of pupils participating in sports clubs and competitions: track participation rates and pupil demographics. • Positive pupil feedback regarding enjoyment and confidence in PE: collect pupil voice through surveys. • Evidence of inclusive participation across all groups, including disadvantaged pupils: review competition outcomes and engagement levels termly.	Transport: £1500 Residential: £500

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
Objective: Ensure all children understand how to stay physically and mentally healthy, including the importance of regular exercise, a balanced diet, and positive wellbeing strategies.	PE Lead (KW) Staff Pupils	• Integrate health and wellbeing education into the PE curriculum, including lessons on nutrition, hydration, rest, and mental resilience. • Collaborate with PSHE and science leads to reinforce key messages across the wider curriculum. • Organise themed health weeks, workshops, and guest speaker sessions to promote healthy lifestyles. • Use PE Premium funding to support resources, training, and enrichment activities that promote holistic health.	• Pupils can articulate the benefits of physical activity, healthy eating, and mental wellbeing: pupil voice surveys & class discussions to assess understanding. • Increased pupil participation in physical activity both in and out of school. • Positive feedback from pupils and staff on health-related initiatives. • Staff feedback on curriculum delivery and resource effectiveness. • Review of participation data and wellbeing indicators.	

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
Objective: Empower children to take on leadership roles that promote and facilitate physical activity during break and lunchtimes, encouraging peer engagement and active play.	PE Lead (KW) Play Leaders Pupils	Establish a team of trained pupil play leaders to lead structured games and activities during break times.	Increased levels of physical activity during break times: Track participation and activity levels during break times.	
	PE Lead (KW) Play Leaders Pupils	- Provide leadership training and resources to support pupils in their roles. - Rotate leadership responsibilities to ensure inclusivity and broad participation.	Positive pupil feedback on leadership roles and playground experiences: gather pupil and staff feedback on the effectiveness of play leaders.	
	PE Lead (KW) Play Leaders Pupils	Use PE Premium funding to purchase equipment and provide staff support for training and supervision.	Evidence of leadership development and peer collaboration: review leadership training outcomes and pupil engagement termly.	

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
Objective: Liaise with PE leads and the DCC to enhance subject knowledge, share best practices and develop skills that improve the quality of PE provision.	PE Lead (KW) Pupils	• Attend local PE network meetings and training sessions organised by the DCC and partner schools. • Establish regular communication and collaboration with PE leads in neighbouring schools. • Share curriculum ideas, resources, and strategies to improve teaching and learning. • Use PE Premium funding to support attendance at external CPD events and collaborative initiatives.	• Improved confidence and competence among staff in delivering high-quality PE: Staff feedback following collaborative sessions and CPD. • Evidence of shared resources and strategies being implemented in school: review of curriculum improvements and teaching practices. • Stronger links with local schools and the DCC to support ongoing development: documentation of partnerships and shared initiatives.	

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
Objective: Ensure all relevant PE equipment is available, well-maintained, and fit for purpose to support high-quality physical education and active play.	PE Lead (KW) Staff Pupils	• Conduct a full audit of existing PE equipment to assess condition and suitability. • Replace or repair damaged or outdated equipment as needed. • Purchase new equipment to support curriculum delivery, extracurricular activities, and inclusive participation. • Use PE Premium funding to invest in sustainable, high-quality resources.	• All PE lessons and activities are fully resourced with appropriate equipment: review impact on pupil participation and lesson quality • Staff report improved delivery and pupil engagement due to equipment availability: gather staff feedback on equipment needs and usage. • Equipment is regularly maintained and stored safely: maintain an equipment inventory and update termly.	

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
To ensure the completion of a four-year Physical Education curriculum mapping cycle The four-year PE curriculum cycle was successfully implemented and reviewed. Curriculum documentation clearly demonstrates progression in knowledge, skills and vocabulary across all year groups. PE Premium funding has been strategically used to support staff training, curriculum development, enrichment opportunities and increased participation in physical activity.	Impact and Sustainability Pupils have benefited from a carefully sequenced curriculum that promotes physical literacy, confidence and participation. Staff are better equipped to deliver high-quality PE through targeted CPD and ongoing support from the PE Lead. Clear curriculum documentation and established monitoring systems ensure improvements are embedded and sustainable. Increased participation in extracurricular activities has broadened pupils' experiences and supports lifelong engagement in physical activity.	
To ensure PE is taught consistently across all year groups, embedding key skills required for a variety of sports Curriculum mapping and progression documents have ensured consistency of PE provision across all classes. Staff received training and planning support to develop confidence in teaching key sports skills. Pupils participated in a range of intra-school and inter-school competitions, with opportunities available to children of varying abilities.	Impact and Sustainability Pupils demonstrate improved competence in fundamental movement skills, teamwork and sport-specific techniques. Staff confidence has increased through CPD and access to high-quality planning resources, creating a sustainable model for future delivery. Strong partnerships with local sports organisations and schools continue to provide competitive opportunities and support curriculum development.	

Ensure all children have access to a broad range of sports and opportunities to participate in inter-school competitions A wide range of sporting opportunities were offered through curriculum lessons, clubs, festivals, competitions and residential activities. Partnerships with local schools and sports providers enabled children to participate in a greater number of competitive events. PE Premium funding reduced barriers to participation by supporting transport and staffing costs.	Impact and Sustainability Participation rates increased across the school, including among pupils who do not typically engage in competitive sport. Pupil voice indicates that children enjoy PE and feel more confident when taking part in sporting activities. The inclusive approach adopted by staff ensures that all pupils can access opportunities regardless of their starting point. Established partnerships will continue to provide competition opportunities in future years.	
Ensure all children understand how to stay physically and mentally healthy Health and wellbeing themes were embedded within PE lessons and reinforced through PSHE, science and whole-school initiatives. Pupils participated in learning relating to exercise, nutrition, hydration, sleep and mental wellbeing, supported by themed events and enrichment activities.	Impact and Sustainability Pupils demonstrate a stronger understanding of the relationship between physical activity, healthy lifestyles and positive mental health. They are increasingly able to explain the benefits of exercise and make informed choices about their own wellbeing. Cross-curricular links ensure key messages are reinforced consistently, making learning sustainable and embedded across the curriculum.	
Empower children to take on leadership roles that promote and facilitate physical activity during break and lunchtimes Review A team of pupil play leaders was established and trained to lead activities during playtimes and lunchtimes.	Impact and Sustainability Play leaders have increased participation in active play and helped create a positive playground culture. Pupils have developed confidence, communication and organisational skills through leadership	

Children were given opportunities to organise games, encourage participation and develop leadership skills. Resources and equipment were provided to support active play. Liaise with PE leads and the DCC to enhance subject knowledge, share best practices and develop skills The PE Lead attended network meetings, training events and collaborative sessions with local schools and Derbyshire County Council representatives. Effective sharing of resources, ideas and best practice informed curriculum planning and teaching approaches. Ensure all relevant PE equipment is available, well-maintained and fit for purpose A full equipment audit was completed and new resources purchased to support curriculum delivery, extracurricular sport and active play. Damaged equipment was replaced and systems for monitoring and maintaining resources were introduced.	responsibilities. The annual training of new play leaders ensures leadership opportunities remain available to future cohorts and contributes to the long-term sustainability of active breaktimes. Impact and Sustainability Staff have benefited from current subject knowledge and improved confidence in delivering PE. New teaching approaches and resources have enhanced pupil engagement and learning outcomes. Strong professional networks have been established, ensuring ongoing opportunities for collaboration, support and continuous improvement in PE provision. Impact and Sustainability High-quality equipment has improved the delivery of PE lessons and increased pupil engagement. Staff can confidently provide a wider range of physical activities and sports, supporting progression across the curriculum. Regular audits and investment in durable resources ensure equipment remains fit for purpose and continues to support high-quality PE provision in future years.	
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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%	An additional full term of swimming has been purchased in order to enhance the swimming ability of all full-time pupils.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	As above

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?	Yes	This is to ensure that all years below Year 6 receive adequate and appropriate swimming tuition in order to reach the required standard at the end of Year 6.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	CPD has been provided to ensure staff are trained in the new DCC Swimming curriculum and awards system.

Signed off by:

Head Teacher:	Jayne Jackson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jayne Jackson & Karen Wilson
Governor:	Claire McGuinness (Chair of Governors)
Date:	September 2026