



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable** improvements to the quality of the PE, School Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.



The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2025.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2024/2025)

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

Activity/Action	Impact	Comments
<p>Continue to enhance the play leader's knowledge and understanding of effective strategies to engage pupils in physical activity. Emphasise the wider benefits of regular movement on pupils' physical health, emotional wellbeing, and overall development, ensuring lunchtime provision supports whole-child outcomes.</p>	<p>The addition of a play leader significantly increased the number of pupils achieving their daily physical activity goals. By offering structured and engaging lunchtime activities, more children were encouraged to be active, contributing positively to their overall health and wellbeing.</p>	<p>Next steps: Continue to develop the play leader's knowledge and understanding on how best to engage pupils with SEND in physical activity and the benefit this has on the pupil as a whole.</p>
<p>Expand lunchtime provision to offer a broader and more inclusive range of sports and physical activities, ensuring all pupils have opportunities to engage in active play.</p>	<p>With the addition of an RS Coaching play leader at lunchtime, a broader range of pupils were able to meet their daily physical activity goals. Many children actively participated in structured lunchtime sports sessions led by the coach, which included football, netball, hockey, and golf. The increased variety and accessibility of activities helped engage more pupils and promote a positive, active school culture.</p>	<p>Next steps: Develop further opportunities for sports and movement at lunchtime</p>
<p>Provide all pupils with access to high-quality PE sessions led by specialist staff, while supporting staff development through peer observations and collaborative team-teaching opportunities.</p>	<p>All classes received at least one PE session delivered by the RS coach, ensuring pupils benefited from high-quality, specialist-led physical education. To support consistency and progression across year groups, RS</p>	<p>Next steps: Develop structured CPD opportunities in collaboration with the RS coach to upskill staff in delivering high-quality</p>

<p>Expand access and interest in competitive sporting events across a wide range of sports.</p>	<p>Coaching now provides a comprehensive PE scheme of work, complemented by detailed knowledge organisers. These resources help both pupils and staff understand key concepts, skills, and vocabulary. This structured approach promotes continuity in learning and supports staff confidence and subject knowledge.</p> <p>This academic year, children from Years 1 to 6 are actively representing the school in a variety of competitive sports. As proud members of the RS Coaching sports competitions, we continue to provide exciting opportunities for pupils to participate and excel. Our commitment to inclusivity ensures that every child—regardless of ability or background—has the chance to get involved, develop skills, and enjoy the benefits of competitive sport.</p>	<p>PE. This will include guided use of the RS Coaching PE scheme and knowledge organisers, alongside peer-supported sessions and observations to build confidence, consistency, and subject expertise across the school.</p> <p>Next steps: Continue to actively engage pupils from Years 1 to 6 in this year's RS Coaching competitive sports program, with a focus on inclusive participation across a diverse range of activities including darts, dance, dodgeball, football, and cross country.</p>
---	---	---

Key priorities and Planning 25/26

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 actively engage pupils from Years 1 to 6 in this year's RS Coaching competitive sports program, with a focus on inclusive participation across a diverse range of activities including darts, dance, dodgeball, football, and cross country.	<p>1. Pupils (Years 1–6) Primary beneficiaries: They gain access to a wider variety of competitive sports, promoting physical health, teamwork, confidence, and enjoyment. Inclusivity focus: Ensures that all pupils, regardless of ability or background, have opportunities to participate and feel valued.</p> <p>2. PE Staff and Coaches They benefit from increased engagement and opportunities to tailor sessions to pupil interests and needs. It supports their professional development through collaboration and feedback.</p> <p>3. School Community Enhances the school's sporting culture and</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils: More children are meeting their daily physical activity targets, contributing to improved physical health, concentration, and emotional wellbeing. Increased engagement during lunchtimes fosters positive social interactions and reduces sedentary behaviour.</p> <p>School Environment: A more active and inclusive school culture is promoted. Behaviour and focus in afternoon lessons may improve due to increased physical activity earlier in the day.</p>	<p>Ongoing Training: Continue developing the play leader's skills through CPD, peer support, and regular feedback to maintain high-quality provision.</p> <p>Maintain a varied bank of equipment and activity plans to support diverse sports and games</p> <p>Track participation rates and physical activity levels to assess impact and inform future planning.</p>

<p>Develop further opportunities for sports and movement at lunchtime</p>	<p>reputation. Encourages parental involvement and pride in pupil achievements.</p> <p>1. Pupils Primary beneficiaries: More opportunities for sports and movement during lunchtime help pupils meet their daily physical activity goals. Promotes physical health, mental wellbeing, social interaction, and positive behaviour. Encourages participation from a wider range of pupils, including those who may not engage in traditional PE or competitive sports.</p> <p>2. Play Leaders and Lunchtime Staff</p>	<p>Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>Staff: Lunchtime staff and play leaders gain experience in facilitating structured physical activities. Opportunities for staff to observe and support pupil engagement in active play.</p> <p>A greater number of children will be engaged in physical activity during lunchtime.</p>	<p>1. Staffing Play leader salary or hourly rate: If additional hours or staff are needed to run lunchtime activities. Training costs: CPD or induction for staff or play leaders to deliver varied sports sessions.</p> <p>2. Equipment Sport-specific items: Balls, cones, skipping ropes, mini goals, nets, mats, etc.</p>
---	---	--	---	---

<p>Develop structured CPD opportunities in collaboration</p>	<p>Gain experience and confidence in facilitating a broader range of activities. Opportunity for professional development and increased engagement with pupils.</p> <p>3. School Community Fosters a more active and inclusive school culture. Enhances the overall lunchtime environment, making it more structured and purposeful.</p> <p>4. Teachers and Support Staff May observe improved focus and behaviour in pupils after active lunchtimes. Can collaborate with play leaders to reinforce physical activity goals across the school day.</p> <p>1. Teaching Staff Primary beneficiaries of the CPD opportunities.</p>	<p>Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>All teachers are confident in using the RS scheme of learning</p>	<p>Storage solutions: Trolleys or sheds to keep equipment accessible and safe.</p> <p>3. Resources & Planning Activity guides or planning materials: To support staff in delivering structured sessions. Visual aids or signage: To help pupils understand rules and encourage participation.</p> <p>4. Monitoring & Evaluation Tools or staff time to track pupil participation and physical activity levels</p> <p>1. RS Coaching Services CPD sessions</p>
--	--	--	--	---

<p>with the RS coach to upskill staff in delivering high-quality PE. This will include guided use of the RS Coaching PE scheme and knowledge organisers, alongside peer-supported sessions and observations to build confidence, consistency, and subject expertise across the school.</p>	<p>Gain confidence, consistency, and subject knowledge in delivering high-quality PE. Benefit from peer-supported learning and structured use of the RS Coaching scheme and knowledge organisers.</p> <p>2. Pupils Indirectly benefit through improved PE teaching quality. Experience more engaging, inclusive, and progressive PE lessons. Greater consistency across year groups enhances learning outcomes.</p> <p>3. RS Coach Plays a key role in mentoring and supporting staff. Strengthens collaboration with school staff and contributes to whole-school improvement.</p> <p>4. School Leadership Supports strategic goals around staff development and curriculum quality. Helps ensure PE provision meets national standards and promotes pupil wellbeing.</p>		<p>for their PE session. The children are getting high quality and engaging lessons.</p>	<p>delivered by the RS coach may incur hourly or session-based fees. Access to the PE scheme and knowledge organisers might be part of a subscription or licensing package.</p> <p>2. Staff Time Cover costs if CPD takes place during teaching hours. Additional hours for staff attending sessions outside of contracted time (e.g., twilight sessions).</p> <p>3. Resources & Materials Printing or digital access to knowledge organisers, planning documents, and training materials. Equipment for practical CPD sessions (if not already available).</p>
--	--	--	--	---

<p>Continue to actively engage pupils from Years 1 to 6 in this year's RS Coaching competitive sports program, with a focus on inclusive participation across a diverse range of activities including darts, dance, dodgeball, football, and cross country.</p>	<p>Office -Arrange transport -obtain permissions slips</p> <p>All staff -All staff to support at least one outside competition</p>	<p>Key indicator 5: Increase participation in competitive sport</p>	<p>All children at Weston have been invited to represent their school in competitive sports competitions outside of school. Inclusive games and competitive games have been attended.</p>	<p>4. Monitoring & Evaluation Time and tools needed to assess impact (e.g., staff surveys, lesson observations).</p> <p>1. RS Coaching Fees Session delivery: Cost per session or term for coaching and competition facilitation. Competition entry fees: Some events may have participation or registration costs.</p> <p>2. Equipment & Resources Sport-specific equipment: Darts boards, dance props, dodgeballs, footballs, cones, hockey sticks, etc. Storage and maintenance: Costs for storing and</p>
---	---	---	--	--

				<p>maintaining equipment.</p> <p>3. Transport Travel to competitions: If events are held off-site, transport costs may apply (e.g., coach hire, fuel reimbursement).</p> <p>4. Staffing Supervision: Additional staff may be needed to accompany pupils to events or support during sessions. Cover costs: If staff are released from class duties to support competitions.</p> <p>5. Awards & Recognition Medals, certificates, or trophies: For celebrating pupil participation and achievement.</p>
--	--	--	--	--

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

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

Signed off by:

Head Teacher:	<i>Mark Hibbert</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>George Kirkman / Mark Hibbert</i>
Governor:	<i>Colin Glynn</i>
Date:	<i>20 / 11 / 25</i>