

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 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
We created more opportunities for many of our children through all key stages to represent the school in competitions against other schools locally and regionally. We create opportunities to play competitive sports against both local schools in the Leger sport competition calender (attended over 2030 of these) and then attended many of the "Schools Games" competitions, including regional finals. We offered all children across all key stages the continued opportunity to take part in after school clubs throughout the school year. The parents have access to after school sports clubs for the children to be a part of on a weekly basis.	The children are having good success at these competitions by being highly competitive against other schools on a regular basis, by this I mean we are regularly going to competitions and being very strong in our teamwork and skills. Sports premium was used for travel and cover costs for competitions and CPD We offered a wide variety of clubs such as dance, cheerleading, multi sports, football, tag rugby and many more. Broad range of clubs and therefore skills for the children to develop and have fun with their friends after school.	Each year group given opportunities. Festivals and competitions for Foundation, KS1 and KS2 throughout the school year for children to experience. Opportunity to participate in competitive sport in other, and professional sports venues, broadens horizons for children and raises aspiration. It also improves self-esteem, which in turn affects learning across the curriculum. Development of transitional change for our pupils who then move on to secondary school. Helps support the children's pathway. The children have had many successes at local and regional competitions throughout this last academic year and we wish to continue to raise the profile of PE.

Specialist Coaches were brought in to support staff's CPD in P.E in areas, such as orienteering. Here we focused on Promoting the school's P.E ethos to develop children's attitudes towards P.E and encourage the children to understand that health and well-being is very important in life.	The P.E Co-ordinator, PE Specialist and class teachers are continuing to embed this in to lessons and make it the school's ethos. We continue to enable the children to have different roles within school and P.E lessons. Children are given the opportunity to be leaders, coaches and officials during lessons. We continue to see here that some children flourish in different sporting contexts.	The sports premium funding is supporting the whole PE provision at the school by allowing us to go to many different competitions and opening lots of opportunities for our children by giving us resources such as transport and high quality P.E delivery when P.E specialist is out with the children on a competition.
New P.E equipment not only for lessons but for active play allow the children to play with fun engaging equipment for all Key stages across the school, not only in lessons but both morning and lunch breaks. Also used in many after school provision.	New equipment for the children in lessons to have the opportunity to try something new.	Impact on children's experiences at school and developing a wide range of skills.
Upskilling PE specialist and staff in key areas of PE delivery, including orienteering. Here development of knowledge from the specialist supports staffs understanding to improve their questioning once the specialist period in school comes to an end.	Upskilling the staff, which will help, develop the connections children make in their learning. Learning in PE has had a positive impact on learning across the whole school wider curriculum.	The new equipment that we have bought allows the children to have fun whilst burning calories at play times. These new facilities and equipment supports the children's positive Physical education experience in school by supporting attainment, confidence, skill development, social skills, personal skills, cognitive development, creative skills and offering more opportunities to our children in P.E/school sport. These fun active breaks also have had a positive impact on the childrens mental health and well-being
Children's activity levels at school, active breaks and fast paced P.E lessons. A focus on high engaging lessons to develop children's health, fitness and mental health.	P.E specialists to work alongside staff and provided professional development in P.E (Team Teaching) – helps develops teacher skill and subject knowledge, which influences across the curriculum.	Upskilling PE specialist and staff in key areas of PE delivery, including: Here development of knowledge from the specialist supports staffs understanding Improving the school's facilities and equipment for active breaks.

Key priorities and Planning 2025/26

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
A key focus for this academic year has been to support the children in developing their understanding of leading a healthy and active lifestyle as part of their PE Curriculum and active lifestyles program within school. Maintenance of sporting facilities to adhere to high standards of these facilities for our children, the safety and positive experiences in P.E	A range of specialist fitness based activities was delivered in 2024-2025 and we have intended to build upon this in this year 2025-26. In the summer term Fitness, Healthy body, healthy mind P.E lessons have been delivered: 6 weeks of 1 hour per class per week across the whole school. Whole school delivery year 1-6 of sessions to develop: Strength, stamina, speed, flexibility and Everall fitness through boxercise, circuit and fun based fitness sessions for children sessions.. Positive impact on children experiences in P.E lessons, active play and sports clubs at the school (break, lunch and after school)	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	High quality delivery and a wider range of knowledge and skills opportunities for children. Children’s fitness to improve, Cardiovascular, strength, power, suppleness, and speed through the delivery of the different fitness based sessions. Data collected of children’s activity levels at breaks through the active play and school playground leader’s programs. Assessment and PE file. Children have a wider knowledge of a number of different skills, health and fitness, nutrition, competitions rules, team work and many others. Continuation of sports premium money to support physical education in Primary schools across the country	£1650 for Fitness, Healthy body, healthy mind P.E lessons: Bootcamp and boxercise sessions Something new for the children across all Key stages to try and may lead to links with clubs out of school who are based locally Costs of the maintenance of sports equipment and facilities: £1050: sports hall, and gymnastic equipment. Multi use games area and trim trail (including repairs) spent on new equipment

To support and encourage children's activity levels at school, active breaks and fast paced P.E lessons. A focus on high engaging lessons to develop children's health, fitness and mental health.	New fun engaging equipment for the children to use in lessons, morning and lunch breaks. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Furthermore, opportunities for early years and foundation stage to experience Balance bikes.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	Children's activity levels have increased at break times, during lessons, including their fitness levels specifically seen in P.E delivery. The new equipment purchased allows the children to have fun whilst burning calories at play times. These new facilities and equipment supports the children's positive Physical education experience in school by supporting attainment, confidence, skill development, social skills, personal skills, cognitive development, creative skills and offering more opportunities to our children in P.E/school sport. Continue to develop the school's equipment and resources as this opens opportunities for our children to have a sense of ownership, to be proud of our school whilst trying new activities Increased participation in PE and lunchtime activities. Improved teacher assessments. Fewer playground incidents and better focus in class post-breaks.	was spent on on Early years and Foundations stage equipment. £1775 on playground and £2000 P.E lesson equipment: Total £3075.93p
Improve opportunities to whole school through active learning	Trim Trail: To encourage active play, agility, and engagement for all children, particularly those less active. Multi-Surface Canopy Area: To support outdoor learning, play, and P.E. lessons year-round, regardless of weather. Table Tennis Tables: To offer active breaks	All indicators		£1372.38 Contribution to School Sports Capital Grant Project to develop our grounds, equipment and resources for the children

Working with a Dance company to offer opportunities of some new styles of Dance on the curriculum. Also team teaching with P.E specialist to support delivery in school and a dance competition at the end of the CPD period Sporting rewards for children in such things likes	and new curriculum-based activities linked to staff training. Storage Boxes: To organize and secure P.E. equipment Outdoor Learning Areas: For EYFS and Forest School activities, fostering creativity and exploration. Specialist Gymnastics Equipment: Including balance beams and a junior trampoline for diverse P.E. lessons.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Broader curriculum coverage. Regular use of equipment and continued pupil leadership. P.E specialists and legacy spors Yorkshire staff to work alongside each other/	£400
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sports days, inter and intra sports competitions			professional development in P.E (Team Teaching) – helps develops teacher skill and subject knowledge, which impacts across the curriculum	£380.44 spent on trophies and medals for the whole school on sports day.
PE specialist working alongside class teachers to deliver support and development of teaching staffs confidence in delivering a broad balanced PE curriculum.	Up skilling the PE specialist and staff in key areas of PE delivery, including styles of dance. health and fitness Here development of knowledge from the specialist supports staffs understanding to improve their delivery. Competition opportunity for the children to represent the school Children given medals for both taking part and the opportunity to challenge for rewards such as trophies in sports days and competitions. Sport boy and girl of the week medals on a weekly basis to help support and encourage good behavior, teamwork, resilience, respect and good core values.	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Positive impact on children sporting achievements at school and creating memories. Celebrating children’s behavior, resilience, respect, team work and positivity in P.E and school sport, Continue to invest in rewarding children to be the best they can be. Also rewarding competitiveness in certain areas of P.E and school sport P.E specialists to work alongside staff and provide professional development in P.E (Team Teaching) – helps develops teacher skill and subject knowledge, which affects across the whole curriculum.	£1850
P.E Specialist CPD Training on improving delivery and quality of Orienteering and PING PONG	Upskilling PE specialist and staff in key areas of PE delivery, including health and fitness, healthy minds and healthy body. Questioning of children, questions and confidence of all staff in	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport	Developing relationships of staff with children out of the classroom, different environments. High quality	£294.25 for CPD training in both ping

Introduced more after school opportunities for our children on a weekly basis, working with P.E and sports coaching professionals that the school now has links with through the P.E specialist. Opportunity to participate in competitive sport in other, and professional sports venues, broadens horizons for children and raises aspiration. It also improves self-esteem, which in turn influences learning across the curriculum.	P.E This is consistently done over the school year to have that regular team teaching within P.E lessons. Regular team-teach session per half term with staff. Keep them in touch with the children and their development in P.E Continuing to grow the PE curriculum by offering a variety of specific specialist opportunities for our children to take part higher quality of PE sessions by raising the profile and delivery of P.E Specialist The introduction of more after school clubs has impacted the whole school by our P.E specialist and other local companies/providers delivering after school clubs throughout the academic year to all Key Stages. Each year group given opportunities. Festivals and competitions for Foundation, KS1 and KS2 throughout	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	questioning helps develop the connections children make in their learning. Learning in PE influences learning across the curriculum. The positive impact is on the children's experiences for outdoor learning, as now staff are more confident and upskilled in the area so the benefit is more knowledge and fun for the children. Evidence of school's participation in competitions can be seen on the School website, school PE Facebook, Active Fusion website, South Yorkshire Sport website of photos, reports and videos of children's engagement. Impact on children's experiences at school and developing a wide range of skills. Success in local newspaper, reports on School Games website and school website. Opening doors and opportunities for children to meet new people, experience new sports/games, learn how to win and lose graciously.	pong and orienteering After school clubs: football clubs for both KS1 And KS2. Cheerleading clubs for both KS2 And KS1, Dance club, Yoga clubs, gardening clubs £4085 for travel agreement with legacy sports Yorkshire to attend there competitions all year. Other travel costs to School games events, local trusts events and other events and competitions. £4452 for cover costs: including to go to competitions and for PE staff to attend training/CPD events for P.E. Legacy Sport Yorkshire P.E competitions, our Trust competitions and school games competitions. Including inter/intra school sports competitions: £700
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	the school year for children to experience. This allocation of the Sports' Premium was used to get the children to these competitions by transporting them safely by coach or mini bus. Then cover for the P.E lead, staff who goes with the children with coaching professionals. Thus keeping high quality PE when PE Specialist is out with the children at competitions. Development of transitional change for our pupils who then move on to secondary school. Helps support the children's pathway.		Cover staff to allow them to have more time with children in sporting situations and gain further confidence from CPD and attendance at sports competitions/festivals.	£50 for the registration for school games competitions: same each year
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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 created more opportunities for many of our children through all key stages to represent the school in competitions against other schools locally and regionally. We create opportunities to play competitive sports against both local schools and then attend the “Schools Games” competitions every half term.	The children are having good success at these competitions by being highly competitive against other schools on a regular basis, by this I mean we regularly go to competitions and being very strong in our team work and skills. Over 500 children are going to experience competitions Evidence of school’s participation in competitions can be seen on the School website, school PE Facebook, Active Fusion website, South Yorkshire Sport website of photos, reports and videos of children’s engagement. Impact on children’s experiences at school and developing a wide range of skills.	Each year group given opportunities. Festivals and competitions for Foundation, KS1 and KS2 throughout the school year for children to experience Development of transitional change for our pupils who then move on to secondary school. Helps support the children’s pathway.
New equipment fun engaging equipment for the children to use in lessons, morning, lunch breaks and after school clubs throughout the school year		Some good equipment is purchased for the school and the children are loving the balance bikes for example we now have enough bikes and helmets for one between two children in a class.
Upskilling PE specialist and staff in key areas of PE delivery. This included Dance CPD delivery, genre of dance and fitness sessions: Fitness, bootcamp and boxercise delivery in team teach.	Here development of knowledge from the specialist supports staff understanding to improve their questioning once the specialist period in school ends.	

A key focus for this academic year has been to support the children in developing their understanding of leading a healthy and active lifestyle as part of their PE Curriculum and active lifestyles program within school. Continual raising of the school's profile in PE across the school. We have now achieved the gold school games mark for four consecutive years. This highlights the success the school is having with PE and this is supported by the impact of the 'Sports Premium is having on the school. 12 Week swimming program: year 5 for one full term swimming at Adwick Swimming baths	Upskilling the staff which will help develop the connections children make in their learning. Learning in PE impacts on learning across the curriculum. A range of specialist fitness based activities were delivered in 2024-2025 and we have intended to build upon this in this year. Boxing was a favourite of the kids. The next step is for the school to target 'platinum' status again this year, which shows how the school values P.E. Achieving Platinum in the school games mark gives the school something to be proud about and to try to be the first school in Doncaster to achieve this. The 12-week program has supported the development of the children's confidence and experience in water and enhanced their techniques of using different swimming strokes in water. However, the program is only 10 weeks of time in water, one hour per we isn't a lot of time to take children who have never swum before to progress to become confident individuals in water. Children able to now swim one length in some capacity by using different strokes to get from one end to the other. With the sheer number of non-swimmers in week 1 when compared to week 12 there has been such a big difference in their ability, confidence and techniques of swimming strokes.	In the summer term Fitness, Healthy body, healthy mind P.E lessons have been delivered: 6 weeks of 1 hour per class per week across the whole school. £1650 well spent on health and fitness sessions. Platinum achieved for 2 years. Therefore, a longer program with more time in the water with more staff supporting who aid the children's progress even more so. Progress clearly seen in children's confidence in week 12 as compared to week 1.
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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?	58.3% for 25 metres	35 children achieved this. 50 % of children have achieved the national curriculum or above. This figure is up from last year's due to fewer swimmers actually starting the 12 weeks swimming program. There was quite a lot of children who started as none swimmers in previous years. The beginners group was quite full to begin with. We could have needed more swimming time for the children with more time with the swimming instructors. 23 beginners. Something we need to look at for next year if we need to support for additional lessons for the children from the sports premium.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	36.6%	22 children achieved this 48.3 % of children In year 6 can swim competently, confidently and proficiently over a distance of at least 50 metres. 29 children. A lot of Progress was made from week one to week 12 as children all made good progress to be able to do strokes but more time needed to become effective at the strokes of distances.

		<i>Had at least 15 children who had never been swimming before, so the progress made was great to say some had never been in a swimming pool.</i> <i>There was a large % of children who had not had swimming lessons before when compared to the amount of children that have had swimming lessons before. A High % had to start in the beginners group in week one/two of the 12-week swimming program, thus making staff to child ratio quite large.</i> <i>Low incomes of families means parents have to prioritise and therefore this is an issue in the area due to swimming costs being quite expensive children may not have had the chance to go swimming at an earlier age.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	58.3%	<i>35 of the 60 children achieved this.</i> <i>About a 50/50% split on both boys and girls for these figures, quite evenly matched.</i> <i>The children responded well to these safe self-rescue strategies. All children experienced a number of ways to understand how to help self-rescue in different scenarios. Children learnt how to lay on their back in a star position, tread water, shout for help, use surrounding objects to help them float which gave them some confidence to help them deal with this situation if they ever had to overcome this.</i>

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 we didn't this year	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	There are qualified swimming instructors that take the children at the leisure Centre. Maybe looking into do this next year is to be upskilling staff on swimming. The leisure Centre staff do all the teaching through Swimphony.

Signed off by:

Head Teacher:	<i>Mrs Joanne Semley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Bradley Johnston</i>
Governor:	<i>Mrs Sue Williams, Head Governor</i>
Date:	20 th July 2026