

The Primary PE and sport premium

Planning, reporting and
evaluating website tool

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 (2025/2026)

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

Activity/Action	Impact	Comments
Continuation of 'active learning' throughout weekly timetables to ensure engagement of all pupils in physical activity – specifically OPAL play at lunchtimes.	Provision for pupils working towards having 60mins of activity every day – x2 days a week provided in PE lessons and active learning lessons as a top up on other days. OPAL play continues to contribute to this. Children value active learning, OPAL play and their health is improved.	Active learning is an area of strength and something to maintain/build upon.
Invested money into purchasing new lunchtime equipment, Forest Schools and PE lessons for EYFS, KS1 and KS2 to encourage engagement of all children in physical activity.	Use of equipment during PE lessons and lunchtimes encourages physical activity levels in children as well as positive attitudes.	
Celebrating sporting achievements in weekly whole school assemblies/in class and delivery of sports specific assemblies (specifically sports values) has raised awareness of PE and sport and encourages all pupils to be involved.	Sporting achievements were continuously celebrated. Various pupils' achievements were recognised in Sports Week boosting profile of PE and sport across the school.	

Sports Week was held for all children exposing them to a broad range of activities and opportunities for participation, celebrating achievements. Up skilling of all staff through sharing of plans, continued observation of, and involvement in, PE lessons led by external PE providers (once a week all year), specifically dance and gymnastics, to enable the delivery of high-quality PE lessons. Continued delivery of Drumba on the PE curriculum. A wide range of inter-school competitions and festivals were entered, providing opportunities for all pupils at KS2 and most at KS1 to represent the school and take part in a broad range of sports and activities. External PE providers to offer a broad range of sports in PE lessons and extra-curricular clubs, to expose all pupils to a broad range of sports.	Profile of PE and school sport raised by children taking part in Sports Week. Activities included Forest Schools, freestyle football and athletics. Staff have had the chance to observe gymnastics and dance specialist provision, improving their confidence and knowledge to deliver gymnastics and dance. This will positively impact on planning and delivery of high-quality lessons for pupils. Drumba is successfully used as part of the curriculum and all children have taken part in a unit of learning. Staff have increased confidence in delivery. Across KS2 classes, all children were offered the opportunity to take part in extracurricular sporting activities, increasing the range of opportunities and activities available to them. External providers have delivered units in gymnastics and dance. This has offered children a range of activities delivered by high quality providers.	Sports Week will continue as in previous years and is a valuable asset in the school calendar to raising the profile of PE&SS. Staff continue to develop and upskill PE teaching through observation of and involvement in external PE provision. Drumba is popular and will remain on the curriculum. Continue to try to access a wide range of extra-curricular sports with a focus on engaging children who are not as active/involved. Continue with current strong programme of external provision for some teaching of PE.
---	---	---

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
Continuation of 'active learning' throughout weekly timetables to ensure engagement of all pupils in physical activity.	Teachers who are delivering lessons and pupils who are experiencing the lessons.	KI1 & KI2	Provision for pupils working towards having 60mins of activity every day – x2 days a week provided in PE lessons and active learning lessons as a top up on other days. As active learning is built into lessons, it doesn't require additional time in the curriculum and is sustainable long term.	<i>No cost – Teach Active subscription still running from previous year</i>
Promotion of active travel – take part in Walk to School Week	Pupils and parents, the local community	KI1	Children will undertake more active travel, increasing their physical activity levels. Profile of walking, cycling, scooting raised and positive environmental impact.	<i>£180</i>
Target less active children/those who would benefit from additional sporting activity to attend targeted interventions, extra-curricular clubs or extra-curricular fixtures.	Pupils who are less active are exposed to more physical activity	KI2 & KI4	Pupils who are less active improve their experiences of sport and increase time spent physically active. Positive experiences should lead to increased engagement now and in the future.	<i>£814</i>

Buy into local partnership offer.	Pupils who will go to fixtures	KI4 & KI5	Opportunities for a wide range of children to be involved in a variety of inter-school sports, increasing engagement and positive experiences.	£780 <i>£120 for Rushcliffe football buy in</i>
Refresh/purchase of equipment for OPAL play at lunchtime to facilitate activity.	Play team (midday supervisors) pupils – experiencing the play	KI1 & KI4	Children have access to a far greater range of play equipment that encourages them to be physically active in many different ways. OPAL play continues to evolve over time to improve and provide the best experience possible.	£2600
Hold Sports Week in July, including an inspiring assembly/sessions and opportunities to try a new sport.	Pupils, staff and parents who come to events.	KI3, KI4 & KI5	Profile of PE/ sport is raised amongst pupils, staff and wider community, more opportunities to play sport and celebrate sport.	£2500
CPD external training courses	Staff and their teaching of PE, therefore pupils and the lessons they experience	KI1	Staff improve their confidence and proficiency of delivering PE lessons, leading to better lessons and better outcomes for pupils.	£560
CPD external coaches supporting confidence and competence	Staff and their teaching of PE, therefore pupils and the lessons they experience	KI4	Staff improve their confidence and proficiency of delivering PE lessons, leading to better lessons and better outcomes for pupils.	£7614

Employment of external providers to ensure broad curriculum offer and high-quality PE	Staff and their teaching of PE, therefore pupils and the lessons they experience	K14	Children are exposed to high quality PE in PE units where staff are generally less confident with their delivery.	<i>(as above)</i>
Purchasing of new PE equipment/equipment & tools for Forest Schools, for lessons.	Staff and pupils using equipment	K14	Suitable equipment is available for PE lessons and teaching so that children have high quality PE experience.	<i>£2500</i>
Continued subscription to Drumba.	Staff delivering lessons and pupils experiencing lessons	K13 & 4		<i>£600</i>

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
External CPD courses for staff	Increased confidence in delivery of gymnastics within PE	Over 60% of children targeted to take part in extra-curricular did take part.
CPD external coaching within PE curriculum	Staff confidence in teaching dance and gymnastics continues to improve. Children experience a wider curriculum offer.	
Partnership buy in and participation in other extra-curricular sporting opportunities	All KS2 children offered the opportunity to take part in extra-curricular sports fixtures and specific children identified as 'non-participants' specifically targeted	
Participation in Walk to School Week	This was popular with children, raising the profile of active travel and working towards 60mins a day	
Broad range of sports continue to be on curriculum offer for pupils, including ice skating, Drumba, forest schools, golf, boccia, dance, gymnastics, ultimate frisbee (Urban Hockey as part of Sports Week provision.	Children experience a broad and balanced curriculum offer for PE and have the chance to try many sports	
School involvement (trips offered) in high profile competitions/events, including Wimbledon, Nottingham Open, Brownlee Foundation Triathlon	Children across KS2 experience elite level sport and have opportunities to participate in events (often new) with high quality equipment/facilities	8 children at Wimbledon 64 children at Nottingham Open All Y4 children at Brownlee Foundation Triathlon

As part of Sports Week, Olympian Sam Oldham delivered an assembly to all children and sessions with KS2 children.	Children are inspired by Sam Oldham and understand what high-level sport can look like / ambitions to achieve highly within sport.	
Purchasing of new equipment to ensure this is available for high quality PE lessons, including forest schools	Children continue to experience high quality PE lessons with good equipment. They have access to a broader range of activities at forest schools	

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?	91%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	84%	
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	School staff are not required to teach swimming due to good availability of swimming instructors.

Signed off by:

Head Teacher:	<i>Gary Kenny</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ally Lead, PE coordinator</i>
Governor:	<i>Reesha Armstead</i>
Date:	10/07/26