



# 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
Continue to offer pupils a range of sporting equipment to give opportunities to become actively involved in physical activity during playtimes, lunchtimes and movement breaks.	PE lessons are more successful as pupils can use the equipment at break and lunchtimes. Pupils have had access to a wider range of sporting equipment.	Clubs to continue, rota clubs so that pupils are offered a wider range
Set up specific area of the field to give targeted activities to create an area that is stimulating and encourages pupils to take part in clubs and playtime and lunchtimes.	Targeted area for trampoline established. Trampoline purchased and ready to fit during the Summer break.	
Purchase a range of tops, shorts and tracksuits for pupils to allow them to compete in sports all year round.	New kits ordered with sizes for all pupils. Pupils have used the kits during sporting events. Kits have allowed pupils to access PE lessons outside.	Opportunities have increased for pupils to go to organised events outside of school. Having kits gives pupils a sense of belonging to a school and pride in representing the school.

<p>Raise the profile of PE and sports through a range of clubs at break time and lunchtime</p> <p>Provide pupils with the opportunity to take part in a range of other sports through Hull Active School activities.</p>	<p>Pupils have engaged well in clubs at lunchtime and breaktime. Equipment has been utilised effectively and structured games have taken place.</p> <p>Pupils have competed in a range of off site sporting events this academic year. All age groups have been involved. Pupils travelled to other schools in the city and to venues in other parts of the country.</p>	
<p>All pupils are taught high quality lessons and extra curricular activities</p> <p>CPD opportunities for staff through tutorials and face to face training.</p> <p>Train wider staff team in the delivery of physical activity.</p>	<p>Subscription to Get Set For PE renewed. All pupils have been taught the sequence of learning for the sports identified for their key stage. Quality first teaching.</p> <p>PD planned across the year focusing on new sports introduced into the curriculum. Staff confidence in how to teach specific aspects of PE.</p> <p>Rebound Therapy booked</p>	<p>More successful PE lessons, staff are more confident and pupil engagement has increased.</p>

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<p>Swimming Data</p> <p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>32%</p>	<p>All pupils have SEN and have an EHCP. Many pupils had never been in a swimming pool before. Pupils were reluctant to participate due to anxiety and fear which meant that they did not always have the full session in the pool. Some pupils needed to see others in the water and watch to gain enough confidence to join in.</p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>0%</p>	<p><i>Pupils who could swim the 25 meter distance could only use one stroke effectively.</i></p>

## 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
To increase capacity for pupils to attend a range of high quality lunchtime clubs	<p>Teachers to lead the activity and support staff to model participation and sportspersonship</p> <p>Pupils to actively engage in a range of activities safely and use equipment effectively</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Pupils to engage in a range of activities which have rules for them to follow and supports them to build their resilience and work as part of a team.</p>	£2,787
Purchase a range of equipment to replenish old that will provide opportunities to engage pupils in physical activity at playtimes and lunchtimes ie specialist trike,	<p>Pupils to engage with a range of equipment at play and lunch times</p> <p>Targeted interventions for pupils to support with confidence, balance and coordination</p> <p>Support pupils to develop skills for life</p>		<p>Pupils develop skills and foster a love for physical activity.</p> <p>Pupils develop skills for life</p>	£1,500

<p>scooters, skateboards, helmets</p> <p>Purchase storage equipment.</p> <p>Purchase bespoke sensory equipment to support the needs of pupils with vestibular and proprioceptive needs</p>	<p>Supports pupils with complex needs to regulate or to calm when the environment is overwhelming or over stimulating</p> <p>Allows pupils to develop understanding of their own sensory needs and how these can be met through various activities</p> <p>Helps adult to support pupils to remain regulated through the school day</p>			<p>£500</p> <p>£1,000</p>
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<p>To promote competitive sport and compete in inter school games at different locations and venues across the Yorkshire area</p> <p>Hull Active Sport</p>	<p>Pupils take part in a range of different activities and sports across a range of settings</p> <p>Pupils actively take part in competitive sport</p> <p>Staff need to transport pupils to different events and venues</p> <p>Staff model expected standards of skills, sportspersonship and resilience</p> <p>Pupils encouraged to develop skills that are new to them</p> <p>Foster pupils natural talent to succeed in competitive sport</p> <p>Online CPD for staff</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils will gain greater knowledge of how it feels to win and lose at sport</p> <p>Pupils will gain resilience and confidence to take part in events with other schools</p> <p>Distance from school to venue – use of school minibus or arranging alternative transport</p> <p>Purchase kits to show uniformity across the school</p> <p>Staff knowledge and skills of how to teach various sports events</p>	<p>£5,000</p>
<p>All pupils are taught high quality lessons and extra curricular activities</p>	<p>Renew subscription to Get Set For PE</p> <p>Impacts on teachers to reduce workload</p> <p>Supports teachers and upskills them</p> <p>Pupils engage in a range of activities</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>Supports staff with key knowledge and understanding of physical activity and skill progression through lessons and the curriculum</p>	<p>£1,700</p>

	<p>Skill for pupils increase Raise the level of physical activity</p>	<p>Key Indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>All teachers have access Encourages pupils to engage in a range of sporting activities and improve their skills</p>	
<p>Use First Steps sports coaching to deliver quality first teaching for Dance and Gymnastics</p>	<p>Sports coach led to upskill teachers Modelled PE lessons to support staffs CPD Pupils</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity Key Indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Teachers gain skills from sports coaches Pupils have access to high quality tuition and coaching Pupils learn new skills and build up confidence and resilience</p>	<p>£2,000</p>

<p>First Steps – pre pedal Go scooter</p>	<p>Pupils build skills for balance and coordination Pupils build up confidence and actively engage and gain new skills Staff model the language</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils learn new skills and build up confidence, resilience and balance Support pupils with coordination difficulties</p>	<p>£1,750</p>
<p>Train wider staff team in the delivery of specific physical activity. Rebound Therapy</p>				<p>£1,000</p>

## 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

## 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 are able to perform safe self-rescue in different water-based situations?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	%	Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2026

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p>Use this text box to give further context behind the percentage</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>Yes/No</p>	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Water safety is a priority within our PSHE curriculum.
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Signed off by:

Head Teacher:	Maria Hope
Subject Leader or the individual responsible for the Primary PE and sport premium:	Hannah Cope PE Coordinator
Governor:	Lesley Boughton
Date:	02.10.2025