



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
Purchasing of equipment to resource PE lessons, sensory circuits and active playtimes Repairs booked in for existing equipment- Golden mile track and climbing ropes on the playground Storage bought for equipment Installation of orienteering markers in the school grounds, company- Enrich- employed to create whole school maps to be used for orienteering sessions Bought into orienteering launch day- specialist staff from Enrich to deliver high quality OAA sessions with each class- also serves as staff CPD Bought into Enrich software so that all staff have access to all the resources needed to implement OAA sessions with their class	Equipment purchased so that PE curriculum lessons are better resourced OAA integrated into PE curriculum for all children and used to support the wider curriculum	 Orienteering resources also used to support the wider curriculum

Trained staff in orienteering instruction- staff CPD run with Enrich.		
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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 add orienteering to PE curriculum offer for all children Increase pupil engagement in outdoor and adventure activities. Support inclusive participation in non-traditional sports. Develop pupils' map-reading, problem-solving, and teamwork skills. Offer cross-curricular links and an outdoor curriculum through OAA (e.g., geography, maths)	All children and staff	Indicator 1 -Engagement of all pupils in regular physical activity Indicator 2 - Profile of PE and sport is raised across the school Indicator 3: Increased Confidence, Knowledge and Skills of all Staff in Teaching Physical Education and sport Indicator 4: Broader Experience of a Range of Sports and Activities Offered to all	Increased pupil engagement and enjoyment in PE through the introduction of an adventurous, inclusive, and non-traditional sport. Enhanced problem-solving, teamwork, and resilience Curriculum integration: Orienteering is part of PE and planning across KS1 and KS2, ensuring continuity and repeated use. It is also used across multiple curriculum areas Staff CPD delivered by Enrich enables teachers to independently run sessions. Permanent infrastructure: Orienteering markers and school-specific maps are now embedded in the school grounds and usable for years to come. Enrich software subscription: Provides ready-made resources that simplify session planning, keeping delivery accessible for all staff.	£886.50 outdoor learning event £1995- course installation £525 – CPD
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Purchase resources to enable the implementation of the PE curriculum- such as new athletics equipment, further curriculum support Purchase resources to support sensory circuits- Buy versatile and inclusive equipment (e.g., for SEND pupils) Purchase equipment to support active playtimes	All children	Indicator 1 -Engagement of all pupils in regular physical activity Indicator 2 - Profile of PE and sport is raised across the school Indicator 4: Broader Experience of a Range of Sports and Activities Offered to all Pupils	Scalable and adaptable: The programme can evolve each year—e.g., new course layouts or using orienteering in themed weeks or enrichment days. Improved lesson quality and curriculum coverage through the addition of athletics equipment, enabling accurate delivery of units Greater inclusivity and accessibility in PE with new versatile equipment supporting sensory circuits and SEND pupils, ensuring all children can engage meaningfully. Increased physical activity during unstructured times (breaks and lunch), helping pupils meet the 30 minutes of daily school-based activity recommended by the Chief Medical Officer. Improved social interaction and cooperation through structured play opportunities, reducing incidents of low-	£3932.04
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Purchase storage to maintain longevity of equipment.		level behaviour and playground conflict. Broader range of physical activities available, allowing children to explore games, develop motor skills, and find activities they enjoy beyond PE lessons. Empowerment of Sports Leaders and Play Leaders, who use the equipment to lead games and encourage inclusive participation across all year groups.	
Purchase new PE benches for use within gymnastic lessons		Equipment is well-organized and safely stored for easy access and longevity Increased participation and enthusiasm in gymnastics thanks to new benches and improved layout possibilities, encouraging skill development and progression.	£2056 £1124.97
Repair and maintain Golden Mile track			£5750
Repair and maintain ropes on outdoor PE equipment		Enhanced daily physical activity via continued access to the Golden Mile track, promoting whole-school	£550

			engagement in regular exercise. Safe and sustained outdoor learning opportunities maintained through proactive repair of ropes and outdoor equipment.	Total spend = £16819.51
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Additional key achievements 2024-2025

Activity/Action	Impact	Comments
Wow Basketball Day – Thursday 3rd October Paul Sturgess, Britain’s tallest man and former Harlem Globetrotter, visited our school, carried out an assembly for all children followed by basketball workshops for each class	Positive role modelling and inspiration: Visits from elite athletes like Paul Sturgess gave pupils aspirational stories and engaging physical experiences that built self-esteem and motivation, especially around uniqueness and perseverance	
Tag Rugby Festival – Wednesday 8th October Thirteen Year 5 and 6 children represented our school in a Tag Rugby festival at Perins,	Breadth and quality of sports provision: Pupils accessed a diverse range of opportunities supporting physical development, engagement, and enjoyment for all.	
Orienteering Launch Day – Wednesday 22nd January All classes took part in a day of orienteering using our brand-new school course.	High levels of participation and representation: Children from across all key stages took part in events both within school and externally, developing confidence, resilience, and pride in representing their school.	
Sportshall Athletics – Wednesday 5th February A group of Year 5 and 6 children represented our school at a multi-event athletics evening at Perins,	Inclusive and supportive environment: Events like National Skipping Day and Sports Day promoted whole-school participation, teamwork, and a sense of belonging — with every child having a role to play regardless of skill or ability.	
Cross Country– Tuesday 12th February & Tuesday 4th March 8 children from Year 3 to Year 6 competed in the after school Perins cross country event. Four of the Year 5 and 6 children then qualified for the County Finals. 3 of them took part in this and competed against 180 runners from across Hampshire at the county final	Strong competitive performance: Successes such as qualifying for the county finals in cross country and placing in Quad Kids festival	
Netball Tournament – Wednesday 12th March The Year 5 and 6 children from our after-school netball club represented us in an after school netball tournament,	Development of leadership and social skills: Playleaders led skipping challenges, helped run Sports Day, and supported peers — building	

Handball Tournament – Tuesday 25th March A mixed team of Year 5 and 6 children took part in an after school handball event at Eggar’s School- coming 2nd in this event National Skipping Day – Friday 28th March Playleaders led the school in a range of skipping games and challenges during break time. Sports Day – Tuesday 17th June Our annual Sports Day engaged all the children in a celebration of participation, teamwork, and fun. Quad Kids Athletics – Tuesday 1st July 12 children from Years 3 to 6 represented our school in the Quad Kids athletics festival. Our Year 3/4 team came 3rd, and our Year 5/6 team finished 2nd—what an incredible finale to the year! Fastest sprinter legacy This year we started a new annual tradition of finding the fastest Year 6 girl and boy sprinter in a celebration of speed and determination. This year the first targets for future Year 6’s to beat were set with the girls time of 9.88 seconds and boys time of 10.14 seconds School Games Gold Mark We achieved the Gold School Games Gold Mark for the eighth consecutive year.	teamwork, communication, and responsibility among pupils. Celebration and recognition: Achieving the School Games Gold Mark for the eighth consecutive year showcases the school’s sustained excellence in sport and PE, with clear systems, inclusive practice, and a culture that prioritises physical activity.	
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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%	.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke?	100%	

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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Swimming is taught by trained staff at a swimming school

Signed off by:

Head Teacher:	<i>Simrit Otway</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Michelle Cooke</i>
Governor:	<i>Lisa Gatehouse</i>
Date: 20 th July 2025	