





The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

APLEY WOOD
PRIMARY SCHOOL

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
Implementation of PE planning scheme to support with the delivery of indoor PE sessions.	Progression of skills taught has a clear development across the year groups and academic year.	Next step: To increase the confidence of staff, particularly the new intake of ECTs, in delivering indoor PE sessions (in addition to outdoor) to ensure clear, regular development in pupils' skills and learning.
Subscription to Telford and Wrekin School Sports Partnership.	Provided opportunities to enter sports events and competitions which led to: - 80% of PPG children from Y1-6 have accessed a sports club, intervention or sporting event – 76/95. - 82% of KS2 PPG children have accessed a sports club, active intervention or sporting event – 58/71. - 75% of KS1 PPG children have accessed a sports club, active intervention or sporting event – 18/24 - School Games Mark – Platinum award re-awarded for 24/25	Next step: to assess which events are developmental, for engagement and to compete to help best select appropriate pupils to participate.

Use of PE planning scheme and progression document to reorganise the structure of the PE long term overview.	Skills are developed and repeated across year groups to promote knowing and remembering more. Year group overviews mirror the same/similar focus of other year groups throughout the school to help identify progression and create consistency within lessons delivered.	Next step: To monitor the delivery of the PE planning scheme to ensure the length of terms are considered when developing skills.
The purchase of sustainable resources for Forest School has extended opportunities for outdoor learning and opportunities to be active.	Allowed pupils additional opportunities to be active outside the PE curriculum and develop their outdoor learning. Sessions have been timetabled into the curriculum to allow all year groups to access Forest School beyond afterschool clubs.	Next step: The use of previous funding should now allow the provision in place to be sustainable without the need for additional investment this academic year
Sports coordinator delivered timetabled lunchtime clubs.	Lunchtimes have provided more structured activities to provide a range of opportunities for pupils to be active.	Next step: To monitor and make links with the pupils attending interventions and lunchtime clubs; this should provide opportunity for them to apply their skills in different scenarios and to help to build a positive attitude towards being active.

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
Maintain links with the Telford and Wrekin School Sports Partnership.	Sports coordinator- liaising with TWSSP to organise attendance to sports competitions and events. Identify which events are 'inspire', 'engage' and 'compete' to help best select pupils to attend. Sports coordinator – develop relationships with neighbouring schools to organise non-competitive sports events and extend opportunities for pupils to represent their school. Additional school staff – anyone who will take pupils to sports competitions and events. Pupils – attend a variety of sports competitions and events. Young sports leaders – training delivered so that young sports leaders can lead activities for KS1 pupils at lunchtimes.	Key indicator 2: 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. Key indicator 5: Increased participation in competitive sport.	A variety of pupils, including PPG and SEN, will have attended a range of sports events/competitions. Pupils will have varied opportunities throughout the day to be physically active (during lunchtimes, activities will be delivered by lunchtime supervisors, the sports coordinator and young sports leaders).	£2,730 for the annual subscription.
Employment of	Teaching staff – sports	Key indicator 1:	Primary teachers more	£10,476 for cost

Sports Coordinator.	coordinator to provide continuous CPD throughout the year, weekly, to develop the confidence and competence of delivering PE. Pupils – sports coordinator will organise and deliver sports events, competitions and afterschool clubs for pupils to attend. Targeted pupils – SEN/PPG/less active pupils will be identified and receive physically active interventions. Parents – sports coordinator will promote and communicate sporting opportunities and achievements using the school website, X (formally known as twitter) and newsletters.	Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 2: 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. Key indicator 5: Increased participation in competitive sport.	confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improve % of pupil's attainment in PE. The percentage of pupils attending a sports event, competition, intervention or club will be sustained to a high level. The percentage of PPG pupils attending a sports event, competition, intervention or club will help close the gap between disadvantaged pupils and be maintained. SEN pupils attending a sports intervention will develop their fundamental movement skills and hence the percentage of SEN pupils attending a sports event, competition or club will be improved.	of employment.
Develop and maintain the quality of the	Pupils – will participate in sport and PE consistently throughout the winter months.	Key indicator 2: Engagement of all pupils in regular	Maximised sporting opportunities will be achieved by delivering a range of sports	£2,500 for partnership with grounds

school sports fields.	Lunchtime supervisor – will have a sustained, good-quality space to deliver activities during lunchtimes throughout the year. Teaching staff – will have appropriate markings that are clear to deliver a number or athletic, fielding and sports activities within PE lessons.	physical activity. Key indicator 4: broader experience of a range of sports and activities offered to all pupils.	throughout the year, with appropriate grounds to do so. Pupils have safely participate in a range of physical activities during lunchtime across a large area of space. Sustained opportunity for pupils to participate in additional sports competitions, such as sports day and themed events.	maintenance company. To include field maintenance, drainage and sports markings.
Develop PE curriculum and in turn develop the confidence of primary generalists delivering PE.	Teaching staff – following clear 'small steps' progression for the sequence of learning in PE. Develop their confidence in skill progression and the delivery of PE lesson, particularly the new intake of ECTs. Sports coordinator – demonstrate, observe and teach-teach PE lessons, following clear progression, to support the development of teacher confidence. Pupils – receive a high quality of teaching and can make links between prior learning	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 4: broader experience of a range of sports and activities offered to all pupils.	Teachers deliver a range of sports within PE lessons that have clear progression and skill development. Teachers deliver a clear sequence of learning across indoor PE sessions to provide regular opportunity for pupils to develop a range of skills. Pupils build upon prior learning by revisiting skills and sports across their time in primary school. Teachers, particularly the new	£299 for PE Planning scheme.

	through a clear sequence of progression.		intake of ECTs, will be more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improve % of pupil's attainment in PE.	
Purchase equipment to support provision and provide a greater range of activities and sports.	Teachers – will be able to deliver a broad PE curriculum as a result of equipment being maintained and accessible. Pupils – receive a range of sports activities within lessons and clubs. Participate in termly whole-school sports competitions which range in focus throughout the year. Sports coordinator – able to deliver a range of activities and sports during lunchtimes, afterschool and interventions.	Key indicator 2: 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.	Teachers will deliver PE lessons regularly, covering a range of sports and have access to the necessary equipment. Pupils will take part in termly whole-school sports competitions, using a range of equipment, and hence continue to create a culture of being active. There will be a range of sports/activities delivered as part of the afterschool club provision. Pupils will have the necessary equipment to prepare for sports competitions and events.	£1,385 to invest in new equipment to ensure a range of sports can be on offer and that the quality is maintained and replenished for long-term use throughout the year.
Raise pupil confidence and	Year 5 pupils – attend weekly swimming lessons in Spring	Key indicator 1: Increased confidence,	An improved percentage of pupils meeting the end of key	£2,200 for additional

ability to meet end of key stage swimming expectations through funding additional swimming sessions	term to increase the number of pupils achieving 25m following on from the school-funded sessions in Year 4.	knowledge and skills of all staff in teaching PE and sport. Key indicator 2: Engagement of all pupils in regular physical activity.	stage swimming expectations.	swimming sessions in a 10 week block with Year 5 children to increase support children identified as non-swimmers and increase the number achieving national swimming expectations.

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

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?	62%	*We have had to reduce the number of external swimming instructors we use, therefore two groups of the session are taught by school staff. As a result, there is one group of children, per swimming session, taught by a teacher from school who has not received formal swimming training however has received instruction/CPD from the school Sports Co-ordinator.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	*This cohort did not attend swimming during their time in Year 6, therefore the data used is from their previous swimming assessments during Year 5.*

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	*Self-rescue sessions were not delivered to this cohort during their time in Year 4 and 5 as they were still developing their strokes and competency.*
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	*Additional 'top-up' sessions are for Year 5 for a course of 10 weeks (funding for curriculum swimming lessons are in place for Year 4).*
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	*The Sports Co-ordinator has received formal swimming CPD.*

Signed off by:

Head Teacher:	*(Name)*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*April Whitehouse. Class teacher and PE coordinator.*
Governor:	*(Name and Role)*
Date:	