





The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Created by

association for Physical Education

YOUTH SPORT TRUST

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
Development and implementation of a progressive PE curriculum, supported by planning resources, progression mapping and staff guidance.	A clear and sequenced PE curriculum is in place, ensuring pupils develop physical competence and knowledge progressively from EYFS to Year 6. Teachers have greater confidence in delivering lessons, resulting in more consistent practice across the school. Pupils are able to build upon prior learning and demonstrate improved recall and application of key skills across a range of physical activities.	**Next step:** Continue monitoring curriculum delivery to ensure progression is secured across all units and staff maintain high expectations for skill development. Ensure new staff and sports coordinator is confident in delivery of the curriculum.
Targeted access to clubs, competitions and interventions – use of Sports Premium funding to remove barriers and increase participation in sporting opportunities for disadvantaged pupils through Telford and Wrekin School Sports Partnership.	Provided opportunities to enter sports events and competitions which led to: **64.8% of disadvantaged children from Reception – Year 6** have accessed a sports club, intervention or sporting event – 68/105 **76.4% of KS2 disadvantaged children** have accessed a sports club, intervention or sporting event – 52/68. **43.2% of EYFS and KS1 disadvantaged children** have accessed a sports club, intervention or sporting event – 16/37	**Next step:** To continue to track pupil participation and outcomes to identify those requiring additional support to engage fully in physical activity.

	This has improved access, confidence and inclusion whilst ensuring disadvantaged pupils benefit from wider sporting offer available within school.	
Use of PE planning scheme and progression document to maintain 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 progression of the PE planning scheme to support consistent implementation in both indoor and outdoor PE.
Development of Forest School provision through continued investment in sustainable resources and curriculum implementation.	Outdoor learning opportunities have been enhanced across all year groups, enabling pupils to develop physical, social and emotional skills through active learning experiences. The provision has increased opportunities for movement, problem-solving, resilience and teamwork while encouraging regular participation in physical activity outside traditional PE lessons.	**Next step:** Continue to embed Forest School as a sustainable element of the wider curriculum and continue monitoring pupil engagement and physical activity levels.
Provision of structured lunchtime physical activity led by the Sports Coordinator.	The quality of lunchtime provision has improved significantly, providing pupils with regular opportunities to be physically active beyond curriculum PE. Participation rates have increased and pupils are engaging in a broader range of activities. Structured opportunities have contributed to positive behaviour, improved social interaction and increased enjoyment of physical	**Next step**: Further target inactive pupils and those attending intervention groups to increase participation and develop lifelong positive attitudes towards physical activity.

PE Subject Leader monitored the quality of PE provision through lesson observations, pupil voice, staff discussions, curriculum reviews and analysis of participation data.	activity. Monitoring activities have strengthened the quality and consistency of PE across the school. Regular evaluation has enabled the Subject Leader to identify strengths, provide targeted support for staff and ensure the PE curriculum is delivered as intended. Pupil voice demonstrates positive attitudes towards PE and school sport, with pupils reporting increased enjoyment, confidence and participation in physical activity. Monitoring has also supported the identification of groups requiring additional opportunities, helping to ensure an inclusive approach that promotes engagement for all pupils. As a result, the profile of PE continues to be raised across the school and staff are increasingly confident in delivering high-quality lessons.	**Next step:** Further develop monitoring processes to evaluate the impact of teaching on pupil outcomes, ensuring all pupils, including disadvantaged, make sustained progress in PE. Continue to use findings to inform staff CPD and whole-school improvement priorities.

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. **New 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 new Sports Coordinator.	**Teaching staff** – sports coordinator and PE lead 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, facebook and newsletters.	**Key indicator 1:** 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.	Primary teachers 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. 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.	£10,476 for cost of employment.

Develop and maintain the quality of the school sports fields.	**Pupils** – will participate in sport and PE consistently throughout the winter months. **Lunchtime supervisors** – 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.	**Key indicator 2:** Engagement of all pupils in regular physical activity. **Key indicator 4:** broader experience of a range of sports and activities offered to all pupils.	Maximised sporting opportunities will be achieved by delivering a range of sports throughout the year, with appropriate grounds to do so. Pupils have safely participated 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.	£2,500 for partnership with grounds maintenance company. To include field maintenance, drainage and sports markings.
Embed the PE curriculum and develop the confidence of class teachers and staff 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 sports coordinator and new staff. **Sports coordinator –** demonstrate, observe and teach-teach PE lessons, following clear progression, to	**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	£299 for PE Planning scheme.

	support the development of teacher confidence. **Pupils** – receive a high quality of teaching and can make links between prior learning through a clear sequence of progression.		across their time in primary school. Teachers, particularly new staff, 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	£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.

			sports competitions and events.	
Continue to raise pupil confidence and ability to meet end of key stage swimming expectations through funding additional swimming sessions	**Year 4 and 5 pupils** – attend weekly swimming lessons in Spring term to increase the number of pupils achieving 25m following on from the school-funded sessions in Year 4.	**Key indicator 1:** Increased confidence, knowledge and skills of all staff in teaching PE and sport. **Key indicator 2:** Engagement of all pupils in regular physical activity.	An improved percentage of pupils meeting the end of key stage swimming expectations.	£2,200 for additional 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 2026-2027

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 are two groups of children, per swimming session, taught by a teacher from school who have not received formal swimming training and one by the swimming instructor. However, staff have 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 led CPD with the teaching staff attending.*

Signed off by:

Head Teacher:	*(Name)*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Amber Gilmour, Class Teacher and PE Subject Lead*
Governor:	*(Name and Role)*
Date:	8.7.26