



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 2024.**

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
Active playtimes – Provide opportunities for pupils to be sports/playground leaders and for this to support with increasing the numbers of pupils accessing activities during lunch and break time – working with staff and midday supervisors Playground line markings and games	Children are a lot more active at playtimes; using the line markings and equipment appropriately. Playtime leaders have been implemented and used effectively to support younger children in activities.	Continue to train leaders and all children in the use of the markings and equipment for active playtimes.
Competitive sport and sporting after school clubs will take place promoting the value of sport including raising the profile of girls in sport following our successes in school last year and of teams outside of school eg: football (pupils, staff and parents are aware of sporting activities and achievements across the school – assemblies, notice board and social media)	Many children have experienced competitive sports (intra and inter), applying skills taught in clubs and lessons. Many children actively sign up for sporting clubs	Continue to develop the after school clubs that we offer to allow as many children as possible to access them
Newark Rugby Club to come in for a term (Jan to April on Friday mornings) to target girls in Y3,4,5 To allow girls the opportunity to practice a different skill in an environment away from boys to make them feel empowered and comfortable	Our girls really enjoyed these sessions and it allowed them to feel confident practicing a sport they might have previously not enjoyed. Coaches commented on the skills and enjoyment the girls developed.	Continue to look for sporting offers which target specific groups of children to offer them the chance to develop skills in sports

Bikeability – balance bikes sessions for all Foundation children (also Level 1 for Y4 and Level 2 for Y5 who choose to do it but this is free)	Foundation children practiced and developed their gross motor skills and enjoyed these sessions. Intake for Y4 bikeability was still high and the crucial to bike skills and safety. Y5 children developed skills on outside roads too.	Booking for bikeability sessions for 2025-26 Enquired about balance bikes for Foundation again.
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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
Active playtimes – Provide opportunities for pupils to be sports/playground leaders and for this to support with increasing the numbers of pupils accessing activities during lunch and break time – working with staff and midday supervisors	Intended impact: upper KS2 children have the opportunity (at lunchtime or via a club and supporting in lessons where appropriate) to develop and apply skills to lead and support others in PE activities	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities reaching 30minutes active target.	£900 (staff paid for after school club to train playground leaders) £1000 to provide updated playground resources
Competitive sport and sporting after school clubs will take place promoting the value of sport including raising the profile of girls in sport following our successes in school last year and of teams outside of school eg: football (pupils, staff and parents are aware of sporting activities and achievements across the school – assemblies, notice board and social media)	Assemblies raise the profile of sport, girls in sport and sporting success. NDPSSA and SGO sporting calendar of events – signed up for (and fees paid) After school clubs updated half termly and promoted (often over subscribed) Intended impact: children enjoy and take part in sport across school. Raising the profile of sport in school and clubs (especially at Fernwood site where uptake is less than at Balderton site)	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Children enjoy and take part in sport across school. Raising the profile of sport in school and clubs (especially at Fernwood site where uptake is less than at Balderton site)	£3500 sports coaches for after school clubs
Staff CPD and PE lead monitoring – Observing and monitoring of sports coaches	Monitoring of staff and pupil voice questionnaire.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Carrying out pupil voice chats/questionnaires has been used to look at the PE curriculum and adapt/include	£1000 cover for staff to observe sports coaches/ attend courses

and teachers to develop skills and practise Equipment – replenished and restocked to allow children to practise skills and apply in game situations (including purchase of new equipment to match our PE scheme content) Maintenance checks and repairs on outdoor trim trails and indoor apparatus by service companies to ensure the equipment is to safety standards Competitive sport calendar (Level2 and 3 events) for 2023-24 (including our Level1 sports day and interhouse competitions) Newark Rugby Club to come in for a term (Jan to April on Friday mornings) to target girls in Y3,4,5	<i>Sports coaches and PE lead</i> Purchase new equipment and replenish other equipment Whole school benefit from using the various trim trails outside and the indoor PE apparatus in the school halls Sporting calendar of events planned into school calendar. Children will be identified from lessons and clubs to compete. Sports coaches to manage events with PE lead. To allow girls the opportunity to practice a different skill in an environment away from boys to make them feel empowered and comfortable	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 5: Increased participation in competitive sport Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 5: Increased participation in competitive sport	elements that they have mentioned Children can practise, develop and apply PE skills using the correct equipment More pupils meeting their daily physical activity goal at playtimes and lunchtimes and during gymnastic/movement PE lessons in the hall Children experience competitive sport and apply the skills they have learnt in lessons. Sporting event calendar has a girls only tag rugby competition. Intended outcome to empower girls to do a sport they would normally shy away from in PE lessons with boys	£4000 £4500 £800 (NDPSSA and SG plus cross country) £520 (half term at Bal and half term at Fern – Fri am)
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<u>Yoga – Peaceful Possums</u> to work with Fn/Y1/Y2 classes for a block of sessions to promote wellbeing and mindfulness Staff CPD sessions	To promote wellbeing and mindfulness as a way to regulate and calm emotions. To provide an alternative sport/exercise. To support staff CPD with strategies for wellbeing in themselves and children.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport		£3260 (9 classes x5 week sessions, KS2 lunchtime club x25sessions, 2x staff CPD)
<u>Sports Awards Assembly</u> to celebrate success and achievements	To celebrate success and recognise achievements of individuals and teams linked to sports and the school games values.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement		£300
<u>Sports kits</u> to replace old kits to wear for sporting events	To create a sense of team, pride and belonging in competitive sports	Key indicator 5: Increased participation in competitive sport		£750
<u>Transport costs to events</u>	To allow children the opportunity to take part in sporting events at other venues	Key indicator 5: Increased participation in competitive sport		£900 (approx cost for 4x buses) <i>Sports Premium funding for 2025-26 = £21,273 (estimated)</i> <i>Total listed on this document for 2025-26 = £21430</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
Yoga – Peaceful Possums to work with Fn/Y1/Y2 classes for a block of sessions to promote wellbeing and mindfulness Staff CPD sessions	Our Fn/KSI children and staff absolutely loved the yoga sessions. The staff CPD has linked to our zones of regulation to implement yoga techniques into the classroom too.	Staff and children have requested this to continue as said how lovely and beneficial it was for the children. *Plan for an outside agency to work with each year group for a half term*
Active playtimes – Provide opportunities for pupils to be sports/playground leaders and for this to support with increasing the numbers of pupils accessing activities during lunch and break time – working with staff and midday supervisors	Children are a lot more active at playtimes; using the line markings and equipment appropriately. Playtime leaders have been implemented and used effectively to support younger children in activities.	Continue to train leaders and all children in the use of the markings and equipment for active playtimes.
Competitive sport and sporting after school clubs will take place promoting the value of sport including raising the profile of girls in sport following our successes in school last year and of teams outside of school eg: football (pupils, staff and parents are aware of sporting activities and achievements across the school – assemblies, notice board and social media)	Many children have experienced competitive sports (intra and inter), applying skills taught in clubs and lessons. Many children actively sign up for sporting clubs	Continue to develop the after school clubs that we offer to allow as many children as possible to access them (look into the use of outside sports clubs to offer after school clubs too).
Newark Rugby Club to come in for a term (Jan to April on Friday mornings) to target girls in Y3,4,5 To allow girls the opportunity to practice a different skill in an environment away from boys to make them feel empowered and comfortable	Our girls really enjoyed these sessions and it allowed them to feel confident practicing a sport they might have previously not enjoyed. Coaches commented on the skills and enjoyment the girls developed.	Continue to look for sporting offers which target specific groups of children to offer them the chance to develop skills in sports *Plan for an outside agency to work with each year group for a half term*

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?	67% Y6 cohort 2024-25 55% Y6 cohort 2025-26	<i>We took part in the school swimming gala and qualified to the county final in May. This showcased a selected children's swimming ability and stroke technique from their swimming lessons. Both 2024-25 and 2025-26.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	67% Y6 cohort 2024-25 82% Y6 cohort 2025-26	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	82% Y6 cohort 2024-25 90% Y6 cohort 2025-26	

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	Identified staff have been trained and assessed to teach on poolside during school swimming. We have 6 members of staff who are able to teach school swimming. We had school swimming teach water safety sessions in school to children who had swam. NCC instructors also came into school to deliver water safety to Y5 and Y6 and basic CPR (summer 2026).

Signed off by:

Head Teacher:	<i>Bernadette Hunter</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Amy Smith (PE and swimming coordinator)</i>
Governor:	
Date:	September 2025(Amy Smith) Review to be completed July2026