



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2025

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
<ul style="list-style-type: none"> <li>• Extra curricula sports clubs 4x week with a variety of sports available to all students including SEND.</li> <li>• Top up swimming lessons for Yr6 not meeting National Curriculum standard (Summer 1).</li> <li>• PSHE interventions for disengaged children in years 1-2 and whole class Joy of Moving in years 3-4 through Premier League Primary Stars (PLPS).</li> <li>• Wide range of equipment available at lunchtimes so all children can be active.</li> <li>• Participation in additional events to encourage physical activity (Daily Mile, Laps to Lapland, Mini Marathon etc).</li> <li>• Results of sporting events reported in newsletters and social media</li> </ul>	<ul style="list-style-type: none"> <li>• All children (including those with SEND) have developed their skills in a range of sports. Extra curricula activities were consistently popular throughout the year.</li> <li>• There has been an increase in the number of children meeting National Curriculum standards for swimming.</li> <li>• Children and classes who have taken part in PLPS interventions have spoken positively about the sessions, they are more active and engaged in PE and are more active in general.</li> <li>• More children have been choosing different ways to be active at lunchtimes, this has led to improved behaviour in the classroom.</li> <li>• Children's well-being and mental health has been positively impacted by the physical activity through additional events both in and outside of the school environment.</li> <li>• Children continued to develop a positive attitude to physical activity, have increased self-confidence, teamwork and communication.</li> </ul>

<ul style="list-style-type: none"><li>• All children participated in sports days during the Summer term.</li><li>• Opportunity to attend local sporting events and inter-school competitions</li><li>• Membership to the CDPSSA</li></ul>	<ul style="list-style-type: none"><li>• Sports Days have enabled relationships between school, families and children to continue to grow with many families attending the events.</li><li>• Many children have had opportunities to participate in a variety of events in a competitive environment both at local and county level leading to successes in the Girl's and Boy's Football Leagues, Netball league, Cross-country events and Garrison Athletics.</li></ul>
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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
Ensure all children have access to 2 hours of high-quality PE every week. Developed through sports coaches, specialist teachers working alongside class teachers and CPD (for ECTs), new PE scheme to increase variety of lessons.	Class teachers and sports coaches, children – as they will take part.	<p>KI 1: The engagement of all pupils in regular physical activity.</p> <p>KI 3: Increase confidence, knowledge and skills of all staff teaching PE and sport.</p> <p>KI 4: Broader experience of a range of sports and activities offered to all pupils.</p>	More pupils meeting their daily physical activity goal, more pupils motivated to take part in PE and physical activity through varied lessons, staff more confident to deliver PE lessons.	<p>£2,711 for specialist dance teacher.</p> <p>£1000 for equipment for lessons and upkeep.</p> <p>£300 for CPD.</p> <p>£600 for PE scheme.</p>
Active break and lunchtimes with a range of equipment available for children to enjoy.	Midday assistants, children	<p>KI 1: The engagement of all pupils in regular physical activity.</p> <p>KI 4: Broader experience of a range of sports and activities offered to all pupils.</p>	Children are more active at break and lunchtime, reducing the number of behavioural incidents. General health and fitness of children is improved as they move through their school journey.	<p>£400 for equipment.</p> <p>£380 for lunchtime dance 1 x week.</p>

<p>A wider range of formal after school sports clubs available 4 days a week, to all children (including SEND), some of which relate to the local school sports partnership (CDPSSA) competition calendar.</p>	<p>Teachers, sports coaches, children, parents (if attending competitions)</p>	<p>KI 1: The engagement of all pupils in regular physical activity.          KI 2: The profile of PE and sport is raised across the school as a tool for whole school improvement.          KI 4: Broader experience of a range of sports and activities offered to all pupils.          KI 5: Increased participation in competitive sport.</p>	<p>Children develop good teamwork, communication and sportsmanship, they show increased self-confidence, SEND children have opportunities to thrive. Stronger relationships with parents and families.</p>	<p>£8,863 for sports coaches.          £2,090 for dance club.          £900 towards transport for competitions.          £200 for CDPSSA membership.          £400 for LSA support for SEND children at ASC.</p>
<p>Whole school events such as Daily Mile initiatives and Sports Days.</p>	<p>Class teachers, sports coaches, children, parents</p>	<p>KI 1: The engagement of all pupils in regular physical activity.          KI 2: The profile of PE and sport is raised across the school as a tool for whole school improvement.          KI 4: Broader experience of a range of sports and activities offered to all pupils.          KI 5: Increased participation in competitive sport.</p>	<p>Children's self-esteem, self-confidence, concentration and co-ordination improves. Children's mental health and well-being also improves. Relationships between children, their families and school are reinforced and strengthened.</p>	<p>n/a</p>

<p>Identified Year 6 children to have 'top up' swimming lessons with qualified swimming teachers.</p>	<p>Year 6 children currently not meeting National Curriculum standards for swimming</p>	<p>KI 1: The engagement of all pupils in regular physical activity.  KI 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children are able to meet National Curriculum standards and are therefore safer and more confident in and around water.</p>	<p>£1,700 for swimming transport.  £540 for swimming coaches.</p>
<p>Develop curriculum offer to increase engagement of children in numerous aspects of school life through partnership with Colchester United Football in the Community interventions, active lessons and cross-curricular learning.</p>	<p>Teachers, sports coaches, children</p>	<p>KI 1: The engagement of all pupils in regular physical activity.  KI 2: The profile of PE and sport is raised across the school as a tool for whole school improvement.  KI 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children's attitude to learning improves as well as their mental health and wellbeing. This would also lead to improved behaviour for individuals and the school as a whole.</p>	<p>£176 for lesson resources.</p>

## Swimming Data (2024-25)

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?	50%	<i>All children take swimming lessons for 10 weeks in Year 3, after that it relies on families to continue helping their child learn to swim. Our school is situated in one of the 50 most deprived areas in the UK which means some families do not have the means to continue with lessons. We offered 6 weeks of top-up lessons to Year 6 children still not meeting National Curriculum standards which had a huge impact on those children.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	52%	<i>Children can usually use at least one other stroke, usually they are most confident with front crawl and back stroke.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	42%	<i>As a seaside town, children are exposed to mainly beach and swimming pool situations. Those who attend the Year 6 residential have the opportunity to experience other water-based situations.</i>
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	<i>Year 6 children who could not meet the National Curriculum standard for swimming were identified at the start of the year and they were offered 'top-up' sessions. 17 children took part in top-up lessons for a 6 week period.</i>

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>Swimming lessons are taught by external qualified swimming teachers. Water safety is taught in school as part of PSHE in KS2.</i>
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Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Claire Hollamby-Harding Class teacher and PE Lead</i>
Governor:	
Date:	<i>September 2025</i>