



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 31 July 2026.**

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 (2025/2026)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Increase participation in girls' sport and physical activity through lunchtime and after-school opportunities.	Girls' football, cheerleading and other targeted clubs increased opportunities for girls to participate in sport in a supportive environment. Strategies were used to reduce barriers for girls and disadvantaged pupils. All PPG eligible pupils were offered participation in 2 free clubs per week	Continue targeted opportunities for girls and disadvantaged pupils. Monitor participation by gender and identified groups.

Broaden the range of sports offered, including activities that engage children who can be reluctant to participate in traditional sports.	Kin-ball was introduced and received positively. It provides an inclusive team sport with large equipment and cooperative play, making it particularly accessible for pupils with SEND and those who may find traditional competitive games challenging. Kinball has now been mapped across our curriculum	Embed Kin-ball within the PE offer and continue to use it as an inclusive activity. Maintain equipment and develop staff confidence.
Increase regular physical activity through lunchtime and after-school clubs.	£1,289 supported additional clubs including dodgeball, Kin-ball, girls' football and cheerleading. Children had additional opportunities to be active beyond curriculum PE. Lunchtime activities increased children's activity including dodgeball, athletics equipment, skipping ropes, footballs etc.	Continue a varied programme, using pupil voice and participation data to target less-active pupils.
Increase access to external coaching (extra curricular) and specialist sporting opportunities.	£6,731 supported external coaching including dodgeball, girls' football and Forest School. This broadened the range of activities available and supported participation, confidence and skill development.	Ensure external providers contribute to staff knowledge and skills so improvements are sustainable, in line with the premium conditions.
Increase participation in competitive sport and widen access to competitions.	£770 supported competition entry and transport, including rounders, Bridgewater cross country and football competitions, sports day, Intervillage athletics competition and swimming gala. Pupils gained experience of representing the school and competing with other schools. We demonstrated our high standard of sports by winning the small schools Inter village cup for the last 5 years.	Continue to provide a range of competitive opportunities, including opportunities for pupils who are less confident or less active.
Improve swimming attainment and water safety.	We changed the focus of our swimming lessons to take those who were not meeting NC expectations. This meant those children made better progress as they had longer in the pool. whole-term swimming programme focused on improving swimming percentages, developing a wider range of strokes	Continue to track swimming attainment through Years 3–6 and target top-up support at pupils who have not yet met the National Curriculum requirements. Consider taking all children swimming before the gala as some who could previously swim

	and increasing the number of pupils able to perform safe self-rescue. £2,730 was used for additional top-up swimming.	lacked confidence on the day.
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Key priorities and Planning 2026-2027

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
Continue to increase participation through additional lunchtime and after-school clubs, including dodgeball, Kin-ball, girls' football and cheerleading.	All pupils, with targeted strategies to increase participation for girls, disadvantaged pupils, SEND pupils and less-active children.	Key indicator 2: Increase all pupils' engagement in regular physical activity and sporting activities. Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils, and ensure equal access to sport for boys and girls.	A wider club offer provides additional opportunities for regular physical activity and enables the school to target groups who may otherwise participate less. Participation will be monitored and clubs will be adapted in response to pupil need and interest.	£2054
Purchase PE and sport equipment, including equipment to embed Kin-ball as part of the school's wider physical activity and sport offer.	All pupils, particularly pupils with SEND and pupils who are less confident in traditional competitive sports.	Key indicator 2: Increase all pupils' engagement in regular physical activity and sporting activities. Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	Kin-ball provides an inclusive, cooperative activity and broadens the range of sports available. Equipment will be retained and used by future cohorts, supporting sustainability.	£1888
Provide access to external sport coaching and specialist activity, including dodgeball, girls' football and Forest School.	All pupils, with targeted opportunities for girls, disadvantaged pupils, SEND	Key indicator 1: Increase staff confidence, knowledge and skills in teaching PE and sporting activities. Key indicator 2: Increase all pupils' engagement in regular physical activity and sporting activities.	External expertise broadens the sporting offer and provides opportunities for staff to develop their knowledge through working alongside appropriately qualified providers. This reduces reliance on external delivery over time and strengthens the school's own capacity. Explore	£8,731

	pupils and less-active children.	Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	sports not tried before e.g circus sports, bowls, etc	
Provide transport and entry costs for competitive sporting opportunities, including rounders, Bridgewater cross country and football competitions.	Pupils participating in competitive sport, including pupils who may otherwise have fewer opportunities to represent the school.	Key indicator 5: Increase participation in competitive sport.	Pupils gain experience of competition, teamwork, resilience and representing the school. A broad range of events will be offered so that competitive sport is not limited to the most experienced pupils.	£1970
Provide additional top-up swimming to improve swimming attainment and water safety.	Pupils who have completed core swimming provision but have not yet met the National Curriculum expectations.	Swimming and water safety: improve the proportion of Year 6 pupils able to swim at least 25 metres, use a range of strokes effectively and perform safe self-rescue.	A whole-term programme and targeted top-up sessions increase opportunities for pupils to develop confidence, stamina, stroke range and self-rescue skills. Swimming data will be tracked through Years 3–6 to identify pupils requiring further support.	£1640
			Total known expenditure	£17,664

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
Additional lunchtime and after-school sport, with targeted strategies for girls, disadvantaged pupils and SEND pupils.	A broader programme of clubs increased access to physical activity outside curriculum PE. Targeted approaches reduced barriers to participation and provided opportunities for pupils who may be less likely to choose sport independently.	Continue targeted clubs and monitor participation by gender, disadvantage and SEND to ensure access remains equitable.
Introduction of Kin-ball and purchase of inclusive PE equipment.	Kin-ball broadened the sporting offer and provided an accessible cooperative activity. The equipment can be used repeatedly by different year groups and future cohorts.	Continue to embed Kin-ball and develop staff confidence so the activity becomes part of the sustainable school offer.
External coaching and specialist activity.	Dodgeball, girls' football and Forest School increased the variety and quality of physical activity opportunities. Staff working alongside external specialists can build knowledge and confidence.	Continue to use external expertise strategically, with an expectation of staff development and reduced reliance on external delivery over time.
Competitive sport and swimming.	Pupils had opportunities to represent the school in rounders, cross country and football. Swimming provision focused on increasing the proportion meeting the required distance, stroke range and self-rescue expectations.	Continue competition opportunities and maintain accurate swimming data through Years 3–6 so top-up provision can be targeted.

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?	85%	Whole-term swimming and targeted top-up swimming were used to improve swimming attainment.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	81%	Swimming provision specifically focused on developing a wider range of strokes.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	81%	Swimming provision included water safety and self-rescue.

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.	Yes	£2,730 was used for targeted top-up swimming. The school ran a whole-term swimming programme to improve swimming attainment, stroke range and self-rescue. Top-up provision was targeted at pupils who had not yet met the required outcomes.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Complete according to whether swimming staff CPD was provided during 2025–2026.

Signed off by:

Head Teacher:	Laura Whateley
Subject Leader or the individual responsible for the Primary PE and sport premium:	Laura Whateley
Governor:	Jane Banister
Date:	1.9.26