

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount of funding for 2025/26. To be spent and reported on by 31st July 2025.	£ 17,750
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/26		Total fund allocated: 17,570	Date Updated: November 2025	
Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation:
				5%
Intent	Implementation		Impact	Total- £ 809
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
2 x 1 hour PE each week for all children in school	Purchase Getset4PE subscription for the year	£550p.a	Pupils participate in two high-quality PE lessons each week, leading to increased physical activity levels and improved fitness.	Continue use of GetSet4PE to support consistent planning, teaching and assessment across all year groups.
To support children's physical and mental well-being, improved levels of concentration as well as physical fitness.	Subscription to Active Blast- morning physical activity before the children start their day	£199p.a	Active Blast and yoga breaks have improved pupils' concentration, readiness to learn and emotional wellbeing.	Train new play leaders annually to maintain active lunchtimes.
Provide a wider range of sporting/ physical after school clubs with external sports coaches for high quality instruction and engagement	Work with ECTs and new staff on timetabling		Increased uptake of after-school clubs has enabled more pupils to access regular physical activity beyond curriculum time.	Monitor participation rates for clubs and target less active pupils.
Years 4,5 and 6 pupils trained as play leaders to support younger children in active games	Children to wear PE kits to school/ home on PE days to ensure no wasted time getting changed.		Sport coaches confidently organise games and activities at lunchtimes, increasing activity levels and reducing incidents of	Continue to review swimming assessment data and provide catch-up opportunities for pupils not yet meeting expected standards.
	yoga breaks support children's physical and mental well being, enabling short breaks throughout the day.			Develop further opportunities for physical activity throughout the school day
	Some updated outdoor play equipment purchased for break/ lunchtimes	£60		
	Aspire coaches after school clubs- 3			

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	days per week- wide range of activities offered (5 clubs offered- Hockey/ basketball/multi-sports/volley ball)football		low-level playground conflict.	
	Aspire coaches support interhouse sports competitions during 2x weekly lunch			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
New PE lead to monitor the implementation of teaching and learning across the school including coaches.	Purchase PE kits for PP children so they all have kits to join in every lesson.	Costs to be taken from PP funding	PE and sport have a higher profile across the school through displays, newsletters, assemblies and social media.	Continue celebrating sporting achievements through assemblies, newsletters and displays.
Children to fully participate in all PE opportunities and feel proud to be part of the school- appropriate PE kits and footwear where possible so all children can take part	Walking bus to/from school- WOW scheme to be trialled	TBC	Improved access to PE kits has ensured that all pupils can participate fully in lessons regardless of family circumstances.	Possibly embed Health Week as an annual event.
To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching	Health week- Spring term		Pupils demonstrate a greater understanding of the importance of healthy lifestyles, exercise and wellbeing.	Expand active travel initiatives and monitor participation.
Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.	Results and photos to be celebrated/displayed/promoted via by display board in the hall, newsletters, blogs and via school instagram.	Getset4pe subscription- as above	Increased parental engagement through celebration events and home learning opportunities has strengthened links between school and families.	Develop stronger links with families through sharing opportunities for physical activity at home.
	Put links to website on school website and newsletters. Encourage children to		More pupils regularly participate	Ensure PE remains a key priority within the whole-school development plan

Pupils, staff and parents are aware of sporting activities and achievements across the school.	get families involved. Mention achievements in Cosmic champions assemblies- invite parents in to share the celebration		in active travel initiatives and physical activity beyond school hour	
Parents and families involved in sporting/physical activities through links to active families on getset4PE website				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				95%
Intent	Implementation		Impact	£16,761
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
New PE HUB lead (DA) to monitor the implementation of teaching and learning across the school including coaches. Aspire coaches in school to work with staff to develop subject knowledge and confidence in teaching a wide range of PE skills and developing knowledge children need to have a better understanding of how to keep physically and emotionally healthy Ensure staff that go swimming feel confident- deliver CPD All staff to feel confident taking classes on activity based field trips and outdoor adventures	DA release time to work with Aspire to develop role and then time to monitor lessons and carry out Pupil voice (possibly get Aspire in 1 extra ½ day per term to work with PE lead) Purchase Getset4PE subscription for the year Aspire coaches in school 2 days per week- PECS & 3 afterschool clubs New staff to shadow more experienced staff a couple of times before taking own class. Always have a more experienced member of staff to accompany. Staff to receive training in Ed visits	Internal cover as above £16,761- £10,000 PECS & £6761- afterschool clubs	Staff confidence in teaching PE has increased through coaching support, modelling and professional development. Lesson observations and pupil voice indicate greater consistency in the quality of PE teaching across the school. Staff have improved subject knowledge and are better able to assess pupils' progress in PE. Pupils benefit from increasingly high-quality PE provision, leading to improved engagement and skill development	New PE Lead will need to continue monitoring PE teaching and providing support where needed. Maintain partnership working with Aspire coaches if possible to provide ongoing CPD where necessary Build a bank of internal expertise so staff can support one another. Ensure induction for new staff includes PE curriculum expectations and assessment procedures. Continue professional development linked to swimming, outdoor learning

Lunchtime supervisors to be more confident in supervising and leading sporting activities at lunchtime so chn can fully engage and develop sportsmanship as well as a wider range of physical skills	risk assessments with a focus on health and safety for physical activities Pastoral manager to do a refresher training on games	DS to deliver or contact Evolve trainers as part of subscription		and educational visits.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All KS2 children to attend a physical activity day at Woodlands adventure centre KS1 and EYFS to experience an activity day- explore options Wide range of activities offered through enrichment After school clubs- all offered free of charge to children Develop whole school sports day to include some alternative activities Access activities offered at Free@last	Teachers plan for and work alongside team leaders – children to access SEMH as well as physical for the adventure day (currently Woodlands) Research settings that can accommodate EYFS & KS1- looking for physical development opps/ gross motor skills etc. Enrichment weekly to include choices such as Bhangra dancing, tap dance, archery, boxing, hockey Aspire sports 3 days per week- range of inclusive sports clubs Release time for PE lead to plan and	(from PP) (from PP) As above	Pupils have accessed a wider range of activities including dance, boxing, archery, hockey and outdoor adventure experiences. Increased opportunities have improved confidence, resilience, teamwork and leadership skills. Pupils are more willing to try new activities and demonstrate positive attitudes towards physical activity. Participation rates in enrichment activities remain high, with all pupils having opportunities to access varied sporting experiences.	Continue to broaden the range of enrichment activities available. Develop stronger partnerships with local providers to increase opportunities. Review pupil voice to identify activities pupils would like to experience in future years. Maintain annual activity visits for all year groups. Ensure opportunities remain inclusive and accessible to all pupils

	resource sports day.		Outdoor learning experiences have supported both physical development and emotional wellbeing	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Hold whole school house sporting tournaments throughout the year Continued promotion of local sports clubs. Good children take up of sports outside of school. To attend Titan Aston Olympics sports competitions to work alongside and compete against other local schools. Children in all year groups given opportunity to compete and represent the school.	PE lead release time to arrange PE lead to liaise and work with Aspire coaches to ensure any skills needed are developed through PE lessons and relevant after school clubs Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families. Aspire coaches- lunch time- sports coaching leading to interhouse competitions. Across KS1 & KS2		More pupils have represented the school in both competitive and festival-style sporting events- playing against E-ACT Nechells School House competitions have increased participation and encouraged positive sporting attitudes. Pupils demonstrate improved teamwork, resilience and sportsmanship when competing. Increased awareness of local sports clubs has resulted in greater participation outside school.	Continue inter-house competitions throughout the year. Maintain links with Nechells Primary & Aston Olympics, other local schools and sports organisations. Track participation data to ensure opportunities are available to all pupils. Increase the number of pupils representing the school, particularly those who are less active. Strengthen pathways into community sports clubs to support lifelong participation in sport and physical activity

Total funding 25-26= 17,570

Total forecast expenditure= 17,570