



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 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)

Impact of current provision and review of previous spend.

Activity/Action	Impact	Comments
Lunchtime sport sessions/activities for pupils, including Basketball, football and other organised games.	More pupils attended lunchtime activities as we ensured that on each day there was more than one sport accessible for pupils. Football sessions took place outside, whereas Basketball sessions took place inside. Staff who led the sessions had strong knowledge of the sport which ensured pupils progressed and wanted to return to the session. In the summer term pupils were also introduced to other sports at lunchtime such as badminton, cricket, athletics and table tennis. This also ensured the school met key indicator 4 'offering a broader experience of a range of sports and activities offered to all pupils. Pupils developed in key components of fitness such as cardiovascular endurance, power, speed, reaction time, muscular endurance, balance and coordination. Pupils were also aware of key muscle groups being used when participating in these sports such as the hamstrings, quadriceps etc.	The programmes listed have been extremely successful in promoting healthy lifestyle and we are continuing these programmes for another year before reviewing again. Pupils are now able to associate sports and exercise beyond PE lesson and are able to participate a wide variety of physical activities during playtimes and lunchtimes.
Broad and balanced PE curriculum	As a result of a broad and balanced PE curriculum, pupils are now more engaged in lessons and motivated by the wider choice of activities available to them. They are developing improved levels of fitness, including cardiovascular endurance, strength, balance, and coordination, and more pupils are meeting the target of at	Through PE children have gained further cross-curricular links and can

	least 30 minutes of daily physical activity in school. Confidence and resilience have increased as pupils experience both challenge and success across a variety of sports, while the inclusive nature of the curriculum ensures that all pupils can find activities that match their interests and abilities. Staff confidence and subject knowledge have also grown through access to structured schemes of work and regular CPD, which has created greater consistency in teaching and assessment.	understand the importance of health and exercise. This is further highlighted in PSHE where pupils can communicate how crucial exercise and health is for their everyday lives. Pupils have been given the chance to trail different sports during PE, after school and in competitions for the school.
Teach PE Scheme of work	As a result of using the Teach PE scheme of work to support in lessons, staff have developed greater confidence and subject knowledge in delivering a wide range of sports, supported by high-quality lesson plans and clear assessment criteria that ensure consistency across the department. Pupils now benefit from well-structured and progressive lessons that build their skills year on year, giving them more opportunities to experience new sports, receive meaningful feedback, and improve their motivation, engagement, teamwork, and resilience.	
The Carousel allocation of the following sporting activities: Bikeability and Bike Workshops Boxing – Box Up Crime Horse riding Swimming	As a result of the Carousel allocation of sporting activities, including Bikeability, Boxing, Horse riding, and Swimming, pupils have had the opportunity to experience a much broader range of sports than they would normally access. This has improved their physical fitness, coordination, and core muscle strength, while also giving them new skills such as cycling proficiency, water safety, and self-defence techniques. The variety of activities has supported pupils' confidence and motivation, allowing them to find sports that match their individual interests and needs, which has encouraged higher levels of participation and enjoyment. Activities such as boxing have provided positive outlets for managing stress and developing discipline, while horse riding has taught patience, resilience, and responsibility in a unique learning environment. Swimming has not only improved pupils' physical fitness but also addressed vital life skills in water safety. Together, these experiences have promoted inclusion, cultural enrichment, and long-term engagement in physical activity.	

Key priorities and Planning

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
Offer a variety of lunchtime/after school sports sessions for pupils to ensure they have a broader experience of a range of sports and activities offered to all pupils. These sessions to include, basketball, football, badminton, table tennis.	Teaching and Support staff required to deliver the activities. The new Head of PE will ensure the appropriate staff are leading sessions so not only are pupils improving their overall fitness, teamwork and communication skills but they are also developing on their knowledge in those sports.	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, by offering a wider range of sports this will ensure there are sports all pupils will want to participate in. For example, badminton has only just been introduced into the school on the back of appointing a new Head of PE. PE Co-ordinator to do the football/basketball club after school for KS2/3.	£2,500 for equipment to be used during lunchtime activities. £2,400 extra responsibility allowance for PE Coordinator to coordinate lunchtime and after school clubs. £500 cost for membership, transport and resources.
Basketball club after school continues to run successfully.	Teaching and Support staff required to deliver the activities and pupils as they will take part.	Key indicator 5: Increased participation in competitive sport. Key indicator 1: The engagement of all pupils in regular physical	Primary pupils to continue to attend after school basketball club and this to be	£2,050 for new internal basketball hoops, nets and balls

Teach PE- Scheme of work. PE department to purchase a scheme of work from teach PE.	Support staff delivering the sessions PE staff who will deliver the lessons.	activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	monitored by the PE coordinator who will continue to promote the club during form time and in PE lessons. Pupils will benefit as PE staff will have clear lesson plans to follow in a broad range of sports activities and with this, pupils will be able to develop the knowledge and skills in all sports they participate in.	£1,600 new line marking for sports hall Get Set for PE purchased - £1,490
--	--	--	--	---

The Carousel allocation of sporting activities has meant pupils are able to engage with a wider variety of sports such as: 1. Bikeability and Bike Workshops 2. Boxing – Box Up Crime 3. Horse riding 4. Swimming	Teaching and Support staff needed to supervise these workshops Pupils – they will take part	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Engagement of pupils and the benefit of learning new skills. Increased confidence and motivation. Pupils have the opportunity to develop their emotional regulation through sporting activities which will improve their mental wellbeing. Pupils also have the opportunity to take part culturally enriching activities such as horse riding, which is something many of them would not have the opportunity to do outside of school. Bike workshops – JDs Mobile Cycle and Repair	Bike workshops - £2,280 - £120 per session x 2 hours fortnightly Box Up Crime - £3,861 – 39 sessions @ £99 per session each week across the year. Horse riding - £5,320 - £20 per rider per session. 7 riders each session weekly Swimming – £4,024: Instructor = £20 per session = £1,520 Lane hire = £29 per hour = £2,204 Equipment = £300 2 classes each week
---	---	--	---	---

The Head of PE will lead CPD to the PE department on a regular basis.	Lead PE Teacher and those with PE responsibility	Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement.	Improved subject knowledge of all members of staff in the PE department to ensure they can confidently lead good/outstanding lessons in all sports and know how to accurately assess pupil's progress.	
--	---	---	---	--

PE trips based on sporting activities. Teachers to continue to consider PE and fitness when considering school trips. These could include opportunities such as trampoline parks, bowling, forest and park visits etc. Pupils will continue attending these trips as part of our extra-curricular programme.	Teaching and Support staff required to deliver the activities Pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 3: 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.	Engagement and participation from pupils and staff and when deciding on nature of trip. Positive experiences as pupils feel able to contribute and feel pride and ownership over activities.	£6,000 – extracurricular trips, 3 per year per class
---	--	--	--	---

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?	25%	The current Year 6 cohort is very small with only 4 pupils. Out of the 4 pupils only one can swim confidently and proficiently over a distance of at least 25 metres. All of our pupils have EHC plans and are considered disadvantaged so have very little or no previous swimming experience when they enroll at NRHS. Pupils struggle to maintain trusting relationships with adult which means developing their water safety skills takes longer. To support with this we have increased the number of swimming lessons that pupils access doubling the national curriculum requirement.

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	25%	One out of four pupils are able to use a range of strokes effectively.
--	-----	--

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	None of the four pupils are yet able to perform safe self-rescue in different water-based situations.
---	----	---

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	Our current Year 6 cohort has 2 terms of swimming lessons which is above the norm. Whilst we understand the expectation is that all Year 6 pupils must be able to swim a minimum of 25 metres unaided and have an understanding of water safety, as a special school the needs of our pupils make it a longer-term goal therefore, we continue to provide swimming lessons to pupils as they progress into KS3 and 4.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We use a qualified lifeguard to deliver the lessons to our KS2 pupils.

Signed off by:

Head Teacher:	<i>Sam Walters</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Zoe Donnellan</i>
Governor:	Liesbeth Rubenstein
Date:	09/09/25

