

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2026

Commissioned by



Department
for Education

Created by



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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 2025/2026, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2026.**

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 2026. 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 carried over from 2024/25	£0
Total amount allocated for 2025/26	£19880
How much (if any) do you intend to carry over from this total fund into 2025/26	£0
Total amount allocated for 2025 / 2026	£20040
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£20040

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	The percentage of the current year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres is 85% The percentage of our current Year 6 cohort that can use a range of strokes effectively is 80%. The percentage of your current Year 6 cohort perform safe self-rescue is 90%
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 2026. Please see note above	
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	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	

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: £20040		Date Updated: July 2026	
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					
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:	
Lunchtime sporting activities to be more structured, further developing key PE skills.	Sports Achievement lead, to run at least two lunchtime clubs every week (this often will happen daily MG & AD) on the MUGA. Ashley Donson and Martin Green – Mon - Fri		Children participate in a wider range of lunchtime, break time and after school extra-curricular activities. 60% participation in KS2. Increased participation in activity at lunchtimes. Improved behaviour at lunchtimes.	A wide variety of clubs were offered by a variety of sources – Martin Green and Ash Donson. After viewing the clubs offered we have increased Martin Green’s and Ash Donson’s clubs allowing more children to participate. Next Steps: Review clubs offered to ensure continued variety and extend options to KS1 children on Wednesday lunch times of 26/27.	
School to take part in the DCCT ran Healthy Schools Scheme. Children are weighed, measured and assessed (fitness tasks) to see who most needs help in encouraging a healthy life style. DCCT and the school then work together with the children and their parents to improve their fitness and wellbeing,	Ben from DCCT has worked alongside the PE team to assess the children and implement a programme of study, working alongside the children and their parent to achieve an improvement in their healthy lifestyle. Children have been attending weekly lunchtime clubs and accessed extra opportunities		Children have shown a greater love for physical activity. We have helped educate children and families about the positives of living a healthy lifestyle. The attendance and the enthusiasm in the club has been exceptional.	The programme will continue into the next academic year. The PE and Ben from DCCT will continue to work together. In September the children will be reassessed and children will be added to the programme where appropriate. Next steps – Our school family liaison officer will work alongside the team to improve and increase the family participation.	

	through our partnership with DCCT.			
Whole school participation in events to get the children active and actively participating in topical events. E.g. World Day for the World Cup, Cycle Derby Week and The Daily Mile etc.	Children are more aware of topical sporting activities that are taking place. They take part in the events and feel part of something bigger.		Children continue to stay active and take a real interest in current sporting events that are happening around the world.	Review the success of these days to be able to improve next time. Review the sporting calendar to help ensure we can stay current and relevant with the sporting event happening.
All pupils to participate in PE lessons.	The school now facilitates two hours of PE lessons each week this academic year, increasing student involvement and enthusiasm for the subject. This has also added confidence and experience of the delivery of PE by the teaching staff.		Increased participation in PE lessons, to 2 directed PE lessons a week – one session delivered by our sports lead and one by their class teacher.	PE team to continue to monitor the quality of PE delivered and continue to deliver training CPD on up and coming PE topics ensuring good teaching of PE and increased quality and confidence in delivering PE. Half termly CPD to continue into the 2026/27 academic year. PE team to continue to meet with the curriculum lead (AF) to review coverage and quality of our current planning. The school will encourage parents and children to donate out grown PE kit to keep the reserve kit topped up.
Sports Ambassadors / Play Leaders to lead and promote the love of physical activities at break and lunch times.	Children to apply for the role of Sports Ambassadors and be trained. Monitor the playground during break and lunchtimes to ensure responsibilities are being upheld by Sports Ambassadors. <i>Trained by PE leads AD/MG. –</i>		Play leaders from upper KS2 act as good role models to KS1 pupils which has encouraged positive behaviour and an increase on physical activity on the playground at break and lunch times.	To continue to promote Sports Ambassadors / Play Leaders moving into the new academic year. To retrain the new cohort or leaders and to create a wider knowledge of fun activities they can use in their role.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Clear evidence of sport being celebrated in school.	Photos and awards from classrooms/competitions and festivals are to be collated with anecdotes and displayed in a prominent place within school. Photos and anecdotes updated half termly. Sporting achievements, both in and out of school, to be shared with families on class dojo and Twitter and celebrated in assemblies. Invite sports stars into the school to talk about the experiences and to encourage the love of sport to others. Sports trophy's for end of year celebrations		Increased active participation within school and beyond The profile of sport is high across the school. Achievement in sport is celebrated within classes and within celebration assemblies. Sports celebration / PE day. Celebrating the love and participation of sport. Celebration assemblies and sporting events etc. - which inspired the children.	Continue to review and take feedback each year on how we can improve our sports day experience. Staff and pupil voice. To look to invite different sports people from different sports and back grounds to talk about how sport has inspired them and changed their lives.
Work towards School Games Mark	Make sure 'School Games Mark' target are met and monitored by Martin Green and Ash Donson to complete the Gold award.		Award successfully completed. Gold award achieved.	Continue to meet Gold award standard targets again next year.

PE Leader to establish and train mini sports leaders.	Meet with Play Leaders (children) to support them in leading games at lunchtimes. New equipment to be purchased for playground equipment and play leaders to use with children		Increased participation in activity at lunchtimes. Improved behaviour at lunchtimes Children participate in a wider range of lunchtime and break time activities. Profile of Play Leaders is high. Play Leaders are visible on the playground to increase participation in games. Increased participation in activity at lunchtimes. Improved behaviour at lunchtimes Children participate in a wider range of lunchtime and break time activities.	To continue to promote Sports Ambassadors / Play Leaders moving into the new academic year. To retrain the new cohort of leaders and to create a wider knowledge of fun activities they can use in their role.
To meet the specific learning needs of our ER (Enhanced Resource) children and to create the opportunity to learn to swim in a calm, safe and nurturing environment specific to their needs (separate from the school year 4 swimming programme).	NN class from the ER unit will go to Woodlands School swimming each week. Because of their specific needs the school will sort a minibus and ensure they are assisted by specialised adults.	Swimming and mini bus hire & driver - £4500	Bridging the gap in the ER / SEND children to mainstream swimming.	Review success in Summer 2 term of individual children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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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:
Further increase the quality of resources and opportunities to offer the staff and children including	Staff to attend external training and mentorship from DCCT. Maia and Molly in Early Years for	£80	Staff has accessed training. Been able to create relationships with other schools' sports coaches and access	Collate feedback from staff and children about how we successfully work alongside DCCT

courses and competitions through our continued membership with the DCCT.	physical literacy. Children including to have access to competitive and non-competitive competitions. Work with the DCCT to create opportunities for our staff to work alongside qualified sporting coaches to help with their confidence. PE teachers to be released and covered to attend SSP conferences and training.		external competitions. Internal and external training which has helped the confidence of the staff. The children have benefited from quality sports coaching and had access to competitive and non-competitive sports.	in the future. Next academic year we will review the core affiliation after the Autumn term due to changes in PE funding and their revised offer to schools.
Level up the knowledge and skill base of our PE teaching staff who deliver the PE curriculum everyday.	Martin Green to start the AfPE level 5 course. (course will take 12 months)	£1500	Improvement in the delivery of PE to the children. PE lead to monitor delivery lessons and to receive updates on the qualification process.	Ash Donson to also do the AfPE level qualification in the 25/26 academic year.
Further increase the quality and quantity of PE sessions by all staff.	Continued CPD staff sessions led by P.E subject leader and Sports Achievement leader to upskill staff. Class teachers to gain knowledge and a greater understanding of best practice through observations in P.E lessons. All staff to have the opportunity to see an outside agency expert deliver PE to their class within this academic year. Staff will have the opportunity to observe and question to improve their own knowledge and delivery of PE.	£900 Part of the DCCT bolt on money (£2880)	Class teachers and classroom support staff to gain knowledge and a greater understanding of best practice through CPD on delivering good quality PE lessons. CPD to be led by the PE team in staff meetings once every half term. All PE lessons to be good with structured lessons that include, skills, tactics and 75% + engagement in physical activity, encouraged through CPD training and SSP planning. Teachers to gain more knowledge, expertise and confidence in observing an expert deliver PE to their class over a 6 programme of lessons. Every year group accessed the below programmes of study delivered by a professional. Nursery – Rammies Little Movers –	PE coverage and planning to be reviewed by MH and AF to ensure coverage is being met. CPD training for staff to be continued to be delivered by the PE team once every half term until the yearly overview is completed, this will then be reviewed. PE team to continue to work alongside and support the delivery of PE by teachers in the next academic year.

			Summer 2 REC – Rammies Little Movers (SSP) – Summer 1 Yr 1 - Fundamentals Through Play (SSP) – Summer 1 Yr 2 – Rambots - SSP – Autumn 2 Yr 3 – Multi-Skills (SSP) –Spring 1 Yr 4 - Swimming - Moorways (All Yr) Yr 5 – Joy of Moving - (Autumn 1 SSP) Yr 6 – Rambots - SSP – Spring 1 ER - Rambots - SSP – Spring 1	
A clear whole school approach towards PE and its impact beyond PE lessons.	P.E subject lead and Sports Achievement Leader to access relevant CPD in further developing a whole school approach, <i>including the membership and working partnership with SSP (School Sports Partnership).</i> PE teachers to be released and covered to attend SSP conferences and training. MH, MG & AD - DCCT courses MU & MB – Physical Literacy LC - NFL Flag	£1950 (Part of the DCCT sports core affiliation)	Progression of skill is clear across school as outlined by staff training and planning. Pupils make good or better progress in PE lessons. All staff confident in the planning and delivery of PE lessons Fully supported by the specialist PE team).	As above
Further develop staff's understanding of PE assessment.	Sports Achievement Leader / PE team and class teachers to liase half termly to discuss progress of pupils made in lessons and next steps. Including training and guidance for the implementation of heads, hearts, hands assessment tool. PE team supporting teachers in the lessons by supporting and		All staff confident in assessing PE and planning next steps. Pupils make good or better progress in PE lessons	CPD training for staff to be continued to be delivered by the PE team once every half term until the yearly overview is completed <i>including assessment (heart, head, hands)</i>, this will then be reviewed. PE team to continue to work alongside and support the delivery of PE by teachers in the next academic year.

	delivering lessons alongside them.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				45%
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:
Children engage in sports or sporting events which are less familiar to them, building a wider skill set and a greater chance to 'find a sport they love' both within the curriculum and within extracurricular opportunities	A variety of sports are planned for across school and identified in long and medium term plans. Purchase additional equipment needed to facilitate an increased number of sports (across the PE curriculum areas)	Combined with above - £4500	Children develop a broader range of skills and can apply them in a wider context. Investment into replacing and rejuvenating the PE equipment to allow the successful delivery of the PE curriculum by teachers and the PE team (2 hours a week). PE can be taught by more than one class at a time.	Evaluate the yearly overview and curriculum for PE, including feedback from the staff. PE to stock check and continue to review the quantity and quality of the PE equipment available termly by AD & MG.

Increase the number and variety of extra-curricular sports clubs (outside of curriculum time) in school, aiming for at least 50% of the children to have attended a club.	Offer a wide range of after school clubs (outside of curriculum time) ran by multiple staff members. e.g. AD and MG football clubs KS2 KM Football KS1 LC - Tag rugby LC and Miss Ives - Celebration of dance Callum & Liam – Multi skills	£2550 AD and MG green to run after school clubs – extended school hours.	Increased number of children participating including those that have been targeted. Children participate in a wider range of lunchtime, break time and after school extra-curricular activities. 65% participation.	Review the registers for who has taken part in a club to be able to ensure everyone is given a chance. Increase participation in clubs to 70%.
Profile of sport is high across the school. Increased accountability for the delivery of PE Children to receive external coaching by expert sports practitioners to deliver a sequence of lessons in a variety of sporting areas.)(teaching staff to work alongside the sporting experts).	Shine / Commando Joe is delivered to selected focus groups across the school by MG, MM, TM Each year group will take part in a programme ran by an outside agency. This will allow the children to experience a wider variety of sports delivered by an expert in that field – this will also allow teachers to observe and work alongside a professional to help with their own CPD and delivery of sport in the school.	£2880 (DCCT Bolt On)	Shine / Commando Joe is delivered to groups of children with an EHCP in school selected by the SENDCO to help with team bonding², socialising and problem solving. Children experience of different sports clubs that deliver a wow factors. Be able to have even more children access a range of different clubs Every year group accessed the below programmes of study delivered by a professional. Nursery – Rammies Little Movers – Summer 2 REC – Rammies Little Movers (SSP) – Summer 1 Yr 1 - Fundamentals Through Play (SSP) – Summer 1 Yr 2 – Rambots - SSP – Autumn 2 Yr 3 – Multi-Skills (SSP) –Spring 1 Yr 4 - Swimming - Moorways (All Yr) Yr 5 – Joy of Moving - (Autumn 1 SSP) Yr 6 – Rambots - SSP – Spring 1 ER - Rambots - SSP – Spring 1	Continue to review the impact of the programme by SEND and SLT team at the end of every term. Continue to review the impact of the outside agencies and review other options that are available to widen sporting experiences. The staff and children have given really positive feedback. So much so that these opportunities will be rebooked next year and have been implemented into our yearly curriculum overview.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16 %
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:
Increase opportunities for intra school competitions culminating in whole school Sports Day to encourage increased participation in competitive sport.	P.E subject lead to plan termly sporting competitions between classes and/or year groups. Praise and rewards given for participation, sportsmanship and performances. Purchase a trophy and certificates for the winning team on Sports Day Invite parents/carers to Sports Day		Increase enjoyment of and participation in a range of sports Improve attendance Increased physical activity Increased self-esteem and resilience Foster home-school links. Successful participation in mixed rugby, Celebration of dance, Girls football, and boys' football out of school competitions.	Review the new SSP competition calendar in September and increase our participation in competitions / events.
Participate in SSP competitions in a range of sports	Use SSP calendar to engage in and enter competitions throughout the year. Mini bus hire Fuel for transport to competitions	£1000	Increased participation in events Raise the profile of a range of sports Increased physical activity Increased self-esteem and resilience Develop individual skill and teamwork	Review the new SSP competition calendar in September and increase our participation in competitions / events.
Increase participation in competitive sport.	Children are placed into teams for sports day and do a round robin of competitive events. Mixed year groups and abilities in each group. This year both the ER units and Reception also took part in a competitive round robin sports day.	£180	Children showed a good competitive spirit and encouraged other children to work together to compete successfully.	Review sports day with the staff and PE team to make relevant changes and improvements.

Children competed in competitions throughout the year through DCCT competitive events – e.g. Footgolf, Dodgeball, Athletics, Triathlon and Girls and boys football competitions.	Children were taken by the PE team to take part in a selection of competitive events ran by DCCT throughout the year.		Children showed a good competitive spirit and great sportsmanship in the competitions. Bonding with each other during the experience.	Review the success and popularity of each event and plan for next years opportunities.
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Signed off by	
Head Teacher:	Joanna McGregor
Date:	July 2026
Subject Leader:	Marc Harton & Angela Fearn
Date:	July 2026
Governor:	
Date:	July 2026