

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 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.

<u>Budget Summary as of 01/07/2026</u>	
Total SP Funds:	£17690
Total SP spend (highlighted on plan):	£17777
Left to spend:	£0

Review of last year's spending (2024-25)

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

Activity/Action	Impact	Comments
1. GAT Membership including central training days and bespoke support enhance knowledge, skills, understanding and confidence of PE Lead. 2. A range of new sports has been provided to enhance experiences for pupils, including Pupil Premium children and those with SEND needs. 3. CPD provided by Allison Consultancy, GAT training opportunities and JB Sports has increased confidence, knowledge, and skills of all staff in teaching PE and sport.	1. This allowed the PE lead to remain up to date with PE policies and available experiences for young people, share good practice, network with PE leads in the East coast and take part in physical activity to inspire sessions in school. 2. Many children in Skegness have a limited range of experiences in Sport. PE sessions provided new sporting activities which will allow children to explore new sports and learn new skills. 3. The confidence level of Staff has increased by this CPD so coaching sessions have been reduced by 50% to allow teachers to practise this.	

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	Impact and how sustainability will be achieved?	Cost linked to the action
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity Staff CPD Programme Re-visit staff CPD needs and support from PE Lead - Informal discussions with staff and staff voice - PE Learning Walks to help identify needs- arranged for Term 3 and 6 - PE lead to work with Love PE, Charlotte Allison Consultancy, GAT PE leads and SJA PE lead to share ideas and good practice. - Arrange 2 x CPD bespoke days for staff and pupils with Karen from Love PE. - Teachers to work with coaches to gain skills to teach new sports and enhance the provision of Sport at our Academy. - All Teachers watch Primary PE Plans CPD videos to develop knowledge of new sports and games. Observe this being used by staff for teacher-led PE lessons. GAT Membership Support Package Purchase membership of GAT PE and Sports Programme. Support to include: Love PE to plan and deliver Professional Learning Sessions and provide resources for PESSPA and PE Lead CPD 3 x Central GAT PE Lead Network Development Days Day 1: 14.11.25 Day 2: 20.03.26 Day 3: 19.06.26 2 x In-school, bespoke days of support 20.04.26 + 06.07.28	- Teachers - Teaching Assistants - PE Lead - All pupils	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	<u>Impact for Staff</u> - Identification of strengths and areas needed for development - Bespoke CPD to meet staff needs. - Staff are aware and follow PESSPA Safe Practice guidance. - Staff confidence when teaching PE has increased and will be seen in their own teaching of PE. - Staff have gained experience and specialist knowledge of teaching PE from coaches and will be sustained in their teaching in future years. - Liaised with coaches to make accurate joint assessments. - Staff have worked together to plan a curriculum map suitable for our pupils. - PE Lead networking with other PE Leads to discuss the impact of PE, gain knowledge of PE updates and latest information and feed back to staff, share best practices. - Training for EYFS staff for PD development and developing their own practice. - Primary PE Planning is used by all staff to provide clear lesson plans, progression, and inclusive lessons. These will continue to be used in future years. <u>Impact for Pupils</u> - Pupils follow PESSPA Safe Practice guidance. - Pupils' enjoyment for PE sessions increased due to a range of new sports that they have not been exposed to previously. This has built confidence for them to try other new sports. - Dance days allowed children who may not have engaged in sessions previously to experience teaching from a specialist coach. All pupils, including SEND and even those who previously	CPD sessions to upskill teachers £7020 External provider training for PE Lead & staff £2200

Dance Workshops from Charlotte Allison
Consultancy: 06.05.26, 07.05.26, 08.05.26

JB coaches to support teachers

- On-going monitoring of practice by PE Lead– PESSPA Safe-Practice Learning Walks.
- Ensure all staff are checking equipment before lessons and recording and reporting any equipment in need of repair or to be removed.
- Working alongside teachers with the children to plan and deliver high-quality Fundamental Movement Skills.
- Sessions to be accessible to all SEND pupils through STEP programme.

Assessment and progression

- PE Lead to provide support for staff, especially new staff, on the use of PE Assessment on Insight.
- Coaches and teachers to make assessments together.
- Develop and implement use of PE assessments to provide continuity across key stage and into KS2 (when move to Junior academy).
- Review curriculum map and adapt to suit current cohort.
- STEP training used to enhance and develop sessions for all pupils including those with SEND so every session is accessible to them.
- Revisit EYFS staff training for PD development and continuous provision in outdoor area weekly.
- Sensory Circuits activities 3 x weekly for children with poor Physical Development skills for EYFS and KS1 identified children.

Develop a Healthy Active Engagement Programme

said they disliked dance, were engaged in all parts of the session. Pupils were able to express themselves through movement with the support and guidance of a highly skilled coach. They worked collaboratively and independently to produce a final piece which told a story through dance. Pupils performed their sequence to an audience of children and adults, and positive feedback was provided by them.

- Teachers working with coaches can support and challenge pupils in different ways.
- STEP training seen by PE Lead in sessions. Reminders of this training sent out regularly and new members of staff received training documents from PE Lead. This supports those with SEND needs to ensure full access to curriculum.
- Lessons provide pupils with sustained vigorous physical activity accessible to SEND and disadvantaged pupils.
- Enhanced outdoor provision in EYFS.
- Quality first teaching provided in PE sessions.
- Pupils developed enhanced fundamental skills in lessons and practised in after school clubs and at playtimes.

Evidence

- Pupil voice
- Staff voice
- Lesson observations
- Lesson plans
- Resources checked and new purchased
- Curriculum development time with PE Lead at SJA
- GAT membership purchased
- Impact seen by PE Lead in PE sessions
- Central Development Days attended by PE Lead and provided feedback to staff with updates.
- Joint assessments by Teachers and Coaches
- Response from pupils attending dance day.
- Feedback from pupils and parents for Sports day
- EYFS PD assessment data.

Dance
Workshop x 3
£1050

to encourage more children to engage more regularly in additional physical activity opportunities. 1. Academy staff to provide additional physical activity opportunities - Lunch time supervisors to continue to make lunchtimes active using games and equipment. - Young Leaders to organise activities during KS1 playtime and lunchtime. - TAs and MDSAs support physical activities and games. 5 a day activity during the school day. - Provide active lessons for other areas of the curriculum. - Develop OAA opportunities as part of the curriculum in Geography and Maths in KS1. - Provide essential active breaks for all children and more where needed for SEND pupils - Sensory circuits for SEND pupils daily. - Physical development opportunities indoors and outdoors for all pupils in FS1 and FS2. - Yoga and mindfulness activities provided by staff including TAs. - Pupils in Early Years have access to outdoor areas throughout the day to provide opportunities to support Physical Development and fundamental movement skills. - In Early Years, physical activity is modelled, supported and promoted consistently by all staff and pupils are exposed to a range of Sports skills. Engage 'coaches' to extend physical activity opportunities - Provide information to coaches regarding staff training from Love PE on children's active time in lessons. - Provide additional healthy, physical activity opportunities outside of the curriculum time-after school clubs. 30 minutes a day - Continue to identify strategies and possible programmes to develop 30 minutes a day across the academy. - Target and support any children who are reluctant or not achieving 30 minutes a day. - Identify opportunities to support classroom based healthy, physical, active opportunities.	- Teaching Assistants - MDSAs - Sports Coaches - All pupils	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: increased participation in competitive sport.	<u>Impact for staff</u> 5 a day provides active start, and brain breaks for all pupils including SEND. This impacts pupils' focus during lessons whilst increasing daily physical activity. - Lunchtime supervisors are experiencing less injuries and behaviour incidents when play activities are provided. - Staff include active lessons in other core and non-core lessons which pupils enjoy and fully engage with. - Outdoor activities lead and PE lead have worked together to provide staff with ideas for outdoor active sessions for other curriculum areas and focused weeks for outdoor learning. - Staff provide mindfulness and yoga sessions when pupils need calm and thinking time. - Early Years staff promote wellbeing and an active lifestyle by modelling and exposing children to physical activities. - Staff can identify when pupils need active breaks and see the positive impact to pupils after these have taken place. - Staff can identify the needs for SEND pupils and offer support with active breaks for them. <u>Impact for Pupils</u> - Pupils are more active at break time and engage in structured activities provided by staff. - Children enjoy songs and actions during their 5 a day activity time. - Pupils in EYFS have access to outdoor physical provision throughout each day and able to effectively achieve the Gross Motor Early Learning goal. - KS1 pupils access OAA as part of Geography lessons. - Pupils have enjoyed experiencing new and unfamiliar sports during curriculum time and after school. - Disadvantaged children are targeted to access the free afterschool clubs. This has provided them with the opportunity to experience sports and activities that they may not be able to afford outside of school. - Yoga has provided children with calm, physical	After school clubs £1480
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- Offer Physical Activity as rewards including those for reading challenge. '5 a day' scheme - Continue to promote this across the academy. Swimming - Offered to all Year 2 pupils in Term 2. Targeting non- engagement - Use pupil voice to target additional ideas/ support to help non- engagers to take part in healthy, physical and active opportunities. - Children to come in PE Kit on days they have PE OAA opportunities - Provide cross curricular opportunities in KS1 for Maths, English and non-core subjects. - KS1 to use maps of the outdoor areas in the Academy to support learning opportunities. Yoga with Mindfulness - FS2 during PPA sessions Competition Develop class competitions over the year within year groups. - Classes and children can compete against self and others. - Compete in inter academy events throughout the year at SKA - Sports Day for each year group SEND provision - Equipment suitable for the specific needs of each child - Adults trained to adapt sessions to ensure accessible activities for all needs - Sensory circuits delivered daily			activity for the whole body and an opportunity to practice mindfulness which is important for the body and brain. - All children have experienced competition within PE lessons and during Sports Day. Targeted children experienced this during a football and athletics event held at a secondary academy. - Pupils are meeting their daily physical activity target of 30 minutes as more pupils are encouraged to take part in PE and Sport Activities. <u>Evidence</u> - MDSAs trained in positive play and are engaging children in activities. - Staff voice - Pupil voice - Insight assessment tracker. - Feedback from JB Coaches - Parent feedback that pupils are showing them and using yoga and mindfulness techniques at home. - SEND inclusion and active learning to enhance physical skills - Positive feedback from secondary event staff about pupils' resilience, sportsmanship, confidence and skill level and achieved 1st and 2nd place in those events.	Top up for swimming (Year 2) £2000 GAT local competition £0 Equipment £3232.40 Specialist equipment for SEND pupils £995
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Support the development of the whole child through the achievement of whole school outcomes because of a focus on PE, School Sport and Physical Activity.

Focus on well-being of body and mind and being taught to move and exercise safely

- Develop links with and support whole-school priorities. Understanding the relationship between engagement in healthy physical activity, the importance of healthy eating and mindfulness and its contribution to the development of the whole child.

Children to be taught how to exercise safely

- Warm-up and cool down in PE sessions
- Strategies/rules for exercising safely
- Children to be taught skill of spatial awareness
- Staff to check equipment and record using equipment check form before each session.

Incorporate the skills of communication and language/oracy when taking part in Sport (link to whole school targets)

- Team work
- Discussions about tactics
- Feedback to teacher/coaches about skills taught in lesson to check understanding
- Pupils to share positive feedback about own and peer performance.

Developing core strength within EYFS to support gross motor and fine motor needed for writing

- Gross-motor activities (Squiggle, dough gym, 5-a-day, building, stretching, rolling, fundamental movement skills)
- Trim trail
- Climbing wall
- Yoga
- Squiggle while you Wiggle program
- Outdoor equipment (bats, balls, hoops, climbing trees, building blocks, balance blocks, bikes)
- Playdough
- Funky Finger activities

30 minutes a day activity

- Specific activities timetabled to ensure our academy offer 30 minutes a day to all children (linked other areas of learning).
- 5-a-day
- Positive play activities

- All pupils
- Teachers
- Sports Coaches

Key indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.

Key indicator 3: The 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.

Key indicator 5: Increased participation in competitive sport.

Impact for Staff

- Pupils are exercising safely resulting in no injuries.
- Physical movement as brain breaks results in pupils being more focused.
- The practise of oracy skills within PE has a positive impact on communication in the classroom with adults.
- Pupils are more positive and show they have healthy minds in school.
- Healthy dietary choices provide children with greater concentration and stamina in the classroom.
- New PE Scheme provides clear, progressive lesson plans with challenge and support.

Impact for Pupils

- Good core strength in EYFS has a positive impact on pupils' writing ability, movement, sitting strength.
- Using oracy skills within PE has a positive impact on communication in the classroom with other pupils.
- New vocabulary learned in Sport extends their knowledge and understanding.
- Pupils are exposed to new sports that they may not try outside of school.
- Pupils are acquiring the skills to make healthy choices with food and exercise. This has a positive impact on behaviour, concentration, strength and stamina. Pupils have informed parents about this leading to healthier choices for their family and future.
- An increased number of families walked/scooted/cycled to school during walk to school and bike to school week and have continued to make these choices during the warmer months.

Evidence

- Phonics screening scores
- End of KS1 reading and writing scores
- EYFS PD on track results
- Letter formation development and increased control when writing.
- Discussions and responses in sessions
- Mental wellbeing of pupils
- Insight data for PE progression

- Physical exercise as brain breaks - A range of new sports to promote interest to all children including those who are reluctant to take part in sport. Further develop Well-being - Children to use Happy, Healthy Hearts Pumping mantra and understand how to keep this happening through movement and healthy lifestyle choices. (link to SJA) - Host a healthy lifestyle/sports week - Promoting healthy eating- lunchboxes, link to PSED, link to Science, - Mental well- being- yoga, Mental Health day discussions, promote exercise as strategy to ease stress, Cycle to school week (13th– 17th Oct 2025) Walk to school week (19th – 23rd May 2026) Healthy eating week (12th – 16th June 2026) Sports week (wb 29th June 2026) After school clubs- for KS1 each term Competition - Encourage competition against self in PE and other areas of learning. - Continue to develop inter class competition termly within PE lesson - Develop teamwork and resilience. - Inter school Sports Day competition Swimming for all Year 2 pupils - Access to early swimming skills as many unable to afford lessons or time in a pool. PE scheme - FS2 and KS1 to use new scheme Primary PE Plans throughout the year in PE sessions (see PE Curriculum Map) PE equipment - Regularly check safety of equipment - Ensure correct equipment available to support learning in PE sessions. - Equipment for delivery of positive play activities. - Large climbing equipment accessible for FS1, FS2 and KS1.			- Pupil voice - Work to school and bike to school week data. - Lunchbox choices.	
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Increase the range of healthy physical activity opportunities outside of the PE curriculum to engage more children. 30 minutes a day • Yoga • Go noodle • 5 a day • Kids bop • Active playtime/positive play activities • Cross curricular active learning (Maths, English, Science, Geography, Music) • Physical activities as rewards • Year 2 swimming Monitor children and ensure adults focus on children not engaging in physical activity during these times. Target these children for after school clubs and playground activities. Sports Week • Sports day • Link to whole school Values • Provide opportunity to broaden and develop talents and interests.	• All pupils	Key indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 3: The 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.	<u>Impact for staff</u> • Pupils are more focused in lessons with regular physical activity. • Pupils show good engagement when other curriculum area lessons are physical. • Staff see pupils become more engaged after physical brain breaks. <u>Impact for Pupils</u> • Pupils have seen achievement in areas other than academic subjects. This has been important for those who find Maths and English more difficult. • Pupils have experienced new sports that they cannot experience in core lessons or within the community. • Pupils enjoyment of new sports will encourage more physical activity within the future. <u>Evidence</u> • After school club registers • Focus in lessons • Pupil voice • Staff voice • Feedback from Sports week • Curriculum map • After school club map • Lunchtime club register	
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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
-Development of the PE Curriculum using a new scheme and specialist equipment to ensure the needs of all pupils including those with SEND. -Specialist equipment purchased to access and support physical development for SEND pupils. -Consistent CPD for all staff including ECTs and those new to school to ensure staff have quality information to teach PE effectively and consistently.	• Staff are delivering quality PE sessions using the new scheme and resources. All pupils are accessing the sessions with any adaptations made to support those SEND pupils and challenge more able pupils. • This allows SEND pupils increased access to physical activity and provide more opportunities for physical development, co-ordination, core strength, gross motor strength, fine motor control and increased active time. • Continued CPD provides the PE Lead and all staff with high-quality teaching skills through observing and team teaching with coaches. Staff are exposed to new activity ideas, a range of sports, key skills, STEP and key messages about teaching physical activity.	

Signed off by:

Head Teacher:	Keeley Lewis-Bettison – Head of School
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sharon Bell – Teacher, PE Lead
Date:	11.07.2026

