Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2026

Commissioned by

Department for Education

Created by

association for Physical Education

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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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to usethistemplateas an effectiveway of meeting the reportingrequirements 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.

Created by: association for Physical Education · Active Partnerships · YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED · UK COACHING · UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£0
How much (if any) do you intend to carry over from this total fund into 2025/26	£0
Total amount allocated for 2025/26	£18,330
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£18,330

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 practiced 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	n/a
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	n/a
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a
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?	n/a

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: £18,330**	**Date Updated: July 2026**		
Key indicator 1: The engagement of all 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: 20%
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:
-Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Re-launch of 'Active Play' lunch times ensuring all pupils can take part in physical activity varying from supervised active play to inter house competitions.	Through high quality PE lessons and sport, ensure our children understand the role of movement in the development of their own fitness and well-being. Further Develop the PE curriculum to ensure lessons link to the foundations of multi-skills and pupils get the opportunity to practice and develop competence.	£1,695 £1,500	- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behavior enhanced for sports Leaders -Pupils activity at lunch and break increased and have participated in different sporting activities - Introduction of Sports club at lunchtime has raised the awareness of PE and sport across the school and has improved behavior at lunchtimes. -Sports Leaders support active play across the school - children across the school more active on a daily basis and enjoy being active Evidence of Impact: - PE curriculum yardstick - Registers of participation	Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 60 minutes a day for each child in school time.

			- Behavior data - Extra-curricular data & registers	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 36%
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:
-Using sport and PE to improve the physical and mental well-being of pupils. - Remind and educate children through assembly the importance of exercise and leading a healthy lifestyle. - Celebrate children's successes and achievements through intra and inter competitions. -Introduce a lunchtime sports club to raise the awareness of sport across the school; develop leaders and improve behavior. - Ensure PE and school sport are visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time.	-Staff to complete well-being & Involvement levels for all pupils in their class. Set up a workshop for the well-being of pupils & parents to happen termly. Analyse how well it is attended and measure the impact of the well-being for the pupils who attend these sessions. **Target of 100% of children with 'good' levels of wellbeing.** -Employ a sports leader at lunchtime to raise the profile of sport. Train them -Displays visible around the school to promote PE and Sport. -Give sports mentor and PE lead time to further develop high quality PE lessons and the impact this has	£1,500 for staffing £1,500 for supply cover to allow teacher out of class to	Term 4 update – current levels of pupils with good well-being is 86% At lunchtimes in term 4, there were only 10 general behavior incidents (15 in term one). Sports club having a positive impact on behavior at lunchtime. In assemblies we have had children who have taken part in sporting activities stand up so we can celebrate their successes. As well as discussions on how to keep fit, eat healthily and the	**Next Steps:** Pupils continue to have high levels of well-being and the school uses PE and Sport as a tool to promote this. Begin parent and pupil well-being sessions again to promote **Next Steps:** Continue to run sports club at lunchtime to improve behavior and ensure children receive at least 30 minutes of daily exercise daily. Target pupils who do not achieve this as a tool to improve overall health and fitness

- To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. -Setup a 'run to school' club (daily mile) to boost attendance, behavior, well-being and concentration in class	on the children. -Training year 6 sports leaders to deliver PE activities for the rest of the school.	meet with PE mentor. £1,000 sports coach £490 sports coach	impact it has on being happy. Running to school club delivered in terms 3 and 4: twice weekly. Pupils running time improved, teachers reported that pupils who attended, focused better in the classroom.	**Next Steps:** Pupils in year 5 to receive sports leader coaching so they are ready to lead sports on the playground in September. **Next Steps:** Daily mile club after school for the whole community…once weekly.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 8%
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:
Improve resources available for staff to teach high quality PE lessons. PE subject lead to have an hour a week to continue developing subject across the school. Inhouse Sports coach to be employed for 5 hours to team teach with staff in order to up-skill knowledge, skills and confidence.	To improve the equipment, we have available for PE lessons and physical activity. Target children who are not passionate about sport and healthy living by providing new and exciting opportunities as a gateway to PE. E.g. Bike equipment, curling stones Trophies for sports day, football goals Target areas of the PE Curriculum where staff need support.	£2,000 Equipment £500	New equipment has had a positive impact on school sport. The teachers have used the equipment to enhance their PE lessons and we will also run sports days for each year group rather than whole school. This had a huge impact on pupils' participation, enjoyment and experience when participating in school sport.	**Next Steps:** Pupils are now participating in a wider variety of sports due to new equipment being purchased. Next year, we need to ensure clubs are up and running as soon as possible. **Next Steps:** Continue to organise sports day in year groups rather than whole school due to the impact and overall experience it has on the pupils.

PE & Sports mentor to support new PE Subject leader. One hour per week to enhance subject leader's skillset and confidence when leading the subject. CPD Online training External coaches supporting confidence and competence	Liaise with SLT to ensure staff meeting time was allocated in order to work alongside PE mentor. Provided cover so Senior Leader could team teach/observe all members of staff at least once teaching PE. PE & Sports Mentor's release time – one hour per week £50x36=£1,800 Supply cover for PE Subject Leader time – one hour per week. £50x36=£1,800		Due to support and mentoring, subject leader is now more confident and has the skillset to lead PE across both schools next year.	**Next Steps:** Host several competitions for local schools at KS1 level. We have extensive grounds and the capacity to host tournaments and festivals for a number of different sports.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17%
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:
Additional achievements: PE Co-Ordinator to ensure curriculum map are updated and PE plans show clear progression throughout the school including lesson sequencers. Improved attitudes and participation in PE	- Co-Ordinator to further develop yardsticks, subject integrity plans and lesson sequencers to ensure progression of knowledge and skills in a variety of sports on the back of the research report released by Ofsted. - Purchase equipment for new sports, e.g. football goals, foam javelins, sports day equipment, curling stones, playground	PE & Sports Mentor's release time – one hour per week £1,800	A number of extra-curricular already run this year. (Data of pupils attending will be added)	**Next steps:** Staff offering a variety of extra-curricular clubs and sports targeting SEND and less-active children: Sit down volleyball, boccia, new-age curling. **Next steps:** Engage pupils in extra-curricular clubs (100%) Engage parents in club offer.

More opportunities will be available for pupils to experience	equipment - Use external coaches to enhance experience of children experiencing a variety of sports and activities - Better range of activities available at lunchtimes and playtimes	£1500	External coach for cricket. Providing 240 pupils a new opportunity to be introduced to 'rapid-fire cricket'.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 15%
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:
Provide in-house competitions for pupils to take part in. Register to the Ashford School Games Competition Package to enhance competition opportunities for all pupils.	Sports days arranged for each year group. This is to increase participation, enjoyment and the time pupils spent taking part in a number of different activities. A number of in-house sport activities taken place in curriculum time and lunch time organised by sports coach Re-registered to the local School Games Package to ensure pupils have more opportunities to compete against local schools.	Resources for sports day: £415 £500 £250	Sports day for year groups went ahead. Inhouse competitions took place during PE lessons and at lunchtime. Lockdown prevented any other competitions happening with other schools.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	