

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit 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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2026:	Areas for further improvement and baseline evidence of need:
Increased confidence, knowledge and skills of all staff in teaching PE and sport: - Staff CPD meeting to recap skills and format of Real PE with a focus on assessment in PE. - Most staff completed sessions with PITC to improve confidence with different aspects of PE Broader experience of a range of sports and activities offered to all pupils: - Yr 5/6 play and sports leaders trained at the start of the year to promote sport involvement and build strong relations with children at lunchtimes. - Swimming lessons given to year 4 pupils to ensure a higher percentage meet national curriculum expectations. - Yr 6 residential offering opportunities to experience a wider range of opportunities and physical activities such as abseiling. - Year 5 completed bike ability – 5.1.26 Increased participation in competitive sport: - Variety of events attended across the city including NFL Flag football, Badminton, Santa Dash, Alternative sports, Target festival, Tag Rugby, Gym Festival, Cricket festival - Variety of after school clubs run by staff and outside agencies- Karate, dance, football, athletics. The profile of PE and sport is raised across the school as a tool for whole-school improvement: - Continued participation in the Hampshire school games throughout the year including the activities shown above. - PE lead have successfully arranged and carried out some staff led after-school clubs, which are free to children to promote involvement in sport - change for life, football. - Walk to school week completed across the school to promote daily exercise. - Athletic ambassador to meet all year groups as well as Athletic taster and Rugby in summer term 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 a day, of which 30 minutes should be in school: - Sports offered at break, lunch and afterschool clubs – PE lessons led by teachers and specialist PE coaches (PITC) - football, variety of games at lunch (what the time mr wolf etc) - Sports Day (15.06.26) led by PE lead. Opportunities given to all year groups to partake in a range of activities including running, throwing, jumping etc.	Increased confidence, knowledge and skills of all staff in teaching PE and sport Continue to utilise the expertise gained through the Primary Stars project by sharing effective practice across the staff team. Provide opportunities for staff to observe colleagues and access further professional development where required. Provide ongoing support and refresher training for staff to ensure accurate and consistent assessment. Use assessment data to inform curriculum planning and intervention provision. Review the effectiveness of the system annually to ensure it continues to meet the needs of staff and pupils while supporting long-term improvement in PE outcomes. Broader experience of a range of sports and activities offered to all pupils: Continue to embed brain breaks as part of classroom practice and monitor their impact through behaviour and engagement data. Further develop the woodland area as a learning environment. Explore opportunities to introduce pupil leadership roles to support outdoor activities and active learning. Continue the Change for Life programme annually, identifying pupils who would benefit most from participation. Train additional staff to deliver sessions to ensure long-term sustainability. Monitor pupil voice and participation data to evaluate ongoing impact. Increased participation in competitive sport: In September, consult with staff and sports captains to identify priority competitions and events for the academic year. Ensure the sports calendar next year has opportunities for a wide range of pupils, including PP. The profile of PE and sport is raised across the school as a tool for whole-school improvement: Continue to make PE a regular focus within professional development meetings. Use lesson observations, staff feedback and pupil voice to identify strengths and next steps. Encourage staff to share examples of effective practice and maintain a collaborative approach to improving PE provision. 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 a day, of which 30 minutes should be in school: Continue weekly meetings with Sports Captains and Play Leaders to review provision, gather pupil feedback and introduce new activities. Continue to audit and refresh playground resources to maintain high levels of engagement.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52%
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?	yes

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: 2025-2026	Total fund allocated: £18,470.00	Actual Spent £20, 620.14	Date Updated: 15/09/2025	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				40%
Intent	Implementation		I m p a c t	
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:
Brain breaks will be used throughout the day, using the woodland area, particularly those with high energy needs, to remain physically active throughout the day and regulate behaviour through positive experiences.	Teachers and 1-1 support staff use brain breaks as and when children need them throughout the day dependent of their time tables. Update staff during pdm in spring term on outside learning and the impact on mental wellbeing as well as offering a space for active literacy and maths lessons.	£5,500.00	Pupils have increased opportunities to be physically active throughout the school day. Staff report improved engagement in lessons following brain breaks, particularly among pupils with high energy needs. Children are developing self-regulation strategies, demonstrating improved focus, concentration, and readiness to learn after outdoor activity sessions.	Continue to embed brain breaks as part of classroom practice and monitor their impact through behaviour and engagement data. Further develop the woodland area as a learning environment. Explore opportunities to introduce pupil leadership roles to support outdoor activities and active learning.
Change for Life will be a targeted provision as an afterschool activity. This will ensure that children can be supported in developing	PE lead to begin the club then other members of staff take over to ensure	£2,670.00	Behaviour incidents during learning time have reduced for	Continue the Change for Life programme annually, identifying pupils who would benefit most from

healthy habits as well as understanding the importance and benefits of a healthy lifestyle.	children across the school have the opportunity to participate. 2 x children from each class selected by teachers who need extra physical exercise or dietary guidance.		targeted pupils. Targeted pupils have increased their participation in physical activity and demonstrate a greater understanding of healthy lifestyle choices. Pupils can explain the benefits of regular exercise and healthy eating and show increased confidence when taking part in physical activities. Attendance of the club has been positive, with pupils having a greater enjoyment of being active and making healthier choices both in and out of school. 7 children attended from KS1 but up to 20 chdn could have attended.	participation. Train additional staff to deliver sessions to ensure long-term sustainability. Monitor pupil voice and participation data to evaluate ongoing impact.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

35%

Intent	Implementation		I m p a c t	
High communication with Pupil Sports Captains/play leaders weekly to support a love of playground games and increase physical exercise for all children.	Weekly Meetings Friday choice Activity Monitor resources and share with PE lead HT timetable shared with leaders	£1996.14	Sports Captains - (6 chdn) and Play Leaders - (11 chdn) - have developed greater confidence in leading and organising playground activities. A wider range of games is now delivered during playtimes, - athletics, obstacles races, tennis etc. Resulting in increased participation in	Continue weekly meetings with Sports Captains and Play Leaders to review provision, gather pupil feedback and introduce new activities. Continue to audit and refresh playground resources to maintain high levels of engagement.

Upskill staff with the primary stars project, in the delivery of PE lessons so that they are confident and engage their pupils in sporting activities Staff will share insights during Professional development meetings to enable all of the team to develop best practice when delivering PE and understand the elements which ensure a successful lesson.	Autumn Term - select 1 member of staff to work with the project then reassess after training is completed. Year 3/4 Spring Term - year 1/2 Spring 2 - Year 5 Joy of moving and Year 5/6 anti Racism session. Share good practice observed from observations, new updates and areas where we could improve PE lessons through PDM's.	£3500.00 £1695.00	physical activity across all year groups. Pupil voice shows that children enjoy having structured activities available and feel more confident joining in with playground games. Staff confidence in delivering high-quality PE lessons has increased through professional development and collaborative working with specialist coaches. Staff report a greater understanding of effective teaching strategies within PE and are more willing to deliver a wider range of sporting activities independently. Staff have developed a shared understanding of effective PE teaching and learning. Professional discussions have enabled colleagues to reflect on practice, share successful strategies and identify areas for development. As a result, there is greater consistency in the quality of PE provision across the school, with lessons showing improved structure, challenge and depth..	Continue to utilise the expertise gained through the Primary Stars project by sharing effective practice across the staff team. Provide opportunities for staff to observe colleagues and access further professional development where required. Continue to make PE a regular focus within professional development meetings. Use lesson observations, staff feedback and pupil voice to identify strengths and next steps. Encourage staff to share examples of effective practice and maintain a collaborative approach to improving PE provision.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Ensure Joy of moving is requested from PITC for future academic year in order to ensure children have the inspiration of physical activity and a healthy lifestyle through play.	Contact PITC and liaise for dates after Spring 1 for Year 5.	£456.00	Pupils have participated in engaging activities that promote physical activity, teamwork and healthy lifestyle choices. Children demonstrate an increased understanding of the importance of being active and making healthy choices. Pupil voice indicates high levels of enjoyment and enthusiasm for physical activity and a greater confidence in taking part in active games and sports. Voice of Child - Child 1 - It makes me happy if I'm feeling sad. Child 2 - PITC are good as we try new things. CHild 3 - We do lots of balances and gymnastics CHild 4 - PE inside is better.	Continue to work in partnership with PITC to secure future delivery of the programme. Explore opportunities to involve families in promoting active lifestyles and monitor the long-term impact through pupil voice and participation data.
Begin to use new Real PE assessment in order to track personalized, progressive student development, improve teacher confidence and knowledge, reduce workload, and ensure all learners, including those with special needs.	Spring 2 assess how staff are using the ideas gained from pdm. Autumn term -PE lead to gain training in new assessment package. Lead a PDM to staff to introduce the assessment in Autumn 2 after PE lead has trialled it for half a term. Spring term track how staff are using the new assessment and support where needed. Summer term - analyse benefits of new assessment package.	£1503.00	Staff are using the assessment system with increasing confidence to monitor pupil progress and identify next steps in learning. Teachers are better able to adapt lessons to meet the needs of all learners, including pupils with SEND. The system has improved consistency in assessment practices across the school and has supported more informed planning and reporting of pupil progress. Performance in one leg balance (65%), dynamic balance (68%), and jumping and landing (70%) shows that pupils are developing well in applying balance to movement, although further opportunities to practise and refine these skills would support greater consistency. The lowest	Provide ongoing support and refresher training for staff to ensure accurate and consistent assessment. Use assessment data to inform curriculum planning and intervention provision. Review the effectiveness of the system annually to ensure it continues to meet the needs of staff and pupils while supporting long-term improvement in PE outcomes.

			scores are seen in counter balance (51%), reaction/response (44%), and ball chasing (39%). These areas indicate that pupils find it more challenging to react quickly, track moving objects, and coordinate their movements effectively in dynamic environments.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Share and plan where specialist support equipment would be best used throughout the school to support individual needs - especially St Anne's class.	Offer ways in which the equipment can be used in nurture/early years/ St Anne's class through 1-1 support with staff. Review termly to assess physical progress with our most vulnerable children and what further resources are needed.	£700.00	Staff have developed a greater understanding of how specialist equipment can be used to support pupils' physical, sensory and developmental needs. Pupils with additional needs have shown progress in areas such as coordination, balance, motor skills and self-regulation. Staff report that the equipment has enabled a more inclusive approach to physical activity and supported individual learning goals.	Monitor pupil progress and identify any additional resources required to meet emerging needs. Provide ongoing staff training and opportunities to share effective practice.
Reach out to athletes and organise for them to come in to talk and work with the children so that children have a positive role model and someone to aspire to.	Share an assembly for the whole school to offer inspiration of sporting opportunities with a national athlete who has previously worked with the school. Reach out to other athletes and PITC for promotion of sports in the wider community.	£100.00	Children have benefited from interactions with athletes, gaining positive role models and developing aspirations linked to sport, health, and wellbeing. Stronger links have been established with community sports providers and PITC, increasing awareness of local sporting opportunities for pupils and families.	Develop a wider network of athletes and community sports partners to provide regular workshops, mentoring, and enrichment opportunities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	11%
Continue to offer competitive sports across the school year and as a staff find ways to support chdn who attend the events.	In September discuss with staff and sports captains which events they would like to compete across the year. Discuss with sports captains/staff how they could support these events - lunch time/PE lessons etc. NFL Flag football - Year 5 - 8 chdn Badminton festival - ¼ 10 chdn Santa Dash - whole school Alternative sports ½ - 8 chdn Target festival ½ - 10 chdn Tag Rugby - 5 - 8 chdn Gym Festival Year 1 - 8 chdn Cricket festival - ¾ 8 chdn Cricket Festival 5 PITC - world cup football event - 8 chdn	£2500.00	A broad range of competitive sporting opportunities were offered throughout the school year, enabling more pupils to represent the school. 35% of children in the school have had the opportunity of accessing and representing the school in events. Participation in competitions has increased pupil confidence, resilience, teamwork, and sportsmanship. Pupils were prepared for events due to staff giving children more opportunities to practise skills before the events.	In September, consult with staff and sports captains to identify priority competitions and events for the academic year. Ensure the sports calendar next year has opportunities for a wide range of pupils, including PP.

Signed off by	
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Date:	<i>July 2026</i>
Governor:	
Date:	