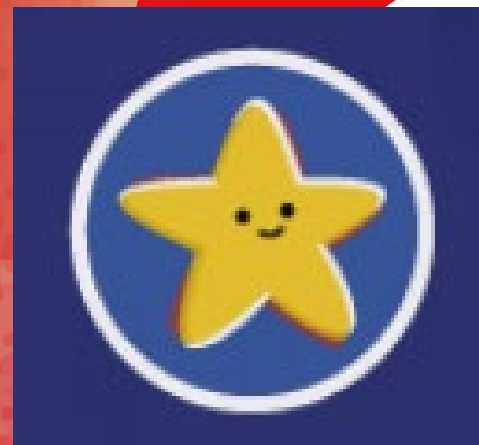




The Primary PE and sport premium

Planning, reporting and
evaluating website tool

2025-26



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 2026.**

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)

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

Activity/Action	Impact	Comments
Increased engagement at lunchtime and breaktime: Purchase of equipment in collaboration with the Steering Group and Sports Leaders. Storage added to the playground and field.	<i>More pupils met their daily physical activity goals and were encouraged to take part in active games. Targeted fine and gross motor skills. Improved behaviour at lunchtimes (evidence from CPOMs documentation)</i>	<i>Regular meetings were held with the steering group to keep equipment and ideas updated. Moving forward, we will expand this by giving the trained Sports Leaders more autonomy to run specific active play zones.</i>
PE sessions equipment top-up: General equipment top-ups, including purchasing 5 new gymnastics benches.	Full sets of equipment meant all children had a ball or resource in relevant sports rather than having to wait or share, significantly maximizing active learning time.	<i>The new gymnastics benches and replenished sports kits are highly durable assets that will continue to benefit future cohorts.</i>
Activity panels on school fences	<i>Provided targeted, easily accessible opportunities on the yard that successfully</i>	<i>The panels have been a brilliant, non-perishable addition to our playground</i>

	<i>focused on fine and gross motor skills for all pupil groups.</i>	<i>environment that will last for multiple academic cycles.</i>
Physical activity within Continuous Provision and interventions: Resourced Key Stage 1 spaces, delivered targeted interventions, and funded Year 5 Bikeability.	Identified children successfully participated in twice-weekly, short-burst motor interventions via the Helping Hands (fine motor) and Mighty Movers (gross motor) programs. Year 5 pupils built critical life skills in cycling safety, balance, and road awareness.	Early intervention resourcing in Key Stage 1 continues to be a major priority. For the subsequent 2025/2026 cycle, these interventions have successfully evolved into a tailored sensory circuits framework to support high-needs pupils.
PE Curriculum & Planning Platforms: Utilized digital resources to support full lesson planning and teacher delivery.	Successfully stabilised curriculum delivery , serving as a reliable framework to supplement existing planning and maintain high standards across all classes.	Transition to the comprehensive GetSet4PE platform to sustain teacher confidence and lesson consistency long-term.
Increased physical activity in outdoor learning: Forest School provision extended with reviewed activities (den building, hammocks) and non-perishable equipment.	All children attended Forest School sessions during the year (at least twice per class), with targeted sessions run for vulnerable children. Raised the profile of outdoor/adventurous activities, improving pupils' mental health, classroom resilience, and risk-taking.	Whittling and sawing activities were successfully trialed and loved by the children. The high-quality outdoor tools purchased will remain sustainable for future terms.
In-school enrichment opportunities: Half a day for every class (Years 1–6) covering alternative activities (zorb football, soft archery, soft axe throwing, laser tag).	All children in Years 1–6 experienced new physical activities , creating a massive 'buzz' across the school, boosting self-confidence, and raising the profile of PE enrichment.	These partnerships with external provider booking systems worked incredibly well and will remain a high priority to maintain our positive sporting culture.

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	Impacts and how sustainability will be achieved?	Cost linked to the action
Embed a progressive PE curriculum and high-quality lesson resourcing: Procure the GetSet4PE digital platform to provide a sequential lesson framework, and completely replenish core curriculum kits (including gymnastics mats, goals, handballs, and tennis nets) to fully support staff delivery.	All teaching staff, TAs, and all pupils across Key Stage 1 and Key Stage 2.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: The engagement of all pupils in regular physical activity.	Upskills staff teaching confidence through structured, progressive lesson plans. Full class resource sets eliminate waiting times, maximising active learning and participation time in every PE lesson. Ongoing digital platform access ensures long-term framework sustainability.	£6000
Broaden lunchtime and playtime active engagement zones: Establish long-term playground active travel asset zones (including a dedicated school fleet of balance bikes and scooters) and procure	All pupils across the school, lunchtime supervisors, and playground support staff.	Key Indicator 2: The engagement of all pupils in regular physical activity.	Provides structured, highly accessible physical play alternatives for pupils who typically avoid traditional team sports, significantly boosting baseline daily	£6000

<i>specialised alternative group play packages</i> Raise the profile of physical activity across the school community: Partner with Riley Sports and Fitness to deliver high-impact in-school enrichment experiences, expand whole-school active identity, purchase bespoke school event shirts, and upgrade sports day audio frameworks.	<i>All pupils, school staff, and parents during community sporting events.</i>	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.	<i>physical activity levels and reducing playtime behavioral incidents.</i> <i>Boosts school identity, team pride, and pupil engagement. Celebrating active achievements inside and outside the classroom directly improves whole-school behavior, morale, and resilience.</i>	£1600
Enhance fine/gross motor strength through adventurous outdoor learning: Extend active Forest School provisions by purchasing durable, practical tools, building ropes, and climbing/construction materials to broaden the outdoor curriculum	<i>All pupils participating in outdoor learning, and Forest School delivery staff.</i>	Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.	<i>Introduces children to non-traditional, adventurous outdoor physical skills that build lifelong physical stamina, risk-assessment capabilities, grip strength, and overall mental wellbeing. High-quality tools are</i>	£2000

experience. Resourced physical spaces for Key Stage 1 motor skill development: Equip Key Stage 1 active continuous provision spaces with physical movement items (outdoor arches, large tens frames, ribbon wands, tires, and an expanded sandpit framework). Expand competitive sport transport, tournament entry, and staff logistics: Fund travel and instructors for the Broxtowe Swimming Gala, provide coach transport for external fixtures (Y1 Multi-skills, Y2 Cricket, Girls Cricket), and cover event staff release time.	Key Stage 1 pupils, particularly targeted groups requiring short-burst physical interventions (Helping Hands / Mighty Movers). PE coordinator, classroom teachers, and participating tournament pupils.	Key Indicator 2: The engagement of all pupils in regular physical activity. Key Indicator 5: Increased participation in competitive sport.	non-perishable assets that sustain multiple cohorts. Provides daily, independent opportunities for younger pupils to build foundational balance, coordination, and agility. Early motor control development effectively reduces the need for intensive intervention support in later years. Eliminates financial travel barriers for families, ensuring 100% equitable access to competitive events. Directly drives a robust school competitive footprint, building sportsmanship, teamwork, and school pride.	£2000 £2000
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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
PE Curriculum and Resources - Migrated core PE planning to the comprehensive GetSet4PE digital platform. Updated school-wide fundamental sports equipment for PE lessons. Supplied KS1 continuous provision areas with targeted resources and delivered structured sensory circuits specifically designed to support high-needs children.	Raised staff teaching confidence via structured lesson plans on GetSet4PE . The high volume of new gear maximized active participation time and eliminated delays. Delivering targeted sensory circuits helped high-needs KS1 pupils show rapid progress in their balance, spatial awareness, and core strength.	Durable physical assets will benefit future cohorts. The GetSet4PE platform will require an annual subscription renewal to maintain staff access. Early intervention and sensory circuit delivery at KS1 successfully embeds active habits and reduces future motor-skill support needs.
Alternative Playtime, lunchtime and outdoor engagement - Expanded playground equipment with a variety of alternative active group games. Expanded the Forest School footprint by purchasing durable outdoor tools and construction materials.	Engaged pupils who typically avoid traditional team sports, improving peer collaboration and reducing lunchtime behavior incidents. Provided safe, hands-on outdoor learning where pupils built grip strength, motor skills, and stamina through practical physical tasks.	Future plans include allocating funds to purchase active travel equipment (e.g., scooters and balance bikes) for lunchtimes. High-quality, non-perishable outdoor tools will last for multiple academic cycles.
Enrichment and CPD - Funded staff professional development at the Notts PE Conference. Partnered with Riley Sports and Fitness to provide comprehensive sports enrichment, including high-impact in-school enrichment activities, coach travel to regional fixtures (Multi-skills, Cricket Festivals), Broxtowe	Driven a massive, positive sporting culture across the school, resulting in Gold School Games Mark success. Drastically increased the school's competitive footprint. Pupil engagement reached over 65% across Years 1–6 and 85%+ at Key Stage 2, achieving competitive milestones like winning the	Staff CPD has upskilled knowledge, ensuring high-quality PE leadership remains sustainable internally. Moving forward into 2026-2027, a primary focus is implementing a data-led enrichment tracker to target underrepresented pupil groups (SEND, FSM) and ensure

Swimming Gala entry (Practice and Finals), and a Wimbledon reward trip.	<i>South Broxtowe Boys' Football Tournament and reaching cricket finals.</i>	<i>equitable access.</i>
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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?	83%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%	

<i>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?</i>	<i>No</i>	<i>We have not used sport premium money but the Year 6 children have been invited to the swimming sessions this year as a top-up with the Year 4 cohort</i>
<i>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</i>	<i>Yes</i>	<i>One member of staff has undertaken the swimming instructor's course so that she can confidently lead her own group</i>

Signed off by:

<i>Senior Vice Principal:</i>	<i>Tracey West</i>
<i>Subject Leader or the individual responsible for the Primary PE and sport premium:</i>	<i>Kieran James (PE teacher)</i>
<i>Governor:</i>	<i>Liam Clark (PE Link Governor)</i>
<i>Date:</i>	<i>July 2026</i>