The Primary PE and sport premium

Planning, reporting and evaluating website tool

2025-2026

Evaluation & Planned Expenditure of the PE and Sport Premium Report

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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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 n

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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 2024.

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.

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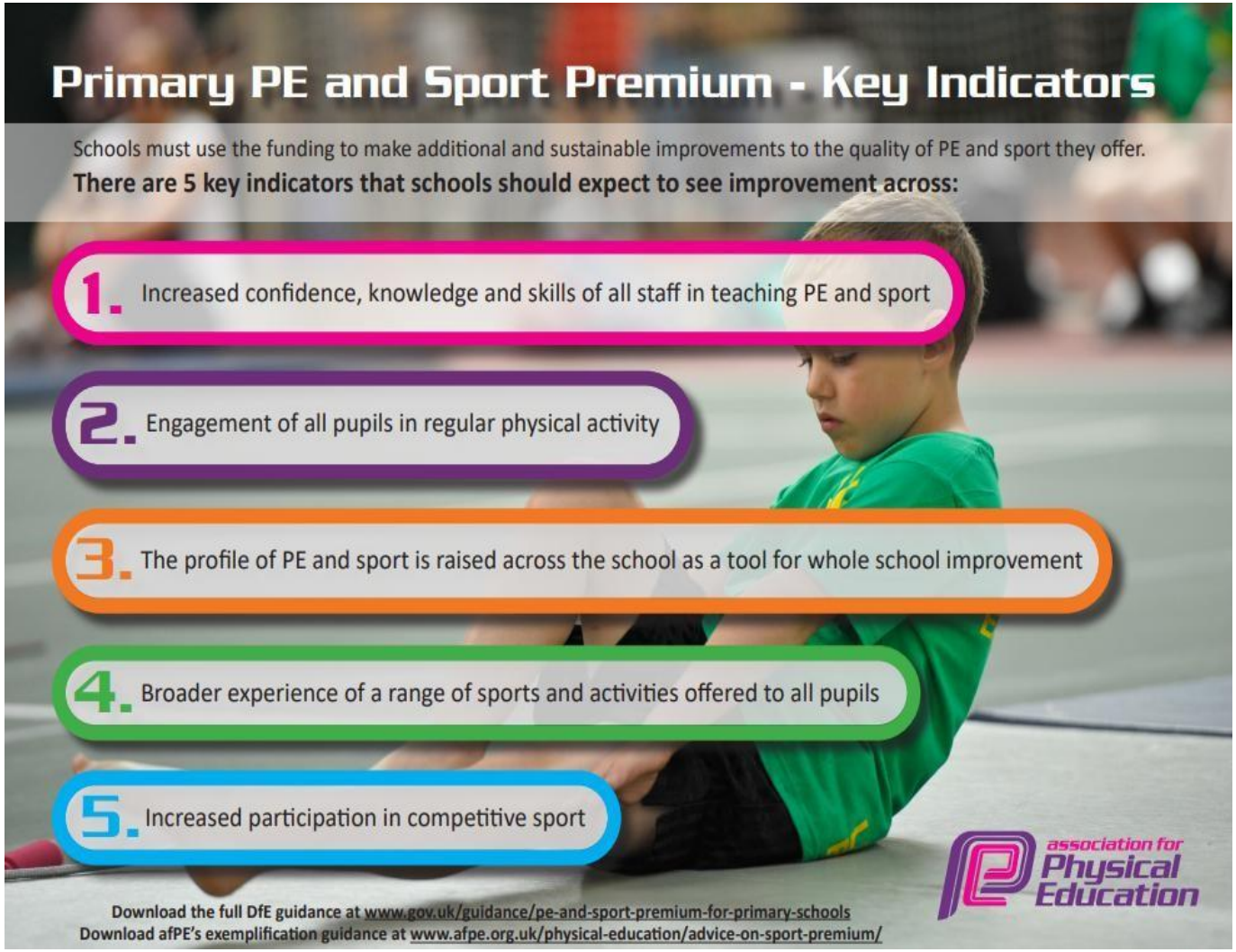
Primary PE and Sport Premium - Key Indicators
Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.
There are 5 key indicators that schools should expect to see improvement across:
1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport
association for Physical Education
Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/

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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
1. Well taught lessons through the use of the Power of PE planning. 2. Equipment in school is well kept, however over the year we have seen a few bits go missing or need replacing. 3. As a school the children are keen footballers, lunchtime is a great opportunity for a kick around which the children loved. However, this could sometimes get out of hand in terms of behavior and the abilities of different players. 4. This year we saw a decrease in the number of children with PE kit in school. 5. Lack of opportunity for fixtures. 6. Many of our children don't have opportunities outside of school.	1. Teachers have used The Power of PE planning for a while and are confident in using it and adapting it to their strengths and weaknesses. 2. Lack of resources in PE lessons or for fixtures. 3. Children are getting exercise and having fun at lunchtime, however this can cause upset for some of the less able children who feel left out of games and can cause arguments. 4. Some children were unable to participate safely or at all in some lessons. 5. Less sporting morale/excitement around school about sport. Many of our children don't have opportunities outside of school. 6. Not enough physical activity, not having the chance to succeed in something. The overall physical and mental wellbeing is affected.	1. Ongoing use of The Power of PE planning, ensure new staff are confident to use it. 2. Check equipment and restock/update anything that will benefit the teaching of PE 3. Going forward we need to think about how we can support the football at lunchtime. Think about how we can encourage inclusive games and also encourage the children to play other games as well. 4. Investigate ways in which we can encourage children to bring in kit. Look into buying spare kit. 5. Increase the sporting fixtures, focusing on football this year. 6. Increase opportunities for all children to participate in a range of sports.

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

Staff to use new scheme called 'Get Set for PE' to implement and resource PE teaching in a more effective skills based approach to the subject.	Teaching staff- they will feel more confident when delivering lessons, less confident staff will more access to resources including videos, adaptations for all learners, reporting functions, progression of skills documents which in turn will boost involvement of all. New curriculum plans across the school will boost excitement and dedication towards effective teaching.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Through the use of the planning and resourcing, subject knowledge will strengthen. The teaching of PE lessons will be monitored through the school coaching system and by the PE lead. All teachers to be involved in staff training to generate questions, give feedback on new scheme.	£702 including VAT
Check equipment and restock/update anything that will benefit the teaching of PE. Order equipment for inclusive sports for T.G Order play equipment.	PE Lead, Caretakers, Teachers using equipment in lessons, afterschool club supervisors. Sports Leaders from KS2 to check equipment and shed.	Key Indicator 4: Broader experience of a range of sports and activities to all pupils.	Start of the year (September) check/tidy the PE shed and audit the equipment. Order anything needed (i.e. new goal posts, footballs). Regularly check the equipment is safe (i.e. netball/basketball posts). Improves the quality of lesson and safety of the pupils.	£6000 (Goal Posts- £689.99 Sandbag Weights £34)
Lack of PE kits in school.	PE Lead, Sports Leaders to organise for each area/year group and teachers to monitor.	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 5: Increased participation in competitive sport.	PE lead to organize boxes of spare kits for each area. Teachers to put PE days on their termly letters. Teachers to come up with an intrinsic way to encourage children to bring PE that best suits their class (i.e. in year 2 dojos to everyone that brings their kit). Key Stage 2 (trialled for year 5 and 6 after xmas) children to come to school in their PE kits on the designated PE days; letter to go out to explain this with enough notice to begin from Spring 1; reminder of expected PE kit.	£1000

Lunchtime sport/activities	Lunchtime supervisors/Tas, student voice, sports leaders. Pupils as they take part.	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 5: Increased participation in competitive sport.	Student voice to discuss the suitability of football at lunchtime and come up with a plan to encourage fair games. Sports leaders to take an active role in leading/facilitating matches. Staff to re/manage games. Children are happy, good moral, enjoying extra sport in their spare time. New goalposts for the field, and a rota, bibs to encourage teamwork and y6 children to lead games for younger children. Possibility for older children from local secondary school to come and demonstrate referring the games.	£3500 – new soft balls, football posts, pop up goals for KS1 playground. Equipment for other none-football related games, skipping ropes, throw and catch games.
Increase the sporting fixtures, introduction of the FAST tournament this year across the collaboration (Fern Academy trust Sports Tournament) in summer term	PE lead, Minibus drivers, Staff, Pupils.	Key indicator 2: Encouragement of all pupils in regular physical activity. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key Indicator 5: Increase participation in competitive sport.	Higher moral from the children, a buzz around school. Increases the profile of sport. A sense of achievement from both pupils and staff. Contact a range of local schools to try and organise fixtures. Meet with collaboration schools to organise fixtures. Compete of Hereford FA tournaments for both boys and girls. St Martins to host football tournaments for Years 3/4 and 5/6 for schools in our collaboration. Peter Gale to host cricket tournament in summer term with KS2 pupils.	£2000 – buses, new kits, trophies for St Martins Tournament, referees etc.
CDP for teachers	New staff, ECTs, student teachers and staff who want extra support.	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport.	All staff will develop their skills and their confidence to deliver high quality PE, sports and playtime activities. This will be further developed through in house CPD by the PE lead, teacher and behavior practitioner.	£1000 – e.g. external coaches TBC

Raise profile of PE and a love of movement and tactics through outside agency expert training and coaching.	Extended school manager, PE lead, Staff who lead clubs, Pupils.	Key Indicator 2: Encouragement of all pupils in regular physical activity. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key Indicator 5: Increase participation in competitive sport.	Teachers more confident to teach PE, undertake sporting activities (i.e. clubs). To improve percentage of pupil's attainment in PE. Outside agencies coming in, i.e., FAST events Increases interest in sport, gives a range of opportunities for different sports that some children might excel in. Afterschool clubs (bench ball, mega football).	£5000 – outside agencies etc

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

Dodgeball – Year 6	Stride Active Activity: Dodgeball Year Group: Year 6 Focus: Agility, teamwork, throwing, catching, and spatial awareness. Learning Objectives Develop accurate throwing and catching skills. Improve movement, dodging, and reaction times. Work cooperatively as part of a team. Demonstrate good sportsmanship and respect for others. Equipment Soft dodgeballs Cones for court boundaries Bibs (optional) Warm-Up (5–10 minutes) Jogging and dynamic stretches. Tag games to develop agility and awareness. Throw-and-catch practice in pairs. Main Activity (20–30 minutes) Divide pupils into two equal teams. Players aim to hit opponents below the shoulders with a soft ball. If a player is hit, they move to a designated waiting area or complete a challenge before rejoining (depending on the rules used). Encourage teamwork, communication, and tactical play.	Key Skills Throwing accuracy Catching under pressure Quick decision-making Dodging and movement Team communication Cool Down (5 minutes) Light walking and stretching. Brief discussion on teamwork, effort, and fair play. Stride Active Values ☑ Respect ☑ Teamwork ☑ Resilience ☑ Enjoyment ☑ Active Participation	Success Criteria: Pupils participate positively, demonstrate improved dodgeball skills, and show excellent teamwork and sportsmanship throughout the session.

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Stride Active Golf – Year 6 Activity: Golf Year Group: Year 6 Focus: Accuracy, control, coordination, concentration, and sportsmanship. Learning Objectives Develop putting and striking skills with control and accuracy. Understand basic golf rules and scoring. Improve hand-eye coordination and balance. Demonstrate honesty, respect, and perseverance. Equipment Plastic golf clubs Foam or practice golf balls Cones/targets Scorecards (optional) Warm-Up (5–10 minutes) Dynamic stretches and mobility exercises. Balance activities and coordination challenges. Practice swings without balls, focusing on technique and safety. Main Activity (20–30 minutes) Skill Stations: Putting Challenge – Aim to putt the ball into a target area.	Key Skills Grip and stance Swing control Putting accuracy Distance judgement Focus and concentration Teaching Points Keep eyes on the ball. Use a controlled swing rather than power. Maintain a balanced stance. Follow through towards the target. Always follow safety rules when using equipment. Cool Down (5 minutes) Gentle walking and stretching. Reflection on what skills improved during the session. Discuss how resilience and practice help improve performance. Stride Active Values ☑ Respect ☑ Perseverance ☑ Teamwork ☑ Self-belief ☑ Enjoyment	Success Criteria Pupils can demonstrate safe use of golf equipment. Pupils show improved accuracy and control when striking the ball. Pupils participate positively and support their peers. Pupils understand basic scoring and golf etiquette.

Target Golf – Strike the ball towards cones worth different points. *Obstacle Course – Navigate the ball around obstacles using controlled shots.* *Mini Golf Competition – Complete a short course in the fewest strokes.*		

school games year 5 and 6 Copilot said: School Games – Year 5 & 6 (Stride Active) Activity: School Games Festival Year Group: Years 5 & 6 Focus: Teamwork, physical literacy, competition, leadership, and enjoyment. Learning Objectives Develop a range of physical skills through different activities. Work effectively as part of a team. Demonstrate resilience, determination, and respect. Apply tactical thinking in competitive situations. Suggested Activities 1. Dodgeball Throwing, catching, dodging, teamwork. 2. Football Skills Dribbling, passing, shooting, small-sided games. 3. Athletics Sprinting, relay races, standing long jump, throwing events. 4. Tag Rugby Evasion, passing, communication, spatial awareness. 5. Golf Challenge	Core Values ☑ Respect ☑ Teamwork ☑ Determination ☑ Honesty ☑ Self-Belief ☑ Passion Cool Down (5 Minutes) Walking and stretching. Group discussion on achievements and learning. Celebrate effort as well as performance.	Success Criteria Pupils participate enthusiastically in all activities. Pupils demonstrate teamwork and positive communication. Pupils show respect for rules, officials, and opponents. Pupils develop confidence in a variety of sporting activities.

Putting accuracy and target games. 6. Benchball Passing, movement, team strategy. 7. Obstacle Relay Agility, balance, coordination, and speed. Equipment Cones Bibs Balls (various sports) Relay batons Golf equipment Stopwatches Warm-Up (10 Minutes) Dynamic stretches Light jogging Movement games Team challenges Main Activities (30–40 Minutes) Rotate teams around activity stations. Award points for participation, teamwork, effort, and sportsmanship. Encourage pupils to lead warm-ups and support teammates.		

Girls' Football Tournament – Year 3/4 Activity: Girls' Football Tournament Year Group: Years 3 & 4 Focus: Teamwork, ball control, passing, shooting, and enjoyment. Learning Objectives Develop fundamental football skills in a competitive environment. Build confidence and participation in girls' football. Demonstrate teamwork, communication, and respect. Understand and apply basic game rules. Equipment Footballs Cones Bibs Mini goals Whistle Score sheets Warm-Up (10 Minutes) Light jogging and dynamic stretches. Dribbling through cones. Passing in pairs. Shooting practice at goals. Tournament Format Teams play small-sided matches (5v5 or 7v7 depending on numbers). Round-robin format followed by finals if appropriate. Games of 8–10 minutes each.	Positive encouragement from teammates and spectators. Stride Active Values ☑ Respect ☑ Teamwork ☑ Determination ☑ Self-Belief ☑ Honesty ☑ Enjoyment Cool Down (5 Minutes) Gentle walking and stretching. Team reflection on performance and effort. Recognition of positive attitudes, teamwork, and sportsmanship.	Success Criteria Pupils participate confidently and enthusiastically. Players demonstrate improving football skills throughout the tournament. Teams communicate effectively and support one another. All participants display excellent sportsmanship and respect.

Rolling substitutions to maximise participation. Key Skills Dribbling with control Accurate passing Shooting technique Defending and positioning Communication and teamwork Rules Encourage fair play and respect at all times. Kick-ins or throw-ins as appropriate. Goalkeepers can be rotated to give everyone an opportunity.		

Active Play Sessions (Whole School) – Stride Active Activity: Active Play Sessions Year Group: Whole School (EYFS – Year 6) Focus: Physical activity, teamwork, confidence, enjoyment, and personal development. Learning Objectives Increase daily physical activity levels. Develop fundamental movement skills. Encourage positive social interaction and teamwork. Improve confidence, resilience, and wellbeing through active play. Equipment Cones Hoops Beanbags Balls Skipping ropes Agility ladders Parachute (if available) Playground markings Warm-Up (5–10 Minutes) Follow the leader. Traffic lights game. Movement challenges (jumping, hopping, skipping, balancing). Main Activities (30–45 Minutes)	Stride Active Values ☑ Respect ☑ Teamwork ☑ Resilience ☑ Self-Belief ☑ Inclusion ☑ Enjoyment Cool Down (5 Minutes) Gentle walking. Stretching activities. Reflection on participation, effort, and teamwork.	Success Criteria Pupils participate actively and enthusiastically. Pupils show positive behaviour and teamwork. Pupils demonstrate improved movement skills. Pupils support and encourage others. Pupils enjoy being active and engaged throughout the session.

Activity Stations: 1. Multi-Skills Challenge Throwing and catching. Dribbling and control. Target games. 2. Obstacle Course Balance, agility, and coordination activities. 3. Team Relay Races Running, teamwork, and communication. 4. Parachute Games Cooperative activities promoting inclusion and fun. 5. Playground Games Stuck in the Mud. Rock, Paper, Scissors Relay. Sharks and Lifeguards. Capture the Treasure. 6. Dance and Movement Simple routines and movement challenges suitable for all ages.		

Key Skills Developed Agility Balance Coordination Communication Teamwork Problem-solving Confidence		

Pupil Premium in Sport Activity: Pupil Premium Sports Provision Year Group: Whole School (EYFS – Year 6) Focus: Inclusion, participation, confidence, wellbeing, and equal access to physical activity. Aim To ensure all pupils, including those eligible for Pupil Premium funding, have the opportunity to participate fully in physical education, sport, and physical activity regardless of financial barriers. Objectives Increase participation in PE, sport, and physical activity. Improve physical and mental wellbeing. Develop confidence, resilience, and self-esteem. Enhance social skills through teamwork and cooperation. Provide opportunities for pupils to represent their school in sporting events. Activities and Opportunities After-school sports clubs. Lunchtime active play sessions. Multi-skills festivals. Football, dodgeball, golf, athletics, and cricket sessions. School Games competitions and tournaments. Leadership opportunities through sports ambassador roles. Inclusive activities for all abilities.	Intended Impact Increased attendance at sports clubs and competitions. Improved confidence and engagement in PE lessons. Greater physical activity levels throughout the school day. Enhanced teamwork, communication, and social skills. Improved wellbeing and positive attitudes towards healthy lifestyles. Support Provided Subsidised or free access to extracurricular clubs. Sports kit and equipment where required. Transport support for competitions and events. Additional coaching and mentoring opportunities. Targeted intervention groups for less active pupils. Stride Active Values	Success Criteria Increased participation rates among Pupil Premium pupils. Pupils demonstrate greater confidence and willingness to take part. Improved engagement in PE and school sport opportunities. Positive pupil feedback regarding sports experiences. Reduced barriers to participation and increased inclusivity across all sporting activities. Success Criteria

Chance to Shine Cricket – Year 4 & Year 6 (Stride Active) Activity: Chance to Shine Cricket Year Group: Years 4 & 6 Focus: Batting, bowling, fielding, teamwork, and enjoyment. Learning Objectives Develop fundamental cricket skills through engaging activities. Improve hand-eye coordination, agility, and accuracy. Understand the basic rules and principles of cricket. Build confidence, teamwork, and sportsmanship. Equipment Cricket bats Soft cricket balls Stumps Cones Bibs Boundary markers Warm-Up (10 Minutes) Dynamic stretching and movement activities. Reaction and catching games. Throwing and catching in pairs. Quick fielding challenges. Main Activities (30–40 Minutes) Year 4 Focus		Pupils demonstrate improved batting, bowling, and fielding skills. Pupils understand basic cricket rules and gameplay. Pupils communicate effectively and support teammates. Pupils participate enthusiastically and show excellent sportsmanship throughout the session.

Batting Basics *Correct grip and stance.* *Striking a stationary or gently bowled ball.* *Fielding Skills* *Underarm throws.* *Catching and stopping the ball.* *Mini Cricket Games* *Small-sided matches promoting participation and skill development.* *Year 6 Focus* *Advanced Batting* *Shot selection and placement.* *Running between wickets.* *Bowling Skills* *Introduction to overarm bowling technique.* *Accuracy challenges.* *Fielding Tactics* *Backing up, communication, and teamwork.*		

Competitive Match Play Applying skills in game situations. Understanding scoring and tactics. Key Skills Batting technique Bowling accuracy Catching and throwing Decision-making Communication Teamwork Teaching Points Watch the ball closely. Use correct grip and stance. Communicate clearly with teammates. Demonstrate respect for opponents and officials. Encourage positive attitudes and perseverance. Cool Down (5 Minutes) Walking and light stretching. Discussion of skills learned. Reflection on teamwork, effort, and sportsmanship.		

Boxing with SEMH Children – Activity: Non-Contact Boxing Group: SEMH (Social, Emotional and Mental Health) Pupils Focus: Self-regulation, confidence, resilience, discipline, fitness, and emotional wellbeing. Learning Objectives Develop self-control and emotional regulation. Build confidence and self-esteem through achievement. Improve coordination, balance, and fitness. Encourage positive behaviour, respect, and resilience. Provide a safe outlet for energy and emotions. Equipment Focus pads Boxing gloves Cones Agility ladders Marker spots Skipping ropes Key Principle All activities are non-contact and focused on skill development, fitness, and wellbeing. Safety, respect, and positive behaviour are prioritised at all times. Warm-Up (5–10 Minutes) Dynamic stretches.		Success Criteria Pupils engage positively in activities. Pupils demonstrate self-control and safe participation. Pupils use positive communication with peers and adults. Pupils show improved confidence and resilience. Pupils can identify and discuss their emotions appropriately.

Skipping challenges. Agility ladder exercises. Shadow boxing movements. Balance and coordination activities. Main Activities (20–30 Minutes) 1. Boxing Fundamentals Basic stance and guard position. Footwork and movement. Straight punches (jab and cross) on pads. Controlled technique and accuracy. 2. Pad Work Partner activities with focus pads. Turn-taking and communication. Following simple combinations. Positive reinforcement for effort and improvement. 3. Fitness Circuits Shuttle runs. Skipping. Agility challenges. Core-strength exercises. 4. Emotional Regulation Challenges Breathing exercises between stations. Traffic Light Check-In: Red – Feeling upset or frustrated. Amber – Feeling unsure. Green – Ready to learn and participate. Reflection on emotions before and after the session. SEMH Outcomes Improved emotional awareness. Better self-regulation strategies.		

Increased confidence and self-belief. Enhanced focus and concentration. Positive peer relationships and communication. Teaching Strategies Clear routines and expectations. Consistent praise and encouragement. Short, achievable tasks. Opportunities for leadership and responsibility. Regular wellbeing check-ins. Focus on personal progress rather than competition. Cool Down (5 Minutes) Gentle stretching. Guided breathing techniques. Reflection circle: What went well today? What challenge did you overcome? How are you feeling now?		

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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	44%	We provide an intensive course to our Year 3, 4 and 5 classes, this includes hour long lessons every day for two weeks (six weeks in total through their time in school). We choose this due to the cost being lower, as we are a two-form school there are more pupils to consider which puts the cost up. Our data is low due to the lack of lessons and to the fact that within our catchment area there are minimal children that go to swimming lessons outside of school. Therefore, the six weeks they get at our school are their only opportunity to learn to swim. Ideally it would be more beneficial for our children to start these lessons from a younger age (Year 2) and carry them on into Year 6. Therefore, giving them more chances to succeed and to learn to be safe in water.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	32%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	28%	

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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	At Hereford Leisure Pool there are trained instructors that lead

Signed off by:

Head Teacher:	Rachel Matthews
Subject Leader or the individual responsible for the Primary PE and sport premium:	Laura Preece, Class Teacher and PE Coordinator
Governor:	Andy Goode
Date:	November 2025 Evaluated July 2026