



The Primary PE and sport premium

Planning, reporting and
evaluating website tool



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
Skillwise Sports Coach in 2 days a week.	The regular involvement of our sports coach twice a week has significantly enhanced the quality and consistency of PE provision. Pupils benefit from specialist-led sessions that build confidence, develop fundamental skills and foster a positive attitude towards physical activity. Staff also benefit from observing and learning effective teaching strategies, helping to strengthen their own PE practice and delivery.	Sports coach liaises with staff to ensure the PE curriculum is progressive and sequential through the use of Get Set 4 PE.
Increased participation in competitive sport.	Children took part in a variety of sporting events, including both competitive competitions and development-focused activities. These experiences helped to build confidence, resilience and teamwork skills. Achievements were recognised and celebrated through school assemblies and updates shared on social media.	Children have been involved in a range of competitions through School Games.
Broader experience of a range of sports and extra-curricular opportunities offered to all pupils.	Pupils were introduced to a broader range of sports, giving them opportunities to discover new interests and develop their talents. A variety of extra-curricular clubs	Multi-sports clubs, football, dance and fencing were some of the extra-curricular clubs offered to children.

• Purchased relevant equipment for PE and lunchtime activities.	were offered throughout the year, and attendance was carefully monitored to ensure all children had the chance to participate. Children were more active and engaged throughout the school day. High-quality equipment was purchased and regularly updated to ensure pupils had access to the best possible resources to support their learning and participation in physical activity.	
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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
Ensure a greater participation within extra-curricular clubs for all year groups.	Increased access and inclusivity across all year groups have led to higher engagement, improved physical health and enhanced social skills. Children developed a sense of belonging and confidence through regular involvement in activities beyond the classroom.	Extra-curricular clubs have happened before, during lunch and after school to give all children the opportunity to attend. Children were exposed to a range of clubs such as archery, judo and fencing that they may never have experienced before.
Swimming lessons for Y3- Y6. Swimming catch up lessons used in the summer term.	Children have gained vital life-saving skills and built up their confidence in water. Catch-up lessons ensure no child is left behind, helping to close gaps in swimming ability and promoting safety and equality of opportunity.	
Fun club at lunchtimes	Targeted children have been engaged with structured play and learned correct strategies to play well with others. Less behavioural incidents have occurred. Children have benefited from positive social interactions and increased fitness.	
Improve provision for pupils with SEND to ensure that they make good progress.	Children have been taught in PE in a way that matches their needs. Lessons have been adapted to ensure that children can make good progress and participate fully in PE lessons.	Observations and professional discussion with teachers have given PE Lead an insight into the provision of pupils with SEND.
Staff meeting to discuss OAIP document.	Strengthened understanding of adaptive teaching within PE. This supported staff in planning and delivering inclusive lessons that meet the needs of all pupils, ensuring every child can access, participate in and succeed in physical activities. As a result, staff confidence in adapting tasks, equipment, and teaching	All staff worked collaboratively to discuss ways in which we can support children in PE lessons.

	approaches has increased, leading to greater engagement and progress for pupils with diverse needs.	
Utilising Skillwise specialist	Enhanced the quality of PE lessons, ensured progression in key skills and supported staff development. Pupils benefited from engaging, high-quality instruction that improved both enjoyment and attainment.	Skillwise specialist is in our school weekly on a Monday and Tuesday.
Increased participation within competitive sports (town sports, football, rugby)	Children have attended festivals and competitions at the appropriate level. Children have attended a range of competitions which has allowed them to represent school at different levels and new skills have been gained.	Children taking part in these competitions have been monitored to ensure different groups of children are attending.
Refine and embed the progression of knowledge and concepts/main threads.	A clear and consistent progression framework ensured that children have built on prior learning and deepened their understanding. It enhanced the coherence of the curriculum. Children have been given opportunities to practise the skill and apply it in a game scenario.	Get Set 4 PE is being used by staff members.
To develop knowledge and understanding of the EYFS curriculum and skills acquired within PE.	Children have been able to develop their motor skills, co-ordination and balance which are crucial for their physical growth. Children within EYFS have engaged in group games which has enhanced their social skills and will prepare them for PE in Y1 and the rest of their time in primary school. Staff understanding of EYFS expectations supports smoother transitions, more tailored teaching and long-term skill progression.	Discussions with EYFS team have allowed PE Lead to understand the EYFS PE curriculum and how we can support our children for the transition into KS1.
To further develop assessment systems.	Children have clear starting points to allow the teachers to build upon. Teachers have been able to tailor their lessons to meet individual needs and abilities. By doing this, teachers have been able to offer targeted feedback and support.	Children are increasing their engagement in physical activity and sport.

• Embedding physical activity into the school day through encouraging active break times and the Daily Mile. • Playground markings • Sensory trail playground markings • Judo, fencing and archery assembly. • Worked with outside agencies - Wigle. Children have taken part in a range of opportunities with Wigle (pantomime, Wigan Borough Dance Festival) • Worked with outside agencies - Bikeability for Y6/ Balance Bikeability for Y1.	This has promoted children's physical and mental wellbeing, boosted concentration and reduced behavioural issues in the afternoon. Regular activity throughout the day has supported healthy lifestyles and improved overall readiness to learn. Playground markings have encouraged more children to engage in active play during break and lunchtime. The variety of markings supported the development of key fundamental skills. Staff have used the markings to lead games and encourage positive play more easily. The 100 square, compass and other educational markings have been used to support cross-curricular learning. The sensory trail has provided children with SEND with structured physical activity that has helped to regulate emotions and energy levels throughout the day. This had meant that the children are more ready to learn. All assemblies gave children a taste of what these sports offer. Due to the assemblies, the uptake in both clubs have been successful. These experiences enhanced cultural capital and created excitement around physical activity in the wider curriculum. A range of children have been involved in these activities. Children have had fun dancing and performing. This has increased children's confidence. Provided pupils with valuable opportunities to develop essential cycling and balance skills. These programmes increased pupils' confidence, independence and awareness of road safety while encouraging active	Dance performances in front of audiences happened in March. Wigan Council delivered balance bike and road safety training to EYFS and Year 1 children over 2 days.
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	lifestyles and promoting lifelong participation in physical activity.	
Continued school football team for Y3/Y4 and Y5/Y6 children.	Children train together weekly (Monday for Y5/Y6 and Tuesday for Y3/Y4 after school) to practise skills together. Due to this, children are prepared when going to football competitions and friendly football matches.	
Scooter rack is still available for children.	Promotes a healthy travel to and from school. More children are motivated to come to school on their scooter, increasing their daily physical activity and supporting overall fitness and wellbeing. Children use their scooter on the playground markings which promotes physical activity throughout the day.	Playground road is on a timetable for children so it's safe.
Table tennis table	This has provided children with an engaging and inclusive activity that supports coordination, focus and quick thinking. It has encouraged positive social interaction, teamwork and healthy competition during break and lunchtimes.	Table tennis table is on a timetable for children so all children can access it.
PE shed equipment available at break and lunchtime.	Encouraged children to be more physically active. This has helped to improve their fitness, coordination, balance and overall motor skills. It has also supported social development as children have learned to share, take turns, cooperate and solve problems together through play.	Equipment has included cricket set, throwing and catching equipment, tennis rackets and tennis balls etc.
Intra competitions at the end of each half term.	Helped to motivate children to stay active and apply the skills they've learned in PE lessons in a fun, competitive environment. It improved teamwork, resilience and confidence as children experience both winning and losing in a structured and supportive setting.	

Swimming Data – to be completed.

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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	83.3%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83.3%

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	83.3%
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?	Yes
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No - Swimming baths provide specialist swimming teachers.

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Charlotte Farrell PE Lead
Governor:	<i>(Name and Role)</i>
Date:	