



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



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
<ul style="list-style-type: none"> Implement OPAL provision across the school to enhance and improve the lunchtime provision of all pupils. 	<ul style="list-style-type: none"> Staff are trained to a higher standard in terms of supporting pupils with their ability to support pupils in dynamically risk assessing ahead of their play. Staff mindset has changed to enable pupils to take more risk within their play. Pupils are showing a growing understanding of risk-assessing within their play. Significant increase in pupil engagement – pupils are active more of the time. Pupil and Family survey results show a positive impact on pupils. Reduction in 1st aid reports. Reduction in behavior incidents – limited number of pupils are accessing the timeout provision on OPAL days. OPAL team is well established and is working well. OPAL Lead has time to monitor and support provision within directed hours. 	
<ul style="list-style-type: none"> Hayward's have a member of staff now trained as a swimming instructor. A more structured programme is now in place which supports those pupils to have additional swimming lessons outside of the curriculum. 	<ul style="list-style-type: none"> This has enabled disadvantaged/low-attaining pupils to have greater time in the pool. Additional groups have been created enabling instructors to have a closer eye on the progress of individual pupils and support accelerated progress. Families have been supported in helping the children access further swimming provision through holiday-based swimming lessons. Children attend well and progress was made within the additional sessions, with success celebrated in assembly. 	<p>Steps taken to further consider how the provision can taken pupils of a younger age early (likely action in 2026-2027 school year).</p>

<ul style="list-style-type: none"> • Staff have received training in teaching a unit of Dance from St.Luke's and have a collection of materials to help them plan and resource an effective curriculum sequence for pupils. 	<ul style="list-style-type: none"> • Staff report feeling more confident in the teaching of Dance and being better able to access ideas to support the teaching and learning. Assessment shows that pupils are engaging effectively with appropriate year group objectives. 	<p>Sports Premium/PE Lead will be looking to observe elements of PE teaching within the Spring and Summer term.</p>
<ul style="list-style-type: none"> • Now Press Play has been purchased and is being used by some staff to enhance the curriculum in subject areas such as History and Geography. Pupil feedback was positive. It has been used particularly well with pupils in EYFS and KS1. 	<ul style="list-style-type: none"> • Children are more active in elements of the curriculum outside of PE. • Lessons are being enhanced by the use of technology which helps the pupils actively engage with a concept or skill. 	
<ul style="list-style-type: none"> • An effective programme of events (curriculum/extra-curricular and competitive) have been established and careful tracking of this is enabling staff to monitor more effectively who is/isn't taking part in additional physical activity. 	<ul style="list-style-type: none"> • Opportunities have been provided for all year groups. • We have a database which enables competitive activities to be spread more widely across the pupil population. • We are in a position where we can work with pupils (alongside the data) to evaluate what experiences they enjoyed, and engaged particularly well with, and what they would like from their PE package available at Hayward's. • There is a wider, more diverse group of pupils accessing the clubs that are on offer within school. • All pupils are accessing sporting opportunities through the sports partnership. 	<p>Further attention is needed to improve disadvantaged engagement with the provision available outside of school. We will be tracking boy/girl engagement, alongside disadvantaged, in the academic year 2025-2026.</p>

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
<p>Ensure that Sports Premium/PE Lead is up to date with the latest advice on good practice and that staff receive opportunities to develop their teaching through quality CPD.</p> <ul style="list-style-type: none"> - PE Lead to have time to observe PE teaching across the school (particular focus – use of recap and review and digital media to support self-assessment) - PE Lead to attend PE conference with Active Devon - CPD opportunities for staff to be timetabled within the CPD cycle. - Opportunity for staff to observe PE coach within school provision and time. - PE Coach to be using i-pads within lessons in order to model expected practice across the school – supporting children in becoming familiar with its use as a tool to support self-assessment. 	<p>Sports Premium and PE Lead All Teachers</p>	<p>Key Indicator 1</p>	<p>PE lead will continue to be abreast of key developments and filter this to staff. PE teachers will continue to be confident when delivering PE teaching to their classes.</p>	<p>Attendance and Release Time £300</p> <p>Money to access CPD providers £1500</p> <p>Release time for PE Lead £600</p>
<p>Continue to build an exciting programme of curricular and extra-curricular sporting activities (and competitive opportunities) which are inviting for pupils, particularly those who are disadvantaged. This will be established through:</p> <ul style="list-style-type: none"> - Engagement with the QEAT Sports Model. - Engagement with the Primary Sports network sporting activities. - Working with pupils to identify the clubs that they would enjoy access to. - Working with outside providers in order to provide clubs for pupils which are different from those which are available from Primary Sports. - Working with pupils to understand what they want in their extra-curricular provision at Hayward's. - Tracking pupils closely to ensure that all children, particularly those who are disadvantaged have the opportunity to engage in the extra-curricular sporting activities available to the pupils. - Use of Sports Premium release time to engage 'hard to reach' children. - Providing a range of after-school sports clubs for pupils, including a PP only club and a taster session offered to all EYFS children. - Raising the profile of the opportunities for sport that exist in Crediton and Devon area for all pupils, including those that show particular talents in areas of their sporting lives. - Provide children with the opportunity to access the sporting facilities in the local area (including the sports halls at QE and the leisure centre astroturf facilities) 	<p>All year groups – as curriculum time will be allocated to enable all pupils to attend the sessions.</p> <p>Pupils – as they will take part.</p>	<p>Key Indicator 4 Key Indicator 5</p>	<p>All pupils have access to additional provision, beyond their 2 hours per week PE teaching, which takes place within school time, providing them with the opportunity to take part in competitive games and to become familiar with QE.</p> <p>All pupils have access to (and disadvantaged pupils attendance tracked closely) a vibrant, engaging extra-curricular programme.</p>	<p>Sports Premium Champion Release Time £2000 (EM weekly release time and SB additional time)</p> <p>Working with QEAT Sports Partnership £2500</p> <p>Transport provision in order to help children to access wider events (e.g. Cross-Country) £1500</p>

<p>Provide swimming provision which enables children to develop their skills quickly and receive support when required by increasing the number of staff who teach in the pool at any one time (teacher provided and funded by school) and by funding booster support programmes for children in Year 6 (within the curriculum) and for pupils in other year groups too (through funded holiday provision).</p> <ul style="list-style-type: none"> - Trained swimming-instructor teacher from Hayward's within the pool enabling the provision of three groups and children having an hour swimming time, as opposed to half an hour. Groups as a result are smaller and teachers can focus their attention on the needs of those pupils who are working below the expected standard. - Additional Life Guard Provision (due to increased groups in the pool). - Additional Booster Classes provision for 40 targeted pupils (based on date gathered within class lessons) during the spring half-term. 	All Pupils	Key Indicator 4	<p>Children develop an important life skill.</p> <p>Working closely with the local leisure centre helps provide opportunities for families to engage with their children to improve their swimming ability.</p>	<p>Additional Lifeguard Cost</p> <p>36 weeks £720 (3 x twelve week programme - £20 x 36 weeks)</p> <p>Additional Booster Programme funding £600 (£15 x 40 children)</p> <p>Provision of a trained swimming teacher from Hayward's to support swimming lessons and small adult to pupil ratio £1368 (£38 per hour x 36 weeks swimming sessions)</p>
<p>Continue to raise the profile of sport at Hayward's and to help pupils develop a wider awareness of the lives of successful sports people.</p> <ul style="list-style-type: none"> - Use of the newsletter to promote sporting achievements at home and school. - Use of the sports newsletter to promote activities taking place within the school to parents and the wider community. - Involvement of children in Sports Council and in becoming Play Leaders - Weekly Sports Stars Awards to reinforce the Sports Values associated with Hayward's. - Visitors invited in to speak with the children who are accessing a sporting pathway in their lives. - Opportunity for pupils to hear from their peers who are achieving success in their further sporting studies through assemblies. 	All Pupils	Key Indicator 2	<p>Childrens' achievements and progress are recognised by the wider sporting community.</p> <p>Children become more aware of the sporting achievements of their peers.</p> <p>Children have role models that they can aspire to become.</p>	<p>Within Sports Leader admin time.</p> <p>Sports Newsletter produced by Primary Sports</p>

<p>Raise opportunities for pupils to engage in at least 30 minutes of physical exercise in school per day:</p> <ul style="list-style-type: none"> - School will continue to offer OPAL provision at lunchtime (starting with 2 sessions per week and building to five sessions) which will enable children to engage with the 15 types of play. Additional support staff are needed in order to ensure that we are able to offer the full range of activities to the pupils. - Work will be done to re-establish the potential for Now Press Play to be used across the curriculum to support physical activity within lessons. - Work will be done to re-establish the daily mile for pupils. 	All Pupils	Key Indicator 1	Children have active lives within school and that they understand the impact the participating in sport can have on their emotional and physical well-being.	<p>Releasing staff to be involved in the OPAL planning group and subsequent supply costs. £600 (release costs)</p> <p>Additional MTA (Sports Leader) to support engagement with OPAL programme £3135 (£16.50 x 5 x 38 weeks)</p> <p>Allocated MTA lead time to organise and monitor OPAL provision, planning and resourcing. £1400 (£16.50 x 2.25 x 38)</p>
<p>School to ensure that the resources available to children within lessons are appropriate for their individual needs and enable them to access the full range of the PE curriculum through high-quality adaptive teaching.</p> <ul style="list-style-type: none"> - Audit existing equipment. - Discussion with Inclusion Lead, PE Coach and Sports Premium/PE Lead to identify the need of pupils across the curriculum. - PE Lead to be released in order to create WIDGETS to support pupils with the vocabulary associated with the wider curriculum and to produce Recap and Review slides which help tie pupils learning together, allowing them to make connections with prior teaching. - Equipment purchased to ensure that the needs of all pupils are catered for across the curriculum. 	Inclusion Lead PE Coach Sports Premium/PE Lead	Key Indicator 1	There are no barriers to all pupils accessing PE lessons across the curriculum (including at breaktime and lunchtime).	<p>Time for PE Lead to work on WIDGETS and Recap and Review Documentation £600</p> <p>Allocation of Funding to support the purchasing of specialist equipment. £2000</p> <p>Training from external provider re. adaptive provision within PE lessons. £1000</p>

Key achievements 2025-26

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

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?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage. e.g., 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 2024

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</i></p>
<p>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?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	

Signed off by:

Head Teacher:	Andy Smith
Subject Leader or the individual responsible for the Primary PE and sport premium:	Andy Smith (Headteacher) Supported by Ella Mildon (PE Lead and Teacher) and Scott Baker (PSHE Lead and Teacher)
Governor:	Pamela Morris
Date:	11 th September 2025