





The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated July 2026

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework 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 Ofsted inspectors consider:
Intent - Curriculum design, coverage and appropriateness
Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment
Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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, including any under-spend from 2025/2026, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2026.**

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 2026. To see an example of how to complete the table please click HERE.



Created by: association for Physical Education · Active Partnerships · YOUTH SPORT TRUST
Supported by: SPORT ENGLAND LOTTERY FUNDED · UK COACHING · UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£0
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2025/26	£17,840
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£ 17,840

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study**	
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. Please see note above	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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?	No

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: 2025/26	**Total fund allocated: 17,840**	**Date Updated:**		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	
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:* *£ 3,480*	*Evidence of impact: what do pupils now know and what can they now do? What has changed?*	*Sustainability and suggested next steps:*
PE lessons are structured to ensure that all year groups receive a minimum of two hours of high-quality physical education each week. PE equipment is being continually reviewed and replaced across both Key Stage 1 and Key Stage 2 to ensure pupils have access to safe, appropriate, and effective resources that support high-quality teaching and learning.	All staff have access to a comprehensive range of PE equipment to support the effective delivery of high-quality physical education lessons across the school. All staff are supported by the Get Set 4 PE scheme, ensuring a consistent, progressive, and well-structured approach to PE teaching and learning.		Pupils are developing and refining key physical education skills while revisiting and consolidating prior learning. This progression has been supported through the streamlining of the PE curriculum, ensuring a clear and focused sequence of skills development. PE lessons will continue to be monitored to ensure high-quality teaching and learning, alongside the effective and purposeful use of equipment to maximise pupil engagement and progress.	PE equipment is stored in the hall for easy staff access. The PE curriculum will continue across Key Stage 1 and Key Stage 2. Equipment will be reviewed and replaced on a termly basis throughout the year.
A daily physical activity programme (e.g. ASPIRE in 5) will be implemented to promote pupil health, wellbeing, and active	Staff and pupils are aware of and actively participate in the school's daily physical activity programme.		Staff and pupils understand the importance of and participate in the daily physical activity programme.	The introduction of a daily physical activity programme will support and enhance pupils' physical health and

engagement throughout the school day.				wellbeing.
To continue improving playtime and lunchtime equipment while further developing a wide range of activities and PE resources for all key stages.	Children in all year groups will have access to high-quality equipment for both individual and team games, with resources regularly reviewed and replaced as required.		Pupil voice will continue to be used to gather feedback and inform future planning, ensuring that provision is adapted to meet pupils' needs and drive continuous improvement.	Pupil voice will be used to evaluate provision and inform future improvements across the school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	
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: £ 6,400*	*Evidence of impact: what do pupils now know and what can they now do? What has changed?*	*Sustainability and suggested next steps:*
To ensure high-quality PE provision is delivered consistently across the whole school through ongoing monitoring, evaluation, and support. (Ongoing)	To ensure that all pupils continue to receive a minimum of two hours of high-quality PE each week across the school. During the summer term, opportunities will be extended through the effective use of outdoor spaces to facilitate inter-year group competitions, promoting participation, skill development, and enjoyment of physical activity.		To continue using the Get Set 4 PE scheme to support the delivery of high-quality PE lessons across the school. To ensure that pupils with particular strengths and talents in PE are appropriately challenged and provided with opportunities to further develop their abilities. To utilise pupils with strengths in PE to support coaching, leadership, and teamwork opportunities within Key Stage 2 PE lessons.	Ongoing professional development opportunities, including INSET and PE-specific training, will be provided to further enhance staff knowledge, confidence, and expertise in the delivery of PE. This will be supported through the continued use of the Get Set 4 PE scheme to ensure high-quality teaching and learning.

PE lead will seek to increase participation in physical activity by ensuring that at least 40% of pupils are engaged in either an after-school sports club or organised physical activity outside of school.	To ensure that PE provision meets the needs of all pupils by providing inclusive and appropriately differentiated activities that support and challenge children of all abilities, enabling every pupil to achieve success and make progress. (Ongoing)		To introduce a range of new after-school sports clubs for all age groups. To provide pupils with opportunities for challenge, skill development, and wider sporting experiences through participation in extracurricular activities and partnership work with Hull Active Schools.	To set up sports clubs for children accessing active schools competitions. We will take part in more lunchtime and curriculum time sports and competitions both in school time and out of school time. To develop some links with Kelvin Hall and Wyke College.
To continue ensuring the delivery of high-quality PE across the whole school. Ongoing priority, with one year remaining to achieve the intended outcomes and sustain improvements.	To continue monitoring and reviewing the Get Set 4 PE scheme and long-term PE curriculum plan from Year 1 to Year 6. To ensure a progressive and coherent PE curriculum that supports the development of skills, knowledge, and understanding across all year groups.		To continue evaluating the effectiveness of the Get Set 4 PE scheme to ensure it meets the needs of all pupils and supports curriculum progression. To continue monitoring the implementation of the scheme through lesson observations, with a focus on the effective use of video resources and lesson plans to support high-quality PE teaching.	To provide ongoing CPD and training opportunities to further develop staff knowledge, confidence, and expertise in PE. This will be supported through the continued use of the Get Set 4 PE scheme, ensuring the effective development of skills and progression for all pupils across the curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	**Implementation**		**Impact**
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:* *£ 5,560*	*Evidence of impact: what do pupils now know and what can they now do? What has changed?*	*Sustainability and suggested next steps:*

To engage specialist coaching staff to deliver high-quality curriculum PE lessons and extracurricular sports clubs, enhancing pupils' skills, participation, and sporting experiences.	Staff will work alongside PE specialists to enhance their knowledge, skills, and confidence in delivering high-quality PE lessons across the curriculum.		To continue utilising PE coaches from external agencies to support the development of key skills across all key stages and enhance the quality of PE provision.	To continue working with external PE coaches to enhance the development of key skills and support high-quality PE provision across all key stages.
Subject leader to engage with experienced PE leaders within the MAT and Hull Active Schools, further developing his confidence, knowledge, and leadership skills.	To develop and strengthen the leadership of Physical Education through collaboration with experienced PE leaders across the Trust and Hull Active Schools. This professional partnership will support the subject lead in enhancing subject knowledge, leadership skills, and confidence, ensuring the continued development of a high-quality, progressive PE curriculum that meets the needs of all pupils. (Ongoing)		The new subject lead will continue to develop confidence, expertise, and leadership experience in Physical Education through ongoing professional development and collaborative working. This enhanced leadership capacity will support the continued improvement of PE provision across the school, leading to greater pupil engagement, improved physical skills, and a deeper understanding of health, fitness, and physical activity. (Ongoing)	To continue engaging with experienced PE leaders across the Trust and Hull Active Schools, strengthening professional networks and collaborative partnerships. This will support the sharing of good practice, enhance subject leadership, and further develop links with local schools and the wider sporting community to enrich opportunities for pupils and promote high-quality PE provision. (Ongoing)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
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:*

To provide additional PE equipment to support a wider range of extracurricular clubs and activities, increasing opportunities for pupil participation and skill development. To maintain strong partnerships with Hull Active Schools and other external agencies, enabling pupils to take part in competitions, festivals, and sporting events with other schools during curriculum time and through after-school provision. (Ongoing)	To support the new subject leader in working with experienced PE leaders within the MAT and Hull Active Schools to develop confidence, knowledge, and leadership skills.		To engage a range of external agencies and specialist providers in delivering high-quality sporting and physical activity opportunities within school, enriching the PE curriculum and broadening pupils' experiences. To develop and expand the range of lunchtime and after-school clubs available, providing inclusive opportunities for pupils to participate in a variety of physical activities, develop new skills, and foster a lifelong enjoyment of sport and active lifestyles. (Ongoing)	To continue delivering a range of sports clubs and use pupil voice surveys to identify additional activities that reflect pupils' interests and needs. To work with external agencies to enhance PE and physical activity provision within Key Stage 1 and the Foundation Stage. To develop and participate in inter-school sporting competitions across the MAT.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	
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:* *£ 1,120*	*Evidence of impact: what do pupils now know and what can they now do? What has changed?*	*Sustainability and suggested next steps:*
In the future, the provision of transport will be explored and developed to increase pupils' access to inter-school competitions and	To establish and strengthen links with local transport providers to support pupils' participation in a wider range of sporting events, competitions, and enrichment		Children will have access to a range of sporting competitions, with transport provided to support participation and ensure equal opportunities for all pupils.	To increase participation in future competitions through continued engagement with Hull Active Schools, supported

sporting events, ensuring that more children have the opportunity to participate in competitive sport. In addition, opportunities will be created to organise and host competitions across the Trust (MAT), promoting wider participation, healthy competition, and the development of sporting skills and teamwork.	opportunities beyond the school setting. To maximise opportunities for pupils to participate in a broad range of inter-school competitions and events throughout the academic year, across a variety of sports and subject areas, promoting engagement, personal development, teamwork, and achievement. (Ongoing)			by transport provision to enable wider access for pupils. To work collaboratively with schools across the MAT to expand opportunities for participation in sporting competitions throughout Hull. To increase attendance at local sporting events and activities, including those delivered by Hull Active Schools and Hull University providing pupils with a broader range of sporting experiences and development opportunities.

Signed off by Chris Murray	
Head Teacher:	Faye Rihanne
Date:	30.7.2026
Subject Leader:	Chris Murray
Date:	30.7.2026
Governor:	
Date:	