



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 (2024/25)

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

Activity/Action	Impact	Spend	Comments
Weekly swimming lessons for KS2 (Y6 top-up)	71% of Year 6 pupils met national swimming standards. Younger pupils are developing water confidence and skills earlier.	£7359.00	Swimming has been a key success, especially in supporting risk-taking behaviours with essential life skills. Continue top-up provision and explore early intervention for Year 3 to build long-term progression.
Use of GetSet4PE for planning and assessment	Improved consistency in PE delivery and staff confidence. Assessment tools are being used more effectively.	£146.93	Staff value the resource, though planning needs adapting for small SEMH classes. Next step: provide CPD on tailoring units and using assessment data to inform next steps.
Purchase of PE kit for pupils without appropriate clothing	Ensured all pupils could access PE lessons regardless of home circumstances.	£319.89	While inclusive, the kit was not well maintained. Introduce a sign-out system or class-based storage to improve accountability and reduce loss. Consider involving pupils in managing kit.
Participation in sports competitions	Pupils developed confidence, teamwork, and pride in representing	£272.90	Competitions were a highlight for many. Continue to expand

	the school.		opportunities, including inclusive and non-traditional events. Consider pupil voice to shape future participation.
Adventure/Archery Day	Pupils accessed a new, engaging sport that promoted focus and discipline.	£250	Archery was well received and supported SEMH needs through structured challenge. Explore adding archery or similar activities into the regular PE offer or enrichment.
YogaBugs programme	Improved concentration, emotional regulation, and classroom behaviour.	£600	The programme was so successful that the school was featured in a promotional video. Next step: embed YogaBugs into the weekly routine and explore staff training for sustainability.
Purchase of new bikes and helmets	Supported early cycling skills, safety, and independence for younger pupils.	£1268.00	Equipment was well used and supported physical development. Consider introducing a bike skills programme or cycling proficiency sessions.
Bike servicing and repairs	Maintained safety and extended the life of existing equipment.	£270.00	Regular servicing ensured continued access. Build this into the annual budget and consider pupil involvement in basic maintenance as a life skill.
Sports Day	Whole-school participation promoted teamwork, confidence, and celebration of physical activity.	£290.28 £857.89	A positive and inclusive event. Next step: involve pupils in planning and introduce new activities to keep the event fresh and engaging.
Purchase of new PE equipment	Enhanced lesson delivery and access to a broader range of sports.	£4765.03	Equipment supported inclusive and engaging sessions. Continue to audit and refresh resources annually, and consider pupil feedback on what they'd like to try

			next.
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Total spent £16,399.92

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>
Swim competently, confidently and proficiently over a distance of at least 25 metres	71%	This is a notable achievement within an SEMH setting. Many pupils enter Phoenix Academy later in their primary education due to EHCP placements, often with no prior swimming experience. Through strategic use of PE and Sport Premium funding, including additional staffing and tailored instruction, pupils have developed water confidence and endurance.

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	71%	Pupils have demonstrated proficiency in multiple strokes despite SEMH-related challenges such as coordination difficulties and emotional regulation. Small-group sessions and adaptive teaching methods funded through the premium have enabled sustained progress. This supports broader physical literacy and engagement in physical activity.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	71%	This is a critical area for our cohort. Pupils often exhibit risk-taking behaviours and vulnerability around water. The school has prioritised safety-focused swimming instruction, supported by Sport Premium funding, to ensure pupils understand and can apply self-rescue techniques. This mitigates risk and promotes long-term safety and independence.
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	<i>Phoenix Academy is a specialist SEMH provision where pupils often join with limited prior swimming experience due to EHCP-related transitions. Despite these challenges, 71% of our Year 6 cohort have met all three National Curriculum swimming and water safety requirements. This success reflects the strategic and effective use of PE and Sport Premium funding, which has enabled tailored instruction, increased staffing, and safety-focused interventions. Given the vulnerability and risk-taking behaviours of our pupils, swimming and water safety are not only curriculum priorities but essential life skills. Continued investment is vital to</i>

		<i>sustain progress and ensure all pupils are equipped to stay safe in and around water."</i>
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Key priorities and planning 2025-26

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 appox
Weekly swimming lessons for KS2, with top-up for Year 6	Year 4–6 (focus on Y6)	Key Indicator 1	Builds water confidence and safety skills early. SLT will support delivery and monitoring. Top-up ensures pupils meet national standards.	£7000
Renew GetSet4PE subscription	Whole school	Key Indicator 3	Supports consistent planning and assessment. Staff adapt plans for small SEMH classes. Sustainable through CPD and embedded use.	£300

Replace and manage PE kit stock for pupils without appropriate clothing	Whole school	Key Indicator 2	Ensures all pupils can participate regardless of home circumstances. Sustainable through improved tracking and pupil responsibility systems.	£200
Expand sports competitions and inclusive events	KS2 pupils	Key Indicators 3, 4, 5	Builds confidence, teamwork, and pride. Encourages engagement beyond school. Sustainable through partnerships and pupil voice shaping future events.	£400.00
Introduce termly adventure sport experiences (e.g. archery, climbing)	Whole school	Key Indicator 4	Offers SEMH pupils structured risk-taking opportunities. Sustainable through rotating activities and staff training.	£500
Deliver whole-school Sports Day with inclusive activities and rewards	Whole school	Key Indicator 4	Celebrates physical activity and teamwork. Medals and certificates raise the profile of PE. Sustainable through annual planning and pupil involvement.	£500
Purchase new balance bikes and helmets for KS1	KS1 pupils	Key Indicator 4	Supports early cycling skills and safety. Sustainable through proper storage and maintenance routines.	£1000.00
Annual bike servicing and minor repairs	Whole school	Key Indicator 4	Maintains safety and extends equipment life. Sustainable through scheduled maintenance and pupil involvement.	£400.00
Introduce Bikeability programme	KS2 pupils	Key Indicator 4	Teaches road safety, independence, and cycling proficiency. Sustainable through partnership with local providers and integration into curriculum.	

Continue YogaBugs programme for movement breaks and wellbeing	Whole school	Key Indicator 2	Improves behaviour, focus, and emotional regulation. Sustainable through staff training and integration into daily routines.	£600.00
Bring external sports providers into school and explore residential opportunities	Whole school	Key Indicator 4	Broadens access to sports pupils may not otherwise experience. Residentials support independence, resilience, and team-building. Sustainable through partnerships and phased planning.	£2000
Purchase additional PE equipment to support curriculum delivery	Whole school	Key Indicator 2	Ensures high-quality, inclusive PE lessons. Sustainable through annual audits and pupil feedback.	£5000

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
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Swimming Data 2025 -2026

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>
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Signed off by:

Head of School	E.Phillips
Subject Leader or the individual responsible for the Primary PE and sport premium:	J.Greenwood
Date:	24/07/2025