



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

September 2025



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
-Implementation of GetSet4PE scheme -CPD for ECTs -Working with local schools through network -Using PVFC community team -PVFC and Teacher-led after school provision - Quality resources provided for PE -Sports Day -Northwood participation -Boys' and Girls' football teams - External, specialized coaches for after school clubs - Introducing new sporting ideas/ activities to engage pupils in physical activity -Extra swimming lessons	-Consistency of the teaching of the curriculum has improved -Increased confidence of teaching PE by ECTs – based on observation -Increased sport opportunities and competitions – including focus on inclusion, least active and girls in sport -Increased number of after school and dinner time clubs through PVFC and year five and six sports leaders -Broader range of after school clubs including dance club which resulted in City show - Improved teaching of each PE units -Sports Day celebrates and champions our PE achievements	See PE declaration

	-Best athletes compete against the best from across city -Boys and Girls football team - Quality-led, specific instruction in after school clubs - Introducing new sporting ideas/ activities to engage pupils in physical activity -Extra swimming has supported a number of children to reach the expected standard	
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Key indicator to meet	Who does this action impact?	Action – what are you planning to do	Impacts and how sustainability will be achieved?	Cost linked to the action
<u>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</u>	All pupils (including SEND/PP pupils/greater depth/gifted and talented/least active) Teaching staff and assistants Lunchtime supervisors	Maintain and analyse impact of the PE scheme throughout the school. Monitor use of assessment tools provided by scheme. Provide progression of skills for staff to use to help implement planning during lessons. Monitor the teaching and retention of VIPs in PE. Review, introduce and encourage planning of Oracy skills in PE lessons. CPD coaching planned weekly for ECT teachers	Monitoring and analysing the PE scheme improves the overall quality of teaching and learning across the school. Sustainable through regular review and subject leader oversight. Tracking and supporting the use of assessment tools ensures pupil assessment is precise and greater depth pupils are identified. Sustainable as staff gain confidence using these tools independently. Providing clear skill	Get Set 4 PE scheme and assessment tools £925 Port Vale after school clubs and coaching £13,300 PE CPD staff meeting £500

		<i>and new to year group teacher in Y3.</i> <i>Audit resources and new resources purchased termly.</i> <i>Audit CPD needs of staff.</i>	<i>progression helps teachers plan effectively, improving teaching quality and pupil outcomes.</i> <i>Sustainable through embedded planning documents used consistently each year.</i> <i>Monitoring the teaching and retention of VIPs strengthens understanding of key sporting values and vocabulary, supporting long-term learning. Sustainable as these are a part of the school's assesment culture.</i> <i>Reviewing and planning oracy opportunities in PE improves pupils' ability to explain, reflect, and</i>	
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			<i>collaborate, enhancing the quality of learning. Sustainable through consistent inclusion in planning.</i> <i>Weekly CPD coaching for ECTs and new teachers increases confidence in teaching PE, removes gaps in knowledge, and improves pupil outcomes. Sustainable as skills and expertise are shared within staff teams.</i> <i>Regular audits and termly updates ensure lessons are fully resourced, which improves teaching and learning. Sustainable through planned budgeting and ongoing resource</i>	
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			management. Auditing staff CPD needs identifies areas for growth, improving teaching quality and ensuring continual professional development. Sustainable through annual review and targeted training.	
<u>Key indicator 2: The engagement of all pupils in regular physical activity.</u>	All pupils (including SEND/PP pupils/greater depth/gifted and talented/least active) Teaching staff and assistants Lunchtime supervisors	Access equipment before school, break times and dinner times to use for physical activity, games and sports. Child-led (trained sports leader) clubs at dinner times across the school week. Lunch time supervisors have a more active role in sport and exercise provision at lunch times. PE and playground	Children are purposefully active throughout the day, improving fitness, wellbeing, and relationships. Sustainable through consistent routines and accessible equipment. Sports leaders increase participation and confidence, inspiring others to be active. Sustainable through yearly pupil	Sports day equipment £150 Port Vale after school clubs and coaching £13,300 Active mile yard painting £TBC PE resources £500

		<i>equipment refreshed.</i> <i>Quality-led after-school clubs by Port Vale.</i> <i>Specialized clubs led by external providers – dance and martial arts.</i> <i>Ensure clubs are inclusive and are being attended by PP/SEND/least active children.</i> <i>Extra school swimming provision.</i> <i>Active mile markings on the yard, football markings and goal posts on the field.</i> <i>‘Go Noodle’ in the classroom used for movement breaks.</i> <i>Least active and disadvantaged pupils are targeted in line with our ‘catch all’ approach.</i>	<i>training and leadership handover.</i> <i>Structured lunchtime activities strengthen supervisor–pupil relationships and encourage the least active to join in.</i> <i>Sustainable through ongoing staff training.</i> <i>High-quality, safe equipment keeps activities engaging and inclusive.</i> <i>Sustainable through regular checks and replacements when needed.</i> <i>Professional coaching raises standards and helps children find new sporting interests. Sustainable as staff gain skills through collaboration.</i>	
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			<i>Specialist clubs develop specific skills and broaden experiences in dance and martial arts. Sustainable through partnerships and staff involvement.</i> <i>Inclusive provision ensures all pupils, including PP, SEND and least active, can access and enjoy sport. Sustainable through monitoring and targeted support.</i> <i>Extra swimming boosts Y6 proficiency and confidence in water safety. Sustainable through ongoing inclusion in the PE plan and local partnerships.</i> <i>Yard and field markings promote</i>	
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			<i>daily movement, enjoyment of sport and facilities for hosting football matches with other schools. Sustainable as a one-off, long-term investment.</i> <i>Classroom movement breaks improve focus and show children the importance of staying active. Sustainable as a free, simple daily routine.</i> <i>After-school clubs encourage enjoyment of activity beyond lessons and increase parental involvement. Sustainable through strong community links.</i> <i>Subject lead supports staff to deliver high-quality PE and raises awareness of PE's</i>	
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			importance in the curriculum. Sustainable through continued professional development. Targeting the least active and disadvantaged pupils through our 'catch all approach' increases participation, confidence, and enjoyment in physical activity. Children are more engaged in clubs, PE lessons, and active playtimes, leading to improved fitness, wellbeing, and focus in class. This is sustainable through established monitoring systems, staff training, and a whole-school culture that promotes inclusion and ensures all pupils remain active year after year.	
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<u>Key indicator 3:</u> <u>The profile of PE and sport is raised across the school as a tool for whole school improvement.</u>	<i>All pupils (including SEND/PP pupils/greater depth/gifted and talented/least active)</i> <i>Teaching staff and assistants</i>	<i>Continue to work towards Gold games mark award.</i> <i>Update PE and clubs display board regularly to increase recognition of PE.</i> <i>Child-led (trained sports leader) clubs at dinner times across the school week.</i> <i>Outdoor speaker/workshop from external visitor.</i> <i>Termly competitions between houses (Ludlow/Conwy/Windsor/Sterling).</i> <i>School-wide Sports Day, inclusive of all pupils.</i> <i>PE lead to work closely alongside Longton Association network provider and designated</i>	<i>Working towards the Gold Games Mark ensures high-quality provision is recognised externally and raises the profile of PE across the school. Sustainable through ongoing collaboration with local networks and annual review.</i> <i>Regularly updating the PE and clubs display board champions PE within the school, boosting pupil self-esteem and celebrating achievements. Sustainable through consistent termly updates by the PE lead.</i> <i>Sports leaders increase participation and confidence, inspiring others to be active. Sustainable</i>	<i>PE Association membership fee £95</i> <i>Longton Affiliation fee £130</i> <i>Motivational speaker/workshop £500</i> <i>Attending sporting events £375</i> <i>Football markings on the field and goal posts £TBC</i>
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		sports lead to help achieve sports mark award as well as Association for Physical Education. Competitive opportunities for pupils through athletics, football and other local events.	through yearly pupil training and leadership handover. Hosting external speakers and workshops inspires pupils, increases aspirations around sport beyond school, and showcases athletes who have achieved beyond their education. Sustainable through continued community and provider links. Termly house competitions encourage teamwork, resilience, and pride, allowing children to compete with their peers and feel part of a team. Sustainable as they become embedded in the school calendar.	
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			<i>Whole-school Sports Day provides an inclusive opportunity for pupils to showcase their learning, enjoy competition, and develop a sense of achievement. Sustainable as an annual event supported by the whole school community.</i> <i>Collaboration with the Longton Association and AfPE strengthens staff expertise, supports achieving the sports mark, and ensures high-quality PE is recognised externally. Sustainable through professional partnerships and shared best practice.</i> <i>Competitive opportunities in athletics, football, and</i>	
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			<i>local events inspire pupils, enable them to compete at the highest level, and develop aspiration, teamwork, and resilience.</i> <i>Sustainable through established community links and sporting networks.</i>	
<u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</u>	<i>All pupils (including SEND/PP pupils/greater depth/gifted and talented/least active)</i> <i>Teaching staff and assistants</i>	<i>Bike-ability club targeted for children who need an extra boost.</i> <i>All year groups offered clubs each term led by Port Vale and teachers, with a wide range of alternative opportunities involving physical exercise (e.g. martial arts, dance).</i> <i>Additional swimming lessons (beyond the curriculum offer), for targeted year six pupils who did not meet the</i>	<i>Bike-ability club helps targeted pupils become more confident cyclists, increasing independence and safety, and ensuring more children are able to ride a bike.</i> <i>Sustainable as the programme can be repeated annually for different cohorts.</i> <i>All year groups have access to clubs each term, led by Port Vale and staff, offering a wide range of activities like martial arts and</i>	<i>Dance teacher (shared cost) £400 per school</i> <i>Y6 catch-all extra swimming lessons £345</i>

		<i>required standard in year five, as a part of our 'catch-all' approach.</i> <i>Orienteering provision to be reviewed and refreshed to increase its use by pupils.</i> <i>Boys' and girls' football teams to compete against local schools.</i> <i>Enter competitions offered by local Sports Mark lead.</i> <i>Termly New Guild Meetings.</i> <i>Membership to Longton Sports Association with opportunities to take children to sporting events.</i> <i>Partnership with Alexandra Infants with a dance club and performance at Victoria</i>	<i>dance, broadening the breadth of learning and helping targeted children become more active. Sustainable through established staff-led and community partnerships.</i> <i>Extra swimming provision ensures as many Y6 pupils as possible are given the opportunity to reach ARE in swimming, improving water confidence, safety, and competency during and after their time at Alex Juniors. Sustainable by embedding swimming in the curriculum and partnering with local pools.</i> <i>Orienteering provision is reviewed and refreshed, helping Y3 pupils learn</i>	
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		<i>Hall.</i>	<i>orienteering skills, increasing confidence, map-reading ability, and participation. Sustainable through regular planning updates and use of existing outdoor spaces.</i> <i>Termly New Guild Meetings allow subject leaders to brainstorm ideas, share best practice, and improve PE outcomes. Sustainable through regular meetings and active staff engagement.</i> <i>Organising sports events against Moorpark strengthens teamwork, engagement, and enjoyment of competition. Sustainable through established annual</i>	
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			<i>fixtures.</i> <i>Membership of Longton Sports Association gives pupils access to local sporting events, broadening experiences and inspiring participation. Sustainable through long-term association membership.</i> <i>Partnership with Alexandra Infants provides a dance club and performance opportunities at Victoria Hall, enabling children with an interest in dance to practice, showcase their skills, and build confidence. Sustainable through ongoing collaboration with partner schools.</i>	
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<u>Key indicator 5: Increased participation in competitive sport.</u>	<i>All pupils (including SEND/PP pupils/greater depth/gifted and talented/least active)</i> <i>Teaching staff and assistants</i>	<i>Boys and Girls football teams.</i> <i>Termly competitions between houses (Ludlow/Conwy/Windsor/Sterling).</i> <i>School-wide Sports Day, inclusive of all pupils.</i> <i>Competitive opportunities for pupils through athletics, football and other local events.</i> <i>Organise and run sports events against Moorpark.</i> <i>PE lead to work closely alongside Longton Association network provider and designated sports lead to help achieve sports mark award as well as Association for Physical Education.</i>	<i>School teams build teamwork, resilience, and aspiration, with pupils performing at a high level.</i> <i>Sustainable through annual recruitment and established systems.</i> <i>Boys' and girls' football teams compete against local schools, building teamwork, resilience, and aspiration, with the highest achieving pupils able to compete against the best in the area. Sustainable through annual recruitment and established fixtures.</i> <i>Yard and field markings promote daily movement, enjoyment of sport and facilities for hosting football</i>	<i>Football markings on the field and goal posts ETBC</i> <i>Attending sporting events £375</i> <i>PE Association membership fee £95</i> <i>Longton Affiliation fee £130</i>
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			<i>matches with other schools. Sustainable as a one-off, long-term investment.</i> <i>Organising sports events against Moorpark strengthens teamwork, engagement, and enjoyment of competition. Sustainable through established annual fixtures.</i> <i>Participation in competitions offered by the local Sports Mark lead increases competitive experience, skill development, and aspiration. Sustainable through ongoing links with the Sports Mark network, enhancing the school's competitive edge.</i>	
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			<i>Membership of Longton Sports Association gives pupils access to local sporting events, broadening experiences and inspiring participation. Sustainable through long-term association membership.</i>	
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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

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?	9%	<i>Lack of starting knowledge, confidence, skills and experience.</i> <i>Context of local area – many pupils of particular backgrounds have never swam and/or have anxiety around water safety.</i> <i>Limited pool time, very few city-wide providers.</i> <i>We have changed provider and provision as a result</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	9%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	9%	
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>Continue to use Blythe Bridge high school for extra catch up swimming lessons.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>Not applicable</i>

Signed off by:

Head Teacher:	Julie Rowe
Subject Leader or the individual responsible for the Primary PE and sport premium:	Gemma Doyle (Year Four Teacher and PE Lead)
Governor:	Danielle Lindop
Date:	01.10.25