



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

PLAN FOR 2025 – 26
£17,150



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 2024.**

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 – Sustainability
Ensuring that staff and pupils have the right amount of sports equipment in order to confidently and effectively teach PE and for all pupils to access all areas of the PE curriculum.	Children had a sufficient amount of equipment to all be fully active within PE lessons. Adapted equipment was purchased to support those with SEND.	NEXT STEP: To continue to replenish and top up PE equipment in discussions with staff.
Separate equipment will be purchased for children at break times – each class will have their bag of active playtime's equipment that they will be responsible for.	The children have a range of equipment to use at break times to increase the children's 60 minutes of activity each day.	NEXT STEP: To maintain the level of resources available to children at break times. Ensure new equipment is bought to top up existing equipment. Use suggestions from Pupil Voice to allow children ownership over resources.
To appoint sports leaders who will be in charge of encouraging physical activity at break and lunch times.	Sport leaders appointed and used to engage KS1 and EYFS in active, structured play at break times. The children in EYFS and KS1 are learning new games to play.	NEXT STEP: Train the next group of playground leaders and encourage all children to utilise playground equipment and increase levels of activity.
To improve water confidence and swimming ability of children across Key Stage by providing top up swimming sessions above the expectation laid out in the National Curriculum.	All children in KS2 receive a term (12 weeks) of swimming. This has ensured that our swimming data is at 75% in Year 6. The majority of children are leaving water confident and safe.	NEXT STEP: To continue to use top up funding from the sports premium to provide those children not meeting national expectation further swimming lessons.

CPD in the area of games – ascertained from staff skills audit.	All staff have received training in Games this academic year. Staff were given core tasks which they could do with the children. Confidence in teaching games has increased.	NEXT STEP: To book athletics training for all staff.
CPD for teachers in water safety in KS2.	All three teachers who take children swimming have received LCC training in school swimming and water safety. This has improved the confidence of teachers taking children swimming.	NEXT STEP: To discuss with our local pool provider the training we have received and the lessons which the children are receiving. Ensure water safety is covered in every lesson.
In order to provide the children with a high quality and varied PE curriculum, school will use the Lancashire PE scheme of work and PE Passport APP for the second cycle of PE curricular teaching.	PE Passport is being used to full effect allowing teachers to deliver high quality PE lessons. Children are receiving a range of sports within their curriculum offer. This allows the children to understand the link between the different areas of PE and develop skills over time.	NEXT STEP: To continue to use the Lancashire PE Passport to support the teaching in PE. To produce a new cycle, in discussion with staff, allowing the children to further develop their sporting abilities and experience new sports.
To track photo evidence and assessment judgements to enable moderation of PE.	Photo evidence is taken for each unit of work across the school. I have moderated attainment in PE and used it as evidence in our school's recent Ofsted inspection. A clear bank of evidence is available which shows progression across the school.	NEXT STEP: To give the children more ownership over the assessing of their abilities using the evidence capture tools on the PE APP.
To monitor the teaching of dance based on training from the 23/24 academic year.	Lesson observations have been carried out in dance – staff demonstrated the skills they had been shown in their lessons. Children demonstrated a good understating of their dance lessons and skills being used.	NEXT STEP: To monitor the teaching of games based on the training received.
Pupils to be given access to a range of sports through curriculum teaching, after school clubs and sport themed days. The purpose of these are to offer our children a broader range of sporting opportunities.	A range of sports are within the school curriculum and as after school clubs. The children develop confidence in skills within PE which can be applied to a range of sports. A wide range of extra-curricular clubs are available, being selected based on pupil voice. The children receive the opportunity to experience sports which they may	NEXT STEP: To discuss with children what different sports they would like to try as part of their curriculum enrichment and research and hopefully book.

To engage all children in inter and intra sports competitions. This will increase their physical activity and give them exposure to the core principles of school games. Pupils to be offered a range of extracurricular sporting opportunities through after school clubs.	not have the chance to do. All children across the school have taken part in at least one sporting competition or schools games event throughout the year. This has increased their confidence and love of sport. A wide range of extra-curricular clubs are available, being selected based on pupil voice. The children receive the opportunity to experience sports which they may not have the chance to do. Clubs have included: • Street Dance • Break Dancing • Multi-Skills • Table Tennis • Dodgeball • Kurling • Football • Golf • Acro Dance • Volley Ball • Tag Rugby • Basketball • Tennis • Cricket • Musical Theatre Dance • Ballet • Street Dance	NEXT STEP: To continue to be a part of the Hyndburn Sports Partnership and attend a wide variety of sporting events to ensure all children have again represented the school at least once in the 2025 – 26 academic year. NEXT STEP: To hold a pupil voice session with children to ascertain what clubs they would like to have in the 2025 – 26 academic year.
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Key priorities and Planning for 2025 – 2026 academic year MONEY TO SPEND £17,150

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
Ensuring that staff and pupils have the right amount of sports equipment in order to confidently and effectively teach PE and for all pupils to access all areas of the PE curriculum. Separate equipment will be purchased for children at break times – each class will have their bag of active playtime's equipment that they will be responsible for. To appoint sports leaders who will be in charge of encouraging physical activity at break and lunch times.	Teaching Staff Lunch Time Supervisors Pupils	Key indicator 2: The engagement of all 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 Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£500 to top up the equipment needed for the PE curriculum and additional equipment for active playtimes.
To improve water confidence and swimming ability of children across Key Stage by providing top up swimming sessions above the expectation laid out in the National Curriculum.	Teachers Pupils	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	More pupils achieving the national expected standards in swimming by the end of year 6. More children increase their water safety confidence.	£5350

CPD in the area of OAA – ascertained from staff skills audit. In order to provide the children with a high quality and varied PE curriculum, school will use the Lancashire PE scheme of work and PE Passport APP for the second cycle of PE curricular teaching. To track photo evidence and assessment judgements to enable moderation of PE. To monitor the teaching of dance based on training from the 23/24 academic year.	Teachers	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.	£550 for PE Passport APP £500 for 16 members of staff to attend a twilight session on games. £291 for coordinator meetings.
Pupils to be given access to a range of sports through curriculum teaching, after school clubs and sport themed days. The purpose of these are to offer our children a broader range of	Teachers Pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Pupils are given the chance to attend a wide range of clubs and to take part in and a range of sporting activities within the curriculum.	£1900 – Hyndburn school's partnership £3000 for attending intra and inter school sports competitions. £5059 towards funding

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
Ensuring that staff and pupils have the right amount of sports equipment in order to confidently and effectively teach PE and for all pupils to access all areas of the PE curriculum.	Children had a sufficient amount of equipment to all be fully active within PE lessons. Adapted equipment was purchased to support those with SEND.	NEXT STEP: To continue to replenish and top up PE equipment in discussions with staff.
Separate equipment will be purchased for children at break times – each class will have their bag of active playtime's equipment that they will be responsible for.	The children have a range of equipment to use at break times to increase the children's 60 minutes of activity each day.	NEXT STEP: To maintain the level of resources available to children at break times. Ensure new equipment is bought to top up existing equipment. Use suggestions from Pupil Voice to allow children ownership over resources.
To appoint sports leaders who will be in charge of encouraging physical activity at break and lunch times.	Sport leaders appointed and used to engage KS1 and EYFS in active, structured play at break times. The children in EYFS and KS1 are learning new games to play.	NEXT STEP: Train the next group of playground leaders and encourage all children to utilise playground equipment and increase levels of activity.
To improve water confidence and swimming ability of children across Key Stage by providing top up swimming sessions above the expectation laid out in the National Curriculum.	All children in KS2 receive a term (12 weeks) of swimming. This has ensured that our swimming data is at 85.7% in Year 6. The majority of children are leaving water confident and safe.	NEXT STEP: To continue to use top up funding from the sports premium to provide those children not meeting national expectation further swimming lessons.
CPD in the area of OAA – ascertained from staff skills audit.	All staff have received training in OAA this academic year. Staff were given core tasks which they could do with the children. Confidence in teaching OAA has increased.	NEXT STEP: Monitor the impact of the CPD for staff in learning walk through in Summer 2 2027. To book training for staff on inclusivity in PE and adapting the curriculum.
In order to provide the children with a high quality and varied PE curriculum, school will use the Lancashire PE scheme of work and PE Passport APP for the second cycle of PE curricular teaching.	PE Passport is being used to full effect allowing teachers to deliver high quality PE lessons. Children are receiving a range of sports within their	NEXT STEP: To continue to use the Lancashire PE Passport to support the teaching in PE. To produce a new cycle, in discussion with staff, allowing the children to further develop their sporting abilities and

To track photo evidence and assessment judgements to enable moderation of PE.	curriculum offer. This allows the children to understand the link between the different areas of PE and develop skills over time.	experience new sports.
To monitor the teaching of games based on training from the 24/25 academic year.	Photo evidence is taken for each unit of work across the school. I have moderated attainment in PE and used it as evidence in our school's recent Ofsted inspection. A clear bank of evidence is available which shows progression across the school.	NEXT STEP: To refine the assessment process using the PE App with staff to ensure purposeful assessments are being made.
To monitor the teaching of games based on training from the 24/25 academic year.	Lesson observations have been carried out in games – staff demonstrated the skills they had been shown through training in their lessons. Children demonstrated a good understating of their games lessons and skills being used.	NEXT STEP: To monitor the teaching of OAA based on the training received.
Pupils to be given access to a range of sports through curriculum teaching, after school clubs and sport themed days. The purpose of these are to offer our children a broader range of sporting opportunities.	A range of sports are within the school curriculum and as after school clubs. The children develop confidence in skills within PE which can be applied to a range of sports. A wide range of extra-curricular clubs are available, being selected based on pupil voice. The children receive the opportunity to experience sports which they may not have the chance to do.	NEXT STEP: To discuss with children what different sports they would like to try as part of their curriculum enrichment and research and hopefully book.
To engage all children in inter and intra sports competitions. This will increase their physical activity and give them exposure to the core principles of school games.	All children across the school have taken part in at least one sporting competition or schools games event throughout the year. This has increased their confidence and love of sport.	NEXT STEP: To continue to be a part of the Hyndburn Sports Partnership and attend a wide variety of sporting events to ensure all children have again represented the school at least once in the 2026 – 27 academic year.
Pupils to be offered a range of extracurricular sporting opportunities through after school clubs.	A wide range of extra-curricular clubs are available, being selected based on pupil voice. The children receive the opportunity to experience sports which they may not have the chance to do. Clubs have included: • Street Dance • Break Dancing	NEXT STEP: To hold a pupil voice session with children to ascertain what clubs they would like to have in the 2026 – 27 academic year.

	• Multi-Skills • Table Tennis • Dodgeball • Kurling • Football • Tri-Golf • Acro Dance • Volley Ball • Tag Rugby • Basketball • Tennis • Cricket • Musical Theatre Dance • Ballet	
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Swimming Data for 2025- 26

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?	85.7 %	<i>At the beginning of the year 12 out of 21 (57 %) of our Year 6 children could not swim at least 25 m. This has gradually reduced since year 3 as we have committed, as a school, to use some of our Sports Premium money for top up swimming. This is why we have achieved the percentage we have at the end of year 6 as all children in KS2 go for a term of swimming every year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85.7 %	<i>At the beginning of the year 12 out of 21 (57 %) of our Year 6 children could not use a range of strokes effectively. This has gradually reduced since year 3 as we have committed, as a school, to use some of our Sports Premium money for top up swimming. This is why we have achieved the percentage we have at the end of year 6 as all children in KS2 go for a term of swimming every year.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	85.7 %	<i>At the beginning of the year 12 out of 21 (57 %) of our Year 6 children could not perform a safe self-rescue.</i> <i>This has gradually reduced since Year 3 as we have committed, as a school, to use some of our Sports Premium money for top up swimming.</i> <i>This is why we have achieved the percentage we have at the end of year 6 as all children in KS2 go for a term of swimming every year.</i>
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?	Yes	<i>All three teachers who attend swimming with their classes and subsequently teach a group at swimming have attended the Everything You Need to know About School Swimming Course put on by LPDS.</i>

Signed off by:

Head Teacher:	Catherine Kippax <i>C. KIPPAX</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kelly Barlow PE Subject Leader Class Teacher
Governor:	John Jordan <i>J JORDAN</i>
Date:	08.07.25
REVIEWED:	25.06.26
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kelly Barlow PE Subject Leader Class Teacher
Head Teacher:	Catherine Kippax <i>C. KIPPAX</i>
Governor:	John Jordan <i>J JORDAN</i>