



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 2025.**

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 spending and key achievements (2024/2025)

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	Impact	Cost linked to the action
CPD for teaching staff Invest in Get Set PE Planning Support	Teachers Pupils Sports Apprentice	<i>Key indicator 1:</i> Increased confidence, knowledge and skills of all staff in teaching PE and sport <i>Key indicator 2:</i> Engagement of all pupils in regular physical activity <i>Key indicator 3:</i> The profile of PE and sport is raised across the school as a tool for whole school improvement <i>Key indicator 4:</i> Broader experience of a range of sports and activities offered to all pupils.	PE leaders attended a conference that focused on inclusion and active lunchtimes. This led to staff insets with teachers, teaching assistants and lunchtime supervisors about the importance of active play. During the inset, staff were shown how to positively interact with children to support their development. The introduction of Drumba has had a significantly positive impact on pupils' physical activity, engagement, and inclusion across the school. Following the purchase of Drumba equipment, staff undertook specialist training to ensure high-quality delivery during PE lessons. As a result, Drumba is starting to be successfully embedded into the PE curriculum, providing an energetic and engaging way for pupils to develop their fitness levels, coordination, and stamina. This approach has also been extended into our pre-school provision, where younger children are beginning to develop fundamental movement skills and a positive attitude towards physical activity from an early age. The adaptable nature of Drumba has been particularly effective in promoting inclusion. Pupils can modify movements to suit their individual needs and abilities, enabling all children, including those with additional needs, to participate confidently and successfully. This has led to increased engagement from pupils who may otherwise be reluctant to take part in traditional PE activities.	£5 550

			The impact has extended beyond curriculum PE. Drumba was developed into a targeted lunchtime club, supporting specific groups of pupils, particularly those on the SEND register and those who benefit from structured physical activity or require support during less structured times of the day. This has provided a positive outlet for energy, improved behaviour, and supported pupils' emotional regulation. In addition, a morning Drumba club was established, using class club tracker data to identify pupils who would benefit from increased physical activity or wider club participation. This targeted approach has enhanced pupil wellbeing, increased activity levels, and helped to ensure equitable access to enrichment opportunities. Overall, the Drumba initiative has strengthened the school's provision for physical activity, inclusion, and pupil wellbeing, with clear benefits observed in engagement, fitness, and targeted support for vulnerable groups. The continued implementation of the Get Set PE scheme has had a strong and sustained impact on the quality and consistency of physical education across the school. By following a structured and progressive scheme of work, pupils are now exposed to a broad and balanced range of sports, skills, and physical activities. This ensures that all children develop fundamental movement skills alongside sport-specific techniques, supporting their physical development and long-term engagement in physical activity. A key strength of the scheme is the consistency it provides across year groups. Clearly sequenced lessons ensure that skills are built upon progressively, enabling pupils to revisit and refine prior learning while being appropriately challenged as they move through the school. In addition, the consistent use of key vocabulary supports pupils' understanding of PE concepts and promotes confident communication about their learning.	
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			Drumba has also supported staff in delivering high-quality PE lessons, providing clear guidance and structure, which has led to increased confidence in teaching a variety of sports and activities. This has helped to ensure that all pupils receive consistent and equitable PE experience, regardless of class or teacher.	
Enrichment: Wonder Lunch Staffing for extra-curricular events Subject leader time Partnership with Welwyn Hatfield Sports Alliance	Teachers Teaching assistants Pupils	<i>Key indicator 1:</i> Increased confidence, knowledge and skills of all staff in active lunchtimes <i>Key indicator 2:</i> Engagement of all pupils in regular physical activity <i>Key indicator 3:</i> The profile of PE and sport is raised across the school as a tool for whole school improvement <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> Key Indicator 5: Increased participation in competitive sport	The Wonder Lunch initiative has had a highly positive impact on pupil engagement, behaviour, and social development across the school. The program has been well supported by the school community, with a non-school uniform day successfully generating resources through donations (with plans to repeat this in the next academic year to sustain provision). Wonder Lunch has significantly enhanced the quality of lunchtime experiences. Pupils across both Key Stage 1 and Key Stage 2 are now engaging in more purposeful, imaginative, and creative play, supporting both their physical development and social interaction. The introduction of a wider range of structured sports on the field—including rounders, tag rugby, handball, and cricket—has broadened pupils' experiences and encouraged participation in new activities, contributing to improved confidence and skill development. Inclusive activities such as Friday parachute games have proven particularly effective in bringing pupils together across different age groups, fostering a strong sense of community and belonging. Additionally, the introduction of the den-building area has been especially impactful, promoting teamwork, collaboration, and problem-solving skills among pupils. Children have also demonstrated increased responsibility and leadership through taking on roles in organising and maintaining equipment, including setting up and packing away resources. This has further developed their sense of ownership, independence, and teamwork. A key strength of the initiative has been its measurable impact on behaviour. Lunchtime incidents have reduced	£1375

			significantly, with pupils more engaged, active, and positively occupied throughout break times. Furthermore, Wonder Lunch has enriched the curriculum, with pupils reflecting on their experiences through writing. For example, Year 4 and Year 5 pupils have explored the benefits of the program within their English work, and Year 5 pupils have extended their learning into the wider community by writing persuasive letters—resulting in some receiving vouchers in recognition of their efforts. Overall, Wonder Lunch has created a more active, inclusive, and positive lunchtime environment, supporting pupils' physical health, wellbeing, and social development while strengthening leadership skills and links with the wider community. Howe Dell has provided a comprehensive and inclusive range of extracurricular PE clubs. These have been carefully designed to target pupil premium children, vulnerable learners, and those with sporting talents. The offer has included gymnastics, Ferdinand Football, futsal, Drumba, dance, and athletics, ensuring accessibility for all abilities and a range of year groups. The popularity of these opportunities is reflected in high participation levels, with some clubs, such as gymnastics, now operating with a waiting list. Targeted use of club trackers has further strengthened inclusion, enabling the school to identify pupils who would benefit most from participation. This has allowed places in clubs such as netball to be prioritized for pupil premium pupils and those who do not access sports clubs outside of school, ensuring equitable access to enrichment opportunities. As a result of this broad and inclusive offer, there has been a noticeable increase in pupils choosing to pursue sports outside of school, with many joining local clubs run by specialist coaches, particularly karate. This has not only raised participation levels but has also encouraged progression into more competitive sporting environments and children are extremely motivated to be chosen for clubs and sport enrichment that happen	
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			during the school day such as District Sport.	
PE resources: General resources to enable a broader range of PE and sporting activities	Lunchtime staff Teaching assistants Teachers Pupils After School club staff and children	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 2: Engagement of all pupils in regular physical activity	The investment in new sports resources has had a significant positive impact on the quality of physical education and pupil engagement across the school. By ensuring that all classes have access to appropriate, high-quality equipment, lessons are now more inclusive, effectively structured, and can meet the needs of all learners. The availability of sufficient and varied equipment has enabled teachers to deliver a broader range of activities, supporting the development of key skills across different sports and key stages. Pupils are now able to participate more actively during lessons, with reduced waiting time and increased opportunities for practice, leading to improved skill progression, confidence, and enjoyment. We have subsidized vulnerable learners and pupil premium children to go swimming across years 4, 5 and 6. This means that more children are more conscious of water safety and are able to swim 25 metres by the end of year 6.	£9550
Member of a sports partnership	Teachers Pupils Sports Apprentice	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2: Engagement of all pupils in regular physical activity Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: increased participation in competitive sport.	The school's engagement with the Welwyn Hatfield Sports Alliance has had a highly positive impact on participation, skill development, and pupil aspiration in physical education and school sport. Through access to a wide range of inter-school competitions, festivals, and events, pupils have been provided with valuable opportunities to represent the school, experience competitive sport, and develop teamwork, resilience, and sportsmanship. The Alliance has enabled increased participation across all groups, including targeted opportunities for pupil premium pupils, SEND pupils, and those who are less confident in traditional sporting environments. Inclusive festivals and development events have been particularly effective in engaging pupils who may not typically take	£3 000

			part in competitive sport, helping to build confidence, enjoyment, and a sense of achievement. Pupils have benefited from exposure to a broader range of sports and high-quality coaching experiences, supporting skill progression and raising standards within PE lessons and extra-curricular clubs. These opportunities have also contributed to increased pupil motivation and enthusiasm for physical activity, with more children expressing an interest in participating in sport both in and out of school. The Alliance has further supported staff development, providing access to training, resources, and collaborative opportunities with other schools. This has strengthened the quality of PE provision, ensuring that teaching is informed by current best practice and that staff are equipped to deliver inclusive, engaging lessons. Participation in Alliance events has also contributed to the wider development of pupils' personal skills, including communication, leadership, and perseverance. Pupils have demonstrated pride in representing the school and have developed a strong sense of belonging and community through shared sporting experiences. Overall, the Welwyn Hatfield Sports Alliance has played a key role in enhancing the school's PE and sport provision, increasing participation, promoting inclusion, and raising aspirations for all pupils. The introduction of dedicated staff members to lead both the girls' and boys' football teams has had a significant and positive impact on pupils' engagement, participation, and enthusiasm for sport within Upper Key Stage 2. This provision has enabled pupils in Years 5 and 6 to take part in a range of competitive matches, providing valuable opportunities to represent the school and experience team sport in a structured and supportive environment.	
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			Participation in regular fixtures has supported the development of key skills, including teamwork, communication, resilience, and sportsmanship. Pupils have demonstrated increased confidence and pride in representing the school, contributing to a strong sense of belonging and community. Importantly, the provision of both girls' and boys' teams has promoted inclusivity and equal opportunities, ensuring that all pupils have access to competitive football regardless of gender. This has been particularly effective in encouraging greater uptake and enthusiasm among pupils who may not have previously engaged in school sport.	
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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?	83%	<i>We have many children that are not only new to the school but are also new to England. Although some of our children swam across key stage two, many of the pupils only started swimming in year 6.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58%	<i>We have many children that are not only new to the school but are also new to England. Although some of our children swam across key stage two, many of the pupils only started swimming in year 6.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	88%	
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<i>We have professional swimming instructors who teach the children and have been through CPD with their own company.</i>

Signed off by:

Head Teacher:	<i>Tracy Prickett</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lois Lock, PE coordinator</i>
Governor:	<i>Katie Fox, chair of governors</i>
Date:	23.07.26