

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools 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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2026** at the latest.

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 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2025:	Areas for further improvement and baseline evidence of need:
• Active playtimes and provision for children to be active through play and in free choice time. Sports leaders have developed active activities to run during lunchtime. • Increased development in range of participation in sport – through internal sports, after school clubs and sports enrichment days. • Inter sport competition participation in every year group. • Increased fitness through targeted 10 min fitness session each day. Baseline tests and progress checks. Improved fitness across the school. • Sports leaders fully trained and taking responsibility in sports events and active playtime. • Improved range of equipment. • Planning and curriculum progression with new MTP's in place and new LTP. • Bike ability course completed. Y6 road proficiency completed. Whole school bike ability matched to each child's ability.	• Sports leaders to further develop on the success of Netball and introduce a second active game for break time. • Continue inter sport competitions for everyone to participate in • Develop intra sport competition and further add a masterclass session to introduce a sport, children are less familiar with. • Continued targeted and planned fitness sessions through the whole school. Assessed termly and personal best strategies in place. • Increased participation in wider competitive sport. Giving everyone the chance to participate. • Work with sports clubs in the local area to provide further opportunities for children outside of school. Harrogate Town and Kirkby Lions. • Providing opportunities for children to experience and watch a wide range of sports in order to inspire future sporting aspiration. • Improving the range of sports equipment even further – focus on break time equipment. • Bike and scooter secure storage to encourage active ways to come to school.

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Did you carry forward an underspend from 2024-25 academic year into the current academic year? NO

Total amount carried forward from 2024/2025 £0
+ Total amount for this academic year 2025/2026 £16,760
= Total to be spent by 31st July 2026 £16,750

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 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 2025. Please see note above.	
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.	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

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: £16,760		Date Updated: July 2025	
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:
					25%
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?:
All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle All pupils consistently make healthy lifestyle choices. All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:		Example actions to achieve the intent: Develop a clear Physical Activity policy which incorporates physical activity such as break-time activity, active travel and supervised play. Develop strategies so that pupils are consulted about the activities offered. This can be through the Sports Leaders. Develop a system to track pupils’ Physical Activity levels - this data will tell us exactly who to target and support by creating additional opportunities for these pupils to be active.			

- has a huge impact on the cognitive function of the brain including retention and recall - improves leaning behaviours such as concentration levels and focus - supports pupils to develop better self-belief and self-image - contributes to whole child development Being active is the key - active children achieve more	Challenge pupils to record how active they are outside of school. Find out how active pupils are outside of school! Conduct a parent survey to find out how active pupils are in their own time! Explore and develop initiatives to increase opportunities for children to be active such as: - Physically Active Learning in the curriculum which is accessed by all pupils. - Active transport to school - Daily mile or equivalent - Structured lunchtime and break time play - Train 'Sports Leaders' from Y5/6 to encourage active learning. Sports Leaders should be confident and know how to explain and run activities. -Long skipping ropes to be used alongside other equipment every break and lunchtime. -Invest in bespoke equipment to enthuse children to be active at break and lunchtimes. - Trained lunchtime supervisors supervising activities - Physically active after school clubs			
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Improve whole school fitness and promote a healthy lifestyle choice.	Develop opportunities to educate children in the value and benefits of a healthy active lifestyle. Target and engage the least active pupils in after school activities, for example 'Change4Life' after school clubs or opportunities at home. Explore a parent and child focus approach... creating opportunities where parents and children can be active together. Involve staff in physical activity to ensure all staff value being active. Explore and develop an active environment including standing desks, classrooms which allow a flow of movement. 10-minute-high intensity fitness session per day. To be run by the class teacher/TA with children recording their personal best. Complete baseline physical assessment and continue to review and track fitness throughout the year.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
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:
PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos. The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement. There is a recognition that: - Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain! - PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance, collaboration, communication and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning.	Example actions to achieve the intent: Develop a clear vision statement which is included in the school's aims that recognises the value and impact of high quality PE, sport and physical activity which pupils and parents understand and have contributed to. Ensure PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) Develop the use of sporting role models as a tool to engage and raise achievement. Develop the use of PE, sport and physical activity opportunities to target punctuality! Providing a wide range of opportunities for pupils to be active before school. This will encourage pupils to come to school on time. Develop the use of PE, sport and physical activity opportunities to			

- PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills. - PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement. - PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.	improve behaviour! For example, by developing life skills in PE we can celebrate the learning of the whole child. If pupils develop skills such as respect, it will help improve their behaviour. Develop the use of PE, sport and physical activity opportunities to improve concentration and attainment! Take 10 minutes in the middle of the afternoon to get pupils moving. After 10 minutes they will be awake, alert, have new brain cells growing and be ready to learn! Celebrate PE, sport and physical activity opportunities: - during assemblies - create a celebration board so that anything positive that happens throughout the week in PE, sport and physical activity opportunities, i.e. clubs or at lunchtimes is recorded and celebrated! - celebrate the whole child! Celebrate the physical alongside the personal skills to promote mastery learning and ensure life skills are deep rooted in the learning pupils are exposed to. - celebrate physical successes that happen outside of school! Create a display for pupils to showcase their			
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	sports and Physical Activities outside of school. This will encourage others to be active and raise the status of PE! Teach parents about the importance of being physically active! Recognise that parents might not value PE, sport and physical activity opportunities because they've never enjoyed it themselves. Examine ways to change their minds as this will have a significant impact on their children. Develop opportunities to collate pupil, staff and parent voice.			
Give children the opportunity to access local sports clubs, discover new sports they may find fun, encourage children to be physically active outside school.	Invite sports people and coaches into school to motivate and inspire pupils. Arrange for coaches from local clubs to come into school to speak to children.			
Help build children's confidence in different sports and physical activity.	Develop contact with local sports teams – arranging visitors to talk to the children and coaches to come into school to work with the children in different sports in addition to their skill based PE sessions. Promote the pillars of all P.E lessons; teamwork, communication, good listening, respect, concentration, resilience and work			

	ethic in the classroom. Develop the use of sporting role models as a tool to engage and raise achievement – relate to the current achievements of sports stars within competitions that are currently in the media.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:		
Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment. To ensure that: - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding.	Example actions to achieve the intent: Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE. To employ specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE To providing cover staff to release teachers for professional development in PE, sport and physical activity.			

- Teaching and learning styles are matched to lesson content and to encourage all pupils to participate. - All pupils make good progress which is clearly reported to parents or carers. - Assessment involves pupils fully and identifies and celebrates their achievements - Where coaches are used, they are encouraged to deliver the school PE curriculum and to increasingly involve teaching staff supporting lessons to increase their confidence in delivery of the subject. - The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high-quality PE. - 1:1 lesson observations to monitor staff effectiveness and confidence take place	To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport To quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs. To monitoring the use of schemes and whole school PE coverage To develop the PE curriculum to ensure lessons link to the multi-skills and follow a mastery approach which places importance on head, hands and heart and reflects a high quality sequence of learning which is progressive, challenges the whole child and meets the needs of staff and pupils in school. To observe PE lessons across school to enable an exact picture of PE to be developed and to understand if further support and development is necessary. To pay for transport, pool hire and instruction to provide additional			
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- Pupil voice is taken termly to identify ways to improve the curriculum. CPD to be delivered to all staff including the subject leader.	swimming lessons for those pupils unable to swim by the end of Year 6. To find out how staff feel about PE and support their specific needs through completing a questionnaire. To assess and celebrate the learning of all pupils, by monitoring pupil attainment CPD – through the Beyond the Physical programme. Subject leader to attend networking days and CPD days, developing their confidence in teaching high quality P.E lessons in school and helping to support all teachers across the federation in confidently teaching high quality P.E. Develop a framework of MTP's to help provide a high quality P.E curriculum. Based on the Beyond the Physical programme.			
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:
All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports and activities is available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. An outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which: - Extend - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able, clubs for children less likely to attend a physical activity club, opportunities to play modified games and further understand the rules of a sport.	Example actions to achieve the intent: To ensure that ALL pupils experience a broader range of sports and activities To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities To encourage positive family engagement and pupil voice driving decision making around the offer. To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of sports and physical activities to the rest of the school.			

- Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, decision making, officialating. - Enrich - these activities offer a range of new opportunities, e.g. cycling, golf, archery, handball, fencing skills. Leadership and Volunteering - A programme of leadership and volunteering e.g. Sports Crew, Playground Leaders. - Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school School. Club Links and Community Provision - Excellent partnerships with other providers - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities Coaches in School - Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme - Coaches are qualified to deliver in primary schools	Explore local opportunities and build links with local community sports clubs. To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past. To employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school. To ensure that coaches are deployed effectively and that a: - A formal induction takes place with each coach - Coaches facilitate links to local sports providers - Coaches are embedded as a member of school staff. To provide high-quality training for volunteers, parents and carers, governors and adults other than teachers to run sports teams, after school clubs and assist in organising large school sports events.			
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(NGB level 2 qualifications as a minimum) - Minimum operating standards are met.	To celebrate pupils' achievements: - Pupils to take photos of themselves in 'the clothing they wear with confidence and improved wellbeing. Sports leaders will be trained this year. Sports leaders impact on the importance of sport/activity by being positive role models in the school. Numerous young people represent the school and are part of community clubs that the school has links with.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset. To ensure a positive experience for ALL pupils, as a school, we consider the PRINCIPLES OF COMPETITION 1. The young person's motivation, competence and confidence are at the centre of the competition.	Example actions to achieve the intent: To develop an inclusive competition framework which offers a wide range of competitive opportunities through extra curricular activities that enable pupils to compete at a personal level (personal best), intra and inter level. Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions To understand more about what makes a positive experience of competition for young people. Develop a process for: 1. Selection: Thinking about who in school needs the benefits of competition the most to support			

2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). 3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition. 4. The environment is safe and creates opportunities to learn and maximise social development. 5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition. We also consider that competition can take place in a variety of settings and environments such as: Personal Best – competition against oneself Intra – competition taking place within school Inter – competition with other schools County – competition with others across the county	their personal development? How will we then attract and invite the young people that need it most to train and compete? How will you provide young people, parents and other school staff with clear and effective communication that helps them to understand why young people have been chosen? 2. Preparation: Preparing young people to be competition ready – a competition is much more than an isolated event. Ensuring time is spent building confidence and knowledge as well as developing physical competence. 3. Supporting a positive experience: Through creating a supportive environment that focuses on the process as opposed to final standings or who lifts the trophy. To provide an opportunity for ALL pupils to have represented the school To develop a system to monitor participation. To introduce a house system to ensure all pupils have the chance to participate in a competition.			
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Virtual – using virtual platforms to stimulate competition	To overcome transport issues so that this is not a barrier to participation Make competition a time to celebrate! To make a big deal of all competitions by celebrating them in assemblies and displaying reports around the school. Make competition a time to celebrate.	£1085 (transport to competitions)		
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	