



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.

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

Review of last year's spend and key achievements (2025/2026)

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

Activity/Action	Impact	Comments
Employed a qualified Sports Coach to support with the delivery of high-quality PE lessons, support extracurricular clubs, and work alongside teachers to improve PE teaching and learning.	Pupils received high-quality PE instruction, developed improved physical skills and confidence, and participation in PE lessons and after-school clubs increased. Teachers also enhanced their knowledge and confidence through team teaching and observing good practice, supporting more sustainable improvements in PE provision.	The coach had a positive impact on pupil engagement and skill development. Staff benefited from ongoing professional development, helping to improve the quality of future PE teaching. Continue to monitor participation rates, pupil outcomes, and teacher confidence to ensure long-term sustainability and value for money.
Bishop Challoner's Gold plus package	Increased staff confidence through CPD. Two afternoons each week led to quality teaching of PE lessons.	The increase in the package cost has affected its cost-effectiveness, and we no longer consider it to offer good value for money.
BCSSA	Attended competitions as part of the (BCSSA), the experience for our children attending football events.	Good value for money and we will join again next year with a focus on attending more competitions and events.
Play Leaders and Sports Coaches	Play leaders and Sport Coaches help plan the weekly activities and have reminders for their assigned days, ensuring consistent presence on the playground.	Continue to support new Play Leaders and Sports Coaches to ensure that the provision is strong and 60 Active minutes is accessible for all children.

PE resources (PE Hub)	PE Hub provides clear sequential units of work for staff to follow and an assessment tool to improve pupil outcomes with opportunities to share with parent/caregivers.	Training and CPD to be provided regarding structure of a lesson and the resources available on PE Hub to ensure value for money.
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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	Impacts and how sustainability will be achieved?	Cost linked to the action
Employ a qualified sports coach to provide high-quality PE lessons, support the delivery of the PE curriculum, lead extracurricular sporting activities, and provide professional development opportunities for teaching staff through team teaching and modelling effective practice.	All pupils across the school benefit from improved access to high-quality PE lessons, increased participation in physical activity, and opportunities to develop sporting skills. Teaching staff benefit from increased confidence and subject knowledge through working alongside the coach.	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 and sport.</i> Key Indicator 3: <i>Profile of PE and sport is raised across the school as a tool for whole-school improvement.</i>	Pupils will develop improved physical skills, confidence, teamwork and enjoyment of sport. More pupils will participate in physical activity through curriculum lessons, clubs and sporting opportunities. Staff will develop their own PE teaching skills by observing, working alongside and learning from the coach, ensuring improvements are sustainable beyond the funding period.	£17,794.06 (inc on costs)
CPD for teachers (a range of sports/activities with Sports Coach,	Teaching staff – enhanced confidence in delivering a variety of sports and activities.	Key indicator 1: <i>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	Teaching staff – increased confidence in delivering a variety of sports and activities.	

Peer-Peer and external agencies.	Children – benefiting from higher-quality PE lessons.		Children – experiencing higher-quality PE lessons, fostering improved physical literacy for all pupils.	
Incorporation of PE Hub to help with lesson planning, teacher involvement, assessment for future development and progress for pupils.	Teaching staff – enhanced confidence in delivering a variety of sports and activities. Children – engaging in higher-quality PE lessons, with a new assessment approach ensuring all students experience success.	Key indicator 1: <i>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	Teachers will have the confidence to deliver lessons from a range of sports and activities. Encourages teachers to consider a more holistic approach to assessment using the Head, Heart, Hands assessment.	£525 PE Hub subscription
Continue to use 'Play leaders' selected from Year 5 pupils to help engage pupils from KS1 during lunchtimes.	Enjoyable, engaging playtime games and equipment by bringing in a lunchtime coach to engage all children. Purchasing engaging PE/Playground equipment to engage and attract children who wouldn't normally be interested in physical activity.	Key indicator 2 - <i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	Pupils received specialised training from Hall Green School (CSP) staff, building their knowledge and confidence to lead games. KS1 children became more engaged and sustained their enjoyment of sports into KS2, fostering better social skills, health, fitness, concentration, and	Play Leader training included as part of Central Sports Partnership Costs (£400)

			learning.	
Offer a wide range of after school sports clubs	All pupils have opportunities to sign up to after school clubs which change every half term to ensure a variety of activities. Teachers and Sports Coach who volunteer to run clubs. Staff to run clubs after school on their respective teaching days.	Key indicator 2 - <i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	Children to experience a range of activities and they may continue to participate in these outside of school. Use pupil voice as well as ensuring a range of activities to offer clubs that engage children.	Included in cost of BCSSA (£200) and Central Sports Partnership (£600).
Participation in competitions and festivals	Pupils – selected to participate in competitions/festivals organised by BCSSA. Children are selected based on the intent of the competition.	Key indicator 2 - <i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	Continue to attend as many competitions or activities as possible to increase the number of children representing the school each year.	Included in BCSSA and Central Sports Partnership package.
Display sporting achievements during praise assemblies, PE display, school's newsletter and Twitter / X to	Pupils – Proud to share sporting achievements in assemblies or see themselves featured on Twitter/X, PE Display and School Newsletter. Parents – Motivated to	Key indicator 3: The profile of PESSPA is raised across the school as a tool for whole school improvement.	Children to continue to bring in trophies and certificates to show in assemblies and feel that sense of pride. Also encourages other children to engage in	Children often receive medals and certificates for participating in events organised by BCSSA.

encourage and inspire other children.	support their children's participation and celebrate successes. Head/Deputy Head – Highlight the importance of these achievements in assemblies.		sports.	
Purchase a range of sporting equipment.	All pupils – access to a wider range of equipment to use during break and lunchtimes. Teaching staff – a wider range of high quality equipment to access and teach higher quality lessons.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	High-quality equipment enables diverse activities during breaks, after-school clubs, and a broad PE curriculum. It also supports fewer active children and adapts to the needs of our diverse student cohorts.	Rugby Balls: £79.99 Tennis Balls: £45.83 Sports Equipment: £89.62
Attend an active residential and choose a range of activities that they don't have the opportunity to do at school.	Year 4 and 6 pupils who attend Whitemoor Lakes and Ravenstore residential. They will participate in OAA activities such as Canoeing, Abseiling, Climbing Wall, Rafted Canoeing, Ziplining and Orienteering. Teachers- assess pupils in a range of activities including teamwork and communication.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	This allows children to experience new activities and develop new skills. It encourages team work which filters back into team activities in school.	

Attend a range of sporting competitions organised by Central Sports Partnership and BCSSA, and intra school competitions in house groups.	All pupils in the form of intra-house competition. This is inclusive of intra-house sport competitions throughout the year and KS1 and KS2 sports day event.	<i>Key indicator 5: Increased participation in competitive sport.</i>	We will continue to attend as many of these events organised by BCSSA as possible. Additionally, attending some of the competitions offered by CSP.	Included in BCSSA and CSP subscription cost.
Continue annual subscription to BCSSA	Pupils who are selected to complete in competitions between Birmingham's Catholic schools.	<i>Key indicator 5: Increased participation in competitive sport.</i>	Children selected to represent the school at Birmingham's Alexander Stadium (festival organized by BCSSA).	BCSSA annual fee £200
Wellbeing Ambassadors. Year 5 and 6 wellbeing ambassadors will work closely with the PE coordinator and our in-house Sports Coach.			Wellbeing Ambassadors to aid with the implementation of new ways to improve PESSPA at our school. Also, Wellbeing Ambassadors help staff organise and run intra-house competitions each half term.	

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
CPD – through signing up to package from Central Sports Partnership and Catholic Primary Partnership.	Increased staff confidence across a range of activities.	After signing up to this package for the past few years, we believe next academic year teaching staff will be doing their PE lessons and run after school clubs with a focus on inclusivity, physical literacy and culture capital.
Birmingham Catholic Schools Sports Association package and attendance of sporting events	Improved staff confidence has enabled many KS2 pupils to participate in competitions or explore non-competitive activities, catering to those with limited sports experience.	Continue to attend as many competitions/events as possible. This year PE coordinator kept track of those who have attended clubs and events and will be targeting the least active in the next academic year.
Targeted after school provision	From Year 1 to Year 6, 66 children took part in after school sports provision. Therefore, 33% of children took part in after school club sports provisions. 74% of these children were Pupil Premium. 11% of these children were SEND.	Continue to target PP children through after school provision. Consider targeting SEN children.

Birmingham Youth Service delivered Project Pulse for Year 6 pupils, providing a range of fitness activities focused on improving physical activity levels, health and wellbeing.	Year 6 pupils developed greater awareness of the importance of fitness, increased their participation in physical activity, and improved their confidence, resilience and teamwork skills	Project Pulse provided additional opportunities for pupils to engage in structured fitness activities and supported the transition to secondary school by promoting healthy lifestyles and positive attitudes towards physical activity.
Chance to Shine and Warwickshire Cricket Foundation delivered high-quality PE sessions, teacher CPD and after-school cricket	Pupils developed their cricket skills, knowledge and confidence through specialist coaching. Teachers improved their subject knowledge and confidence in delivering cricket lessons independently. Increased opportunities were provided for pupils to participate in competitive and extracurricular sport.	The partnership supported sustainable improvement by developing staff expertise through CPD and modelling effective teaching approaches. After-school clubs increased participation and provided pathways for pupils to continue developing their sporting skills.
Achieved the Gold Award in the Youth Sport Trust School Games Mark.	Recognition of the school's commitment to PE, physical activity and competitive sport. Pupils benefited from a broad range of sporting opportunities, increased participation and positive experiences in competition.	The Gold School Games Mark reflects the strength of the school's PE provision, inclusive sporting opportunities and commitment to developing pupils' physical literacy, teamwork and leadership skills. The school will continue to build on this success by maintaining a high profile for PE and sport.
Bikeability training was delivered to pupils, developing safe cycling skills, road awareness and confidence when riding independently.	Pupils developed important life skills by learning how to cycle safely, make responsible decisions on the road and improve their confidence and independence. The programme encouraged active travel and supported pupils in becoming more physically active.	Bikeability supports the school's commitment to promoting healthy lifestyles, active travel and pupil independence. The skills developed provide long-term benefits, encouraging pupils to continue cycling safely beyond

		primary school.
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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 meters?	50%	<i>We used a temporary pool on our playground and extended the hire and instructors by a week after identifying more non-swimmers than the previous year. Despite annual swimming opportunities for KS2, non-swimmer numbers increased this year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	36%	<i>Of the children who could swim 25m, not all have mastered breast-stroke or backstroke effectively.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	36%	<i>As the pool is an on-site temporary pool, there is the limitation of self-rescue as they only enter or leave the pool using steps rather than climbing out.</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/No	No
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	No – all swimming has been taught by external providers in an on-site pool.

Signed off by:

Head Teacher:	<i>Pauline King</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Keran Osbourne</i>
Governor:	<i>Linda Mockler</i>
Date:	