



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated 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 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 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.

For the purpose of supporting to deliver the curriculum of Physical Education (PE) at College Park School (CPS) -which is based on an adaptation of the National Curriculum in England to the special education needs of our pupils-, the Sport Premium funds were highly helpful to offer our children and young people (CYP) a high-quality PE provision. These resources let us be consistent in appropriate dynamics already established, as well as implement new activities in our planning. Also, it made possible to collaborate with external professionals, and to arrange different outside activities, enriching so the PE curriculum at CPS within our three curriculum areas:

- ❖ Formal
- ❖ Semi-formal
- ❖ Informal

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> Working with Local Authority sports organisations to provide special activities for class groups to experience physical activity in the community. 	<p>CYP had the opportunity to explore different outdoor PE activities, enriching so the PE provision.</p>	<p>Pupils were benefited from additional PE outdoor activities that has exposed them to a wider range of sporting opportunities.</p>
<ul style="list-style-type: none"> Attending dance lessons delivered by an external professional. 	<p>CYP were able to access high quality dance lessons, promoting their body awareness and movement development.</p>	<p>CYP enjoyed dance sessions, increasing their engagement level in this sort of activities.</p>
<ul style="list-style-type: none"> Meeting additional costs for Inter-school competition including transport (insurance cost etc.)/additional coaching/cover for staff to accompany teams where necessary. 	<p>CYP got involved in, and attended external games and cultural capital activities related to sports and physical activity. PE teachers had adequate time to arrange games, activities and sporting events.</p>	<p>A broader experience of a range of sports and physical activities was offered to all pupils. CPS also increased participation in competitive sport through reducing barriers to entry such as additional transport or staffing costs.</p>
<ul style="list-style-type: none"> Raising the profile of PE through sports day, events, visiting sport centres. 	<p>CYP participated in traditional events and cultural capital activities related to sports and physical activity. Pupils from Primary had the chance to experience outdoor sports activities, sharing the same space and time with other students from CPS.</p>	<p>CYP explored new sites when taking part in PE activities, as well as in external sport events.</p>
<ul style="list-style-type: none"> Providing CPS with new PE and sport equipment. 	<p>CYP had access to adequate PE equipment, so they were able to be introduced to a wider range of sportive activities.</p>	<p>The possibility of getting new and varied PE equipment brought CYP the opportunity to delve in different motor and coordination skills, being introduced to a wider sportive offer.</p>
<ul style="list-style-type: none"> Occupational therapy equipment in PE sessions to 	<p>This equipment improved self-regulation support within the session, motor planning and control. It helped to develop emotional and psychological</p>	<p>Having access to this provision provided pupils the chance to explore sensory equipment, facilitating</p>

<p>develop pupils gross motor skills and sensory regulation.</p> <ul style="list-style-type: none"> • Additional swimming pool sessions for Primary groups over the school year. 	<p>self-regulation across environments and demands.</p> <p>These additional sessions helped to increase opportunities for CYP in KS1 to have either a first contact with aquatic activities, or to get familiar with this environment.</p>	<p>the development of self-regulation awareness.</p> <p>CYP had the chance to keep in touch with the aquatic environment more often, getting familiar with this environment as well as with sites out of school.</p>
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Key priorities and Planning 2025/2026

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
<p>Special activities/External providers. Professional communication with external providers in PE and sports activities. Working with local authority sports organisations to provide special physical activities in the community.</p>	<p>CYP had the opportunity to receive a different insight from various professionals, enriching their learning experience.</p> <p>All CYP will access specialist coaching and support to access competitions outside of the school environment.</p> <p>CYP with more complex needs will be able to access the community sporting events/opportunities.</p>	<p>Key Indicator 2: Engagement all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. CYP will be provided with wide professional insight</p>	<p>£5500 costs for additional staff and transport.</p>
<p>PE equipment. Additional staff or equipment to enable CYP to access a range of competitive and celebratory events, and to access a wider range of PE and sportive dynamics.</p>	<p>CYP who need additional adult support from adults to access range of competitive events.</p> <p>CYP who need adapted equipment to access specific sports and competitions.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: Engagement all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Raised profile of PE and sports activities across the school supporting future attendance and engagement.</p> <p>CYP will have access to a wider range of physical activity and sportive insight.</p>	<p>£1800 for additional staff or equipment.</p>

<p>Specialist dance. Engage a specialist dance practitioner to continue to work alongside school staff to develop dance provision and engage in dance competitions.</p>	<p>CYP will have more access to dance and this specialist input will support teachers to embed this within curriculum and increase pupils' daily activity.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Future participation in Westminster Dance competition.</p>	<p>£2900 for a specialist dance practitioner.</p>
<p>Continued access to community swimming – primary.</p>	<p>Primary age CYP are supported to access community swimming pool safely.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: Engagement all pupils in regular physical activity.</p>	<p>CYP will be more confident in the water when attending swimming sessions. There is a high level of staffing needed to ensure safety in and out of the pool.</p>	<p>£1000 for additional adult support to ensure safety. £1500 for additional swimming sessions.</p>
<p>Occupational Therapy equipment.</p>	<p>This will allow for PE sessions to have occupational therapy equipment that is suitable to develop pupils gross motor skills and sensory regulation.</p>	<p>Key Indicator 2: Engagement all pupils in regular physical activity.</p>	<p>CYP will have the chance to explore sensory equipment, facilitating the development of self-regulation awareness.</p>	<p>£2740 for OT equipment.</p>
<p>CPD and other training.</p>	<p>CYP will be benefited from a higher quality in their PE offer due to the increase in staff skills and confidence.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Providing staff with this training will increase PE teachers' competence, providing lessons with a higher quality.</p>	<p>£1000 for CPD training.</p>

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?	0%	We are a specialist school for CYP with autism and complex needs. They follow an adapted curriculum to support their individual needs. Swimming is largely about water confidence rather than technique. This can be a barrier to accessing community swimming pools regularly with school or families to achieve this. Access to community swimming is provided throughout their school career where accessible.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	As above.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p>As above.</p>
<p>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?</p>	<p>No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	

Signed off by:

Head Teacher:	Claire Shepherd
Subject Leader or the individual responsible for the Primary PE and sport premium:	Diego Lopez Plaza
Governor:	Louise Richie
Date:	12.09.2025