





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework 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 Ofsted inspectors consider:
Intent - Curriculum design, coverage and appropriateness
Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment
Impact - Attainment and progress

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education | Active Partnerships | YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED | UK COACHING | UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£17,810
How much (if any) do you intend to carry over from this total fund into 2026/27?	£0
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£17,810

Swimming Data

Please report on your Swimming Data below.

Sports Premium funding: £7000 (Pupil Premium funding covers the remaining costs of swimming)

Meeting national curriculum requirements for swimming and water safety. **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?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]?	
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? The school employs a P.E. coach and a Teaching Assistant who are qualified swimming instructors experienced in working with pupils who have Severe Learning Difficulties to support the school swimming programme and provide in water instruction. Pupils begin to assess swimming lessons from Y3 to enable them to become independent and safe swimmers, and overcome their cognitive and physical barriers to success.	Yes

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: £10,810**		**Date Updated: Sept 2025**	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend thatprimary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and what they need to learn and to consolidate through practice:	Actions to achieve linked to intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
A greater number of pupils to: • access a wider range of physical activity and games	The school employs a P.E. coach who: • works with classes and groups of children each week (on both sites) to deliver PE sessions/activities, with a focus upon increasing participation amongst harder to reach pupils	£6960 (annual cost of sports coach)		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and what they need to learn and to consolidate through practice:	Actions to achieve linked to intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
A greater number of pupils to: • be able to engage in active play for improved behaviour at playtimes	The school employs a P.E. coach who: • facilitates engaging and appropriately pitched physical activities 1 day per	See costs for sports coach		

and emotional regulation throughout the day • be able to engage in physical activities appropriate to their needs • be able to access swimming with increased skills, stamina and confidence	week at the Castleford site • shares ideas and models playtime activities for Kingsland staff to then replicate through the week (including making use of outdoor Sensory Integration equipment, go-karts, balance bikes etc) • takes a lead role in sorting through existing resources and identifying new resources that are needed • works with small groups of pupils in local swimming pools to develop their skills and confidence in deeper water e.g. swimming longer distances	above		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and what they need to learn and to consolidate through practice:	Actions to achieve linked to intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A greater number of pupils to: • access a wider range of physical activity and games • be able to engage in physical activities appropriate to their needs	The school employs a P.E. coach who: • shares ideas and models curriculum-based and playtime sessions/activities for Kingsland staff to then replicate through the week • takes a lead role in sorting through existing resources and identifying new resources that are needed to improve teaching provision • trains Kingsland staff in how to use new equipment, focusing specifically on modelling ideas for ECTs	See costs for sports coach above		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve linked to intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A greater number of pupils to: • access a wider range of physical activity and games • be able to engage in physical activities appropriate to their needs • develop their physical and social skills that can transfer into their participation in activities out of school	The school employs a P.E. coach who: • facilitates engaging and appropriately pitched physical activities 1 day per week at the Castleford site • shares ideas and models playtime activities for Kingsland staff to then replicate through the week (including making use of outdoor Sensory Integration equipment, go-karts, balance bikes etc) • takes a lead role in sorting through existing resources and identifying new resources that are needed The school facilitates horse riding sessions (x3 per week – x1 at Stanley, x2 at Castleford) to be provided for a number of pupils on both sites with complex needs who have difficulty accessing other physical activities.	See costs for sports coach above £3850 (Pupil Premium funding covers the remaining costs of horse riding)		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve linked to intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A greater number of pupils to: • take part in cross-site events and activities in order to develop the physical and social skills that will enable them to attend external events with other schools in the future • experience taking part in organised sporting events at a different venue • attend local sports competitions to work alongside and compete against other local schools	The school employs a P.E. coach who: • organises PE/sports events and competitions (cross site and with other schools where appropriate) such as Kingsland mini Olympics, dance off, boccia etc.	Accounted for above (JR costs)		

Signed off by	
Head Teacher:	Amy Johnston
Date:	18.09.25
Subject Leader:	Joanne Rowe
Date:	25.09.25
Governor:	Freda Jackson
Date:	18.09.25