

# PE and sport premium

The [PE and sport premium](#) is funding allocated to primary schools that must be used to:

- make **additional and sustainable improvements** to the existing PE, sport and physical activity offer available in the school
- **build capacity and capability** in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future

Governing boards are responsible for monitoring PE and sport premium spending.

Governors and trustees can use the following tool to:

- ensure appropriate use of the funding (in line with [conditions of grant](#) and any other relevant financial rules and procedures)
- ensure that spending represents good value for money
- evaluate the impact of spending on pupil outcomes

## Reporting requirements

All schools who receive PE and sport premium funding must publish a report on their website detailing how the funding has been spent. The report must be published by 31 July each year.

This must include:

- the amount of premium funding received
- a full breakdown of how it has been spent
- the impact seen by the school on pupils' participation and attainment in PE and sport
- how this improvement will be sustained
- swimming and water safety attainment

From July 2025, all schools who receive PE and sport premium funding must complete an [expenditure reporting return](#). **This form can also be downloaded and published to fulfil the above reporting requirement.**

School leaders draft the report, but governing boards should review it and ensure it is published on time.

A PE funding evaluation form is available from [Youth Sport Trust](#) and [The Association for Physical Education](#) to help schools prepare to complete the expenditure reporting return.

## PE and sport premium monitoring tool

	Governing board monitoring priorities	Notes and actions
1	<p>Schools should prioritise PE and sport premium spending to improve in the following <b>five key areas</b>:</p> <ul style="list-style-type: none"> <li>• increasing all staff’s confidence, knowledge and skills in teaching PE and sport</li> <li>• increasing engagement of all pupils in regular physical activity and sport</li> <li>• raising the profile of PE and sport across the school, to support whole school improvement</li> <li>• offering a broader and more equal experience of a range of sports and physical activities to all pupils</li> <li>• increasing participation in competitive sport</li> </ul> <p>Refer to the reports provided by school leaders and ask questions to help you understand how spending has met any of the above key priorities.</p>	<p>CPD has increased staff confidence in two ECTs and one established teacher has increased from 1, 2, and 5 to 6, 7 and 7.</p> <p>2x 1 hour lessons of PE, per class / per week, and 4 physical activity clubs were run after school, every term.</p> <p>63 children engaged in a paid, sporting after school club.</p> <p>PP / SEND invite club set up and well attended.</p> <p>60 children have received intervention / mentoring through sport – assessment showed progress in fundamental skills.</p> <p>Sports day and athlete day raised £1005 for the school, using sports premium funded equipment.</p> <p>14 Sports leaders used across the school and linked to 28 high school young leaders.</p> <p>52 competitive sports fixtures were arranged from September 2024 to July 2025 including hosting tournaments and this is an improvement of 14 fixtures from the year before.</p>

	Governing board monitoring priorities	Notes and actions
		72 of 106 children took part in a fixture / competition.
2	<p>Schools should see continuing professional development (CPD) for staff as a key priority to ensure that improvements to the teaching of PE, sport and physical activity are <b>sustainable</b>. This could include:</p> <ul style="list-style-type: none"> <li>• professional development</li> <li>• mentoring</li> <li>• appropriate training</li> <li>• access to external resources</li> </ul> <p>Governing boards should monitor the quality of the CPD provided to ensure that it is effective and fit for purpose, ensuring that the school uses established quality assured local, regional, and national subject-specific and suitably qualified providers.</p> <p>Refer to NGA <a href="#">guidance on CPD for school staff</a> for further information.</p>	<p>Staff CPD of lesson structure and lesson development given at INSET day.</p> <p>The £7,800 spent on CPD, provided through Sprint Active, has upskilled 3 of our 8 teachers.</p> <p>Through the sustainable Sports Premium funding, 2 different teachers will be receiving the same CPD. Therefore, 5 out of our 8 teachers will be confident and able to deliver outstanding PE lessons.</p> <p>Through the CPD, Sprint Active access and adjust PE hub, which we subscribe to via this company. This provides detailed lesson plans and videos of how to deliver different part of the lessons.</p> <p>Sprint Active are OFSTED registered and quality assured.</p> <p>PE co-ordinator does monitor the impact of CPD.</p>
3	<p>Evaluate how the use of the PE and sport premium fits into school improvement plans and assess the impact it is having on pupils. Consider:</p> <ul style="list-style-type: none"> <li>• the overall quality of the teaching of PE</li> </ul>	<p>Quality of PE teaching has improved dramatically. Assessment and intervention data show progress in most children across the school.</p>

Governing board monitoring priorities	Notes and actions
<ul style="list-style-type: none"> <li>• how it assists with the development of transferrable life and social skills such as respect, fairness and resilience</li> <li>• the impact PE and sport have on other school priorities, values and ethos</li> <li>• the role of PE and sport as a vehicle to engage and raise achievement in other subjects</li> <li>• how PE and sport create opportunities to learn and maximise social development</li> <li>• how PE and sport improve pupil engagement and wellbeing</li> </ul> <p>Refer to reports from the school’s PE lead as well as insights gained from <a href="#">school visits</a> and interactions with staff and pupils.</p> <p>NGA’s <a href="#">PE and school sport guidance</a> sets out the features of high-quality provision.</p> <p>The Department for Education’s updated <a href="#">School Sport and Activity Action Plan</a> sets out new ambitions for equal access to PE and sport for girls and boys and two hours of PE a week.</p> <p><a href="#">Guidance</a> is available to help schools meet the ambitions of the <a href="#">physical education national curriculum</a>, aims of the school sport and activity action plan and <a href="#">Chief Medical Officers’ physical activity guidelines</a>.</p>	<p>The success of school sports has helped raised the profile in the school community from 187 to 201.</p> <p>Teachers are supported by high-quality coaches in CPD. They have access to high-quality equipment. OFSTED and PE co-ordinator hold the external company to account through observations, case studies and data analysis. PE lessons and clubs feed into school teams, which can be “accessed by all”, and children take part in competitive fixtures.</p> <p>To take part in the school teams, the school values, ethos and behaviour policy has to be adhered to by children. The amount of behaviour incidents have reduced due to this. A sense of team work and encouragement has been born because of this.</p> <p>We encourage the respect, courage and perseverance into the children acting as sports men and women. How they conduct themselves in sport reflects on themselves as a person.</p> <p>Cross-curricular subjects are encouraged in PE and used within the school to convert measurements (for example) in long jumps.</p> <p>All children engage in 30 minute, sports apprentice led activity at lunch time. This</p>

	Governing board monitoring priorities	Notes and actions
		provides high-quality, enriched opportunities for the children.

	Governing board monitoring priorities	Notes and actions
4	<p>Assess the impact of spending on the five key areas referred to in section 1 of this tool. Also consider:</p> <ul style="list-style-type: none"> <li>Do pupils take part in 30 to 60 minutes of moderate-to-vigorous intensity <a href="#">physical activity each day</a>?</li> <li>Is the school offering a wide range of sports and physical activities to pupils?</li> <li>What is the school doing to encourage all pupils to take part in competitive sport?</li> <li>Do all pupils leaving the school meet the minimum national curriculum requirements for swimming?</li> <li>Is the profile of PE and sport promoted within the school (for example, are achievements recognised, such as in assemblies)?</li> </ul> <p>This list is not exhaustive – there are many ways schools can make use of PE and sport premium. Governing boards should focus on ensuring that spending results in <b>sustainable improvements</b> to the PE, sport and physical activities it provides.</p>	<p>All children have access and encourage to engage with a sports apprentice, who leads a high-quality session for 30 minutes every lunch time. Most children are accessing this.</p> <p>Football, tag rugby, hockey, netball, gymnastics, dance, orienteering, tennis, rounders and cricket are offered as main PE lessons. American football is offered as an after school club.</p> <p>Swimming is offered to children for weekly sessions for a full year when children join the school. 72% of the children in Year 6 leaving in September 2025 are able to swim 25m using a range of strokes and can perform a safe rescue.</p> <p>The profile of PE is celebrated in a newsletter with curriculum updates, fixture and competition data and data. Children are given certificates in assembly as well as showing/ telling their achievements (medals) in class from outside of school.</p>

This tool was produced in partnership with the Department for Education (DfE) and the Local Government Association (LGA)

