



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

2025-26

Evaluation and Planned Expenditure of
the PE and Sport Premium Report
Wellington Primary School

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



Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/



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 2024.**

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.

Activity/Action	Impact	Comments
- To continue implementation of the Power of PE planning to improve staff confidence and consistency in teaching PE. - To deliver CPD for teaching staff through specialist sports coaches and PE lead support. - To audit, maintain and replenish PE equipment to support curriculum delivery. - To develop lunchtime sport through structured activities, Sports Leaders and new equipment. - To introduce new sporting opportunities, including American Football and a wider range of lunchtime activities. - To increase participation in inter-school competitions and sporting fixtures. - Continue to employ a specialist sports coach to work alongside teaching staff and deliver high-quality PE.	- Staff have demonstrated more confidence when delivering high-quality PE lessons using the Power of PE scheme. Planning is now more consistent across year groups, ensuring progressive skill development and improved pupil engagement. - Teachers have developed greater confidence and subject knowledge through team teaching, observations and professional discussions. This has improved the quality of PE lessons and increased staff willingness to lead sporting activities independently. - Pupils benefitted from safe, high-quality equipment across a wider range of sports. Lessons were delivered more effectively, with greater participation and fewer disruptions caused by missing or damaged equipment. - Participation in lunchtime sport has increased, with pupils engaging in organized physical activity led by Sports Leaders and support staff. Pupils demonstrated improved teamwork, leadership and enjoyment during playtimes. - Pupils experienced a broader range of sports, increasing enthusiasm and participation among those who may not traditionally engage in competitive games. This contributed to greater inclusion across the school. - More pupils represented the school in competitive sport, developing confidence, resilience, teamwork and sportsmanship. Participation in local competitions raised the profile of PE and sport across the school community. - Pupils benefitted from expert coaching, while teachers received ongoing mentoring and professional development through collaborative planning and	- Some staff feel the current scheme somewhat outdated. PE coordinator team to explore current schemes with teacher workload in mind. - Continue high-quality CPD, particularly for any new staff members and ECTs, ensuring sustainable improvements in teaching and learning. - Complete annual equipment audits and replace worn or damaged resources to maintain high standards across the PE curriculum. - Further develop the Sports Leader programme, increase pupil voice and introduce additional activities to engage less-active pupils. - Continue introducing alternative sports and activities to widen participation and ensure opportunities appeal to all pupils, including girls, SEN and less-active children. - Continue to build on links with local schools, School Games organisers and sporting partnerships to increase competitive opportunities across a wider range of sports. - Continue using specialist coaching to enhance curriculum delivery while maintaining a clear focus on developing expertise and long-term sustainability.

	<i>delivery. The quality of PE provision improved across the school.</i>	
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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
Implement and embed the new PE planning scheme (Get Set for PE) across the school. The PE lead will provide CPD and ongoing support to ensure all staff confidently deliver high-quality, progressive PE lessons using the new scheme.	Teaching staff and all pupils.	Key Indicator 1: Increase confidence, knowledge and skills of all staff teaching PE and sport. Key Indicator 3: Raise the profile of sport and PE across the school.	Staff have access to high-quality planning, improved assessment tools and clear progression across all year groups. The scheme includes adaptations for SEND and pupils with physical disabilities, ensuring inclusive practice. Regular monitoring, lesson observations and staff support will ensure the scheme becomes embedded and sustainable.	£1,000
Develop structured lunchtime physical activity through a dedicated afternoon teaching assistant. The TA will organize inclusive games and activities before lunchtime and support Sports Leaders in delivering active play. Purchase additional playground resources to support delivery.	Lunchtime supervisors, Teaching Assistant, Sports Leaders and all pupils.	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of a range of sports and activities.	Pupils have access to organized, inclusive activities every lunchtime, increasing physical activity levels, improving behaviour and encouraging participation from less active pupils. Staff knowledge is developed to ensure provision continues year on year.	£2,000
Install new playground markings and activity equipment to transform outdoor provision and increase opportunities	All pupils.	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 3: Raise the profile of sport and PE across the school. Key Indicator 4: Broader experience of a range of sports and activities.	New playground markings provide a wide range of permanent activities, including courts, agility trails, activity stations and playground games. The improved environment encourages independent	£11,500.

for active play throughout the school day.			physical activity, develops fundamental moving skills and supports inclusive play for pupils of all abilities.	
Increase opportunities for extra-curricular clubs and competitive sports, with a particular focus on girls' participation and engaging less-active pupils. Continue entering local sporting competitions and festivals.	All pupils, particularly girls and targeted pupils.	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of a range of sports and activities. Key Indicator 5: Increased participation in competitive sport.	A wider range of clubs ensures every child has opportunities to participate regardless of ability or experience. Increased fixtures develop teamwork, confidence and resilience.	£1,000
Develop pupil voice and Sports Leader roles further, giving pupils greater responsibility for shaping lunchtime provision, clubs and whole-school physical activity. Continue annual resource audits and replace equipment where needed.	Sports Leaders, PE lead, Pupil voice lead and all pupils.	Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 3: Raise the profile of sport and PE across the school. Key Indicator 4: Broader experience of a range of sports and activities.	Pupil voice informs future PE developments and lunchtime activities, ensuring provision reflects pupils' interests. Sports Leaders develop leadership, organization and communication skills whilst supporting younger pupils. Regular equipment audits ensure resources remain safe, accessible and fit for purpose.	£750
Celebrate sporting achievement and promote PE across the school through assemblies, newsletters, displays and social media to further raise the profile of sport at Wellington Primary.	Whole school community.	Key Indicator 3: Raise the profile of sport and PE across the school.	Celebrating participation and achievement encourages greater engagement in physical activity and promotes positive attitudes towards healthy lifestyles. Sporting success is shared with pupils, families and the wider community, inspiring future participation.	£600

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?	75%	We provide an intensive course to our Year 2, 3, 4, 5 and 6 cohorts, this includes weekly swimming sessions over a termly period.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	50%	

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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	At Hereford Leisure Pool there are trained instructors that lead

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
1. Implement and embed a new PE scheme (Get Set for PE) of work across the school, supported by staff CPD led by the PE lead. 2. Develop structured lunchtime physical activity; assign a Teaching Assistant with responsibility for leading active play and organized games. 3. Purchase and install new playground markings and activity equipment. 4. Increase opportunities for extra-curricular clubs, competitive sport and inter-school fixtures. 5. Complete annual PE resource audits and purchase additional PE and playground equipment to support curriculum delivery and active play. 6. Raise the profile of PE and school sport through assemblies, newsletters, displays, social media and celebration of sporting success.	1. The new scheme provided a progressive and inclusive curriculum, introducing activities such as Parkour and ensuring a broader range of subjects for all pupils. Staff confidence increased through CPD and ongoing support, while improved assessment tools enabled teachers to monitor pupil progress more effectively. Adaptations within lesson planning ensured pupils with SEND and physical disabilities were able to access high-quality PE lessons alongside their peers. 2. Pupils participated in a wider range of structured physical activities during lunchtime, leading to increased engagement, improved behaviour and greater opportunities for regular daily exercise. The provision supported pupils of all ages and encouraged participation from less-active pupils through inclusive games and activities. 3. Sovereign design has been accepted and purchased. This will be installed over Summer 2026. 4. Participation in clubs and competitive sport increased significantly across the school. Pupils represented the school in a wider range of competitions, developing confidence, teamwork and resilience. The girls' football team reached the Herefordshire School Cup Final, with the achievement recognized by Herefordshire FA as an important milestone in promoting girls' football and inspiring greater participation among female pupils. 5. New equipment ensured pupils had access to safe, high-quality resources across curriculum PE, lunchtime provision and extra-curricular clubs. The improved	1. Continue embedding the scheme through regular monitoring, lesson observations and staff CPD. Review assessment data to identify areas for further curriculum development and ensure new staff receive appropriate training. 2. Continue developing lunchtime provision by expanding the role of Sports Leaders and introducing additional activities based on pupil voice. Regularly review participation to ensure all groups remain engaged. 3. The redesigned playground should transform opportunities for active play, with pupils making regular use of new courts, activity trails and playground games throughout break and lunchtimes. Monitor use of playground facilities once installed and maintain equipment to ensure long-term sustainability. 4. Continue to broaden the range of clubs and competitive opportunities available, with a continued focus on increasing participation among girls, SEND pupils and less active children. 5. Continue annual equipment audits to ensure resources remain safe, well maintained and aligned to curriculum requirements. Replace worn equipment when necessary and invest in resources that support emerging sporting interests. 6. Continue celebrating participation and

	resources enhanced lesson quality, increased participation and enabled staff to deliver a wide range of sporting activities effectively. 6. Sporting achievements were celebrated regularly throughout the school year, increasing the profile of PE across the school community and encouraging greater participation in clubs and competitions. Pupils demonstrated pride in representing the school and, while families engaged more readily with sporting events and successes.	achievement while ensuring a balance between recognizing competitive success and promoting inclusive participation for all pupils.
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Signed off by:

Head Teacher:	<i>Miss E Blankley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Guy Habbitts (PE Lead)</i>
Governor:	<i>(Name and Role)</i>
Date:	September 2025