

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2026

Commissioned by



Department
for Education

Created by



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** improvements to 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.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools 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.

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Details with regard to funding

Total amount carried over from 2023/24	£0
How much (if any) do you intend to carry over from this total fund into 2025/26	£ 0
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,080

Swimming Data

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. 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? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	15% – special school for SLD and PMLD
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	15% - see above
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0% - see above
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?	Yes- employed a TA to lead swimming sessions so all pupils can access

Action Plan and Budget Tracking

Academic Year: 2025/26	Total fund allocated: £	Date Updated: July 2026		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				92% spent on resources to support this
Intent: That we want the pupils to know and be able to do:	Implementation: Actions to achieve intentions:	Funding Allocated:	Impact: Evidence of impact:	Sustainability and suggested next steps:
Introduce daily structures movements breaks, included in the class timetable.	Staff trained in the benefits of sensory circuits, structured movement breaks. Purchased sensory circuit resources, balance equipment and soft play resources to suit a range of physical and sensory needs. Introduce weekly adapted yoga, led by an external specialist.		Improved physical regulation and focus, especially in pupils with heightened sensory needs. Behaviour tracking logs used to evidence this.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				92% spent on resources to support this
Intent: what we want the pupils to know and be able to do:	Implementation: Actions to achieve intentions:	Funding Allocated:	Impact: Evidence of impact:	Sustainability and suggested next steps:
Increase the number of active lessons within the timetable linked to different curriculum content, eg. Active maths, active literacy. Ensure fine and gross motor activities are part of whole school writing strategy. Celebrate PESSPA achievements through 'Active me' week and assemblies. Continue to develop sensory circuits to support emotional regulation.	Ensure that the curriculum has sufficient opportunities to promote active physical learning through the curriculum quality assurance priority within SIP. PE celebrated though weekly assemblies. Successes and achievements shared with families via class dojo Purchase resources to support writing strategy. Including fine motor and mark making activities. Organise 'Active me' week – fund activities. Buy trophies and medals. Following on from Sensory integration and positive behaviour support training, we will increase our sensory circuit stations around school so that all children can access this provision.		Activities promoting physical activity and physical play are being enjoyed by all pupils. Lesson observations show that children are learning sitting, standing and on the floor. Pupils fully engaged in and enjoying active maths and literacy lessons. Increase in fine and gross motor activities is having positive impact on writing development. Pupils enjoying physical activity during 'Active Me' week. Where a full schedule of activities is experienced throughout the school. Evidence of self-improvement and competition. Physical activity breaks are enabling pupils to self-regulate so that pupils are able to focus better in class and behaviour incidents are low.	Training for new staff will become part of in school training calendar. Active lessons will become increasingly embedded as part of the curriculum strategy. Writing strategy with a regular gross motor input will be part of the whole school writing strategy. Annual event on school calendar. Behaviour lead to develop this and create multiple sensory circuit stations in school.

Continue to increase healthy eating opportunities.	Ensure snack times offer healthy options. Introduce salad bar at lunchtimes. Mid morning snack available to all pupils.		Pupils are choosing and asking for healthy options. Those who are food defensive are more willing to try different healthy foods.	Snack options become increasingly healthy. Salad bar becomes part of lunches.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				92% spent on resources to support this
Intent: What we want the pupils to know and be able to do:	Implementation: Actions to achieve intentions:	Funding Allocated:	Impact: Evidence of impact:	Sustainability and suggested next steps:
Continue to engage the staffing team and further develop their knowledge	Staff CPD delivered by Olympic PE specialist to support bespoke PE curriculum for complex needs and PMLD pupils. Purchase resources. Train staff in implementation of PE curriculum.		Staff more confident in delivering adapted physical activities. Greater consistency is how PE is taught across school. Improved physical progress. Evidenced in staff CPD evaluations.	Continued staff CPD

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 92% spent on resources to support this
Intent: What we want the pupils to know and be able to do:	Implementation: Actions to achieve intentions.	Funding Allocated:	Impact: Evidence of impact	Sustainability and suggested next steps:
All pupils to learn about water safety and to take part in regular swimming sessions. Experience a broad range of sport and activities.	Purchase extra swimming sessions at Keighley pool to enable more physically able to learn to swim with swimming teacher. Provide staff to ensure less physically able are able to use hydrotherapy pool more frequently. Support hydrotherapy sessions with extra staff as required. Introduce more adventurous physical activities for all students, including less able, such as including kinball, adapted yoga and boccia. Purchase resources. Staff CPD		All pupils – regardless of ability – are confident in water and are developing swimming skills. Pupils exposed to a variety of physical activities. Increased language and communication through sport.	Ensure budget has sufficient funds to continue with this. Continue to explore new sporting activities and further develop knowledge of existing offering.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
What we want the pupils to know and be able to do.	Actions to achieve intentions:	Funding allocated:	Evidence of impact	Sustainability and suggested next steps:
Internal inclusive competitions using adapted formats. Participation in local SEN sporting events, with other special schools.	Participation in local football event for children with additional needs. School Olympics, attended by the students families and carers.		Pupils develop awareness of turn taking and being part of a team. Boost in confidence and pride from representing their class / school, celebration at the end of the events. Created opportunities for social development and communication.	PE lead group meets to organise regular competitions and events of different sports. Annual competitions calendared for all groups. Emotional regulation work becomes an integral part of curriculum so that children learn the emotional skills needed for sport to support pupils in competitions.