

# 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 five key areas:</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>PE premium was used across all five key areas.</p> <p>Staff confidence and capability improved through CPD, including a swimming instructor course and dedicated time for internal development.</p> <p>Engagement increased via before/after school clubs and daily morning sports.</p> <p>A wide range of sports and activities were introduced (e.g., archery, roller skating, caving), making the offer more inclusive and appealing.</p> <p>Competitive opportunities were provided via the School Games package and internal athletics events.</p> <p>PE’s profile was raised through new facilities like the temporary pool and support from specialist staff (e.g., Amy Robinson, physio).</p>
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 sustainable. This could include:</p> <ul style="list-style-type: none"> <li>• professional development</li> </ul>	<p>CPD included external swimming instruction training and regular internal development time (10% of PE lead allocation).</p>

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	<ul style="list-style-type: none"> <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>All CPD was delivered through recognised, quality-assured platforms (e.g., National College).</p> <p>CPD was directly linked to improving sustainability, enabling staff to lead sessions with less reliance on external providers.</p> <p>Impact has been seen in improved confidence and competence, with staff now better equipped to deliver high-quality PE and inclusive activities.</p> <p>No spend on unverified or informal providers focus remained on sustainable improvement through targeted investment.</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> <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>PE and sport are embedded into school priorities, helping to promote respect, teamwork, and resilience through inclusive and varied activities.</p> <p>Internal CPD and external partnerships have improved teaching quality across the curriculum.</p> <p>Sports premium funded active travel, structured morning clubs, and daily PE access, all supporting wider engagement and behaviour.</p>

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<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>Events like sports day and peer-led sessions have enhanced pupils’ confidence, leadership, and communication skills.</p> <p>The pool project created a unique opportunity for pupils to learn in a new setting, increasing engagement and life skill development.</p> <p>Morning sports and after-school clubs increased daily physical activity, helping many pupils meet the 30–60 minute target.</p> <p>SEND pupils and girls had greater access to sport through targeted clubs and inclusive planning (e.g., HAF Holiday Club, Girls Football League, peer mentoring).</p> <p>School provided a broad and equal range of sports including roller skating, caving, archery, swimming, and athletics.</p> <p>PE and sport celebrated across the school – achievements recognised in assemblies and communication with parents.</p> <p>Participation in competition increased through AMVC events and internal athletics festivals.</p>

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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 sustainable improvements to the PE, sport and physical activities it provides.</p>	<p>Pupils participated in structured physical activity every morning before lessons, alongside timetabled PE and breaktime engagement helping most achieve 30–60 minutes of daily activity.</p> <p>A wide and inclusive range of sports was offered, including non-traditional options like caving, roller skating, and archery, as well as swimming and athletics.</p> <p>Competitive sport access increased through the AMVC competition package and in-school events like Sports Day and inter-class competitions.</p> <p>Top-up swimming and investment in temporary pool infrastructure ensured more pupils could meet national swimming requirements.</p> <p>PE achievements and effort were regularly celebrated during assemblies and through parental engagement, raising the subject’s profile across the school.</p>

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

# PE and Sport Premium Spending Summary 2024–2025

## Total Spend

Total PE and Sport Premium spent: £32966

### 1. CPD Spending

External training courses: £0

Upskilling staff to deliver swimming lessons: £180

Internal learning and development: £2995

### 2. Internal Activities Spending

School-based extra-curricular opportunities: £7741

Internal sports competitions: £485

Top-up swimming lessons / aquatic opportunities: £17002

Active travel: £1399

Equipment and resources: £1210

Membership fees: £29

### 3. External Activities Spending

School Games organiser network: £1750

Other inter-school sports competitions: £0

External coaching staff: £0

## External Activities Spending

Swim 25 metres unaided: 80%

Use a range of strokes effectively: 72%

Perform safe self-rescue: 65%