



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023

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 necessary that spending must 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 2026.**

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
There is a more detailed account of the impact for this academic year in the previous reporting document 2024 – 2025 – but to summarise I have added one or two key point to meet all 5 indicators: A good year for PE at our school.		
<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</i>	Possible new schemes of work were trialled throughout the year. Offer of CPD to observe PE Lead and sports coaches to improve understanding and knowledge and understanding of PE, progression, etc. CPD was given to staff through the WESSP partnership sports coach Julie Watkins; resulting in confident and eager staff harmed with the skills to deliver excellent quality cricket lessons. Tottenham Hotspur sessions were run for each class in KS1 and KS2. This provided an opportunity for CPD for all teaching staff. The sessions also identified children with a high degree of talent, who were subsequently given the offer to attend sessions at Tottenham Hotspur. SGO from Debden Park delivered competitions at our school, effectively providing inset for staff who attended their classes. The continuing partnership with the SEND lead at WESSP is well established; she has held meetings with the inclusion team to improve staff knowledge and assist in planning for groups and individuals. Membership to OPAL/OPAL college enabled staff to	It was decided to buy Get Set 4 PE. (July 2025) as this scheme provided the best fit for our school. PE lead team taught sessions with teachers to improve their understanding of skills and delivery sequences. Assisted teachers in end of unit tournaments, explaining rules, modelling, umpiring, etc. Coaches from Tottenham modelled lessons appropriate to the age of the children in the class. Explained progression to staff and gave ideas of games and skills to support this. SGO from Debden Park delivered a 'Capture the Flag' tournament where staff observed, also cross country/obstacle competition for the whole of KS2. Extremely useful and we were able to get lots of ideas for our children, some who have complex needs. Our continuing partnership with OPAL

	receive ideas, advice, and training to support OPAL playtimes.	ensures we can generate the best experience for the children all round.
<i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	All year we continued to ensure that we were meeting the 30/30 Government recommendation. Our developing partnership with Essex Highways has enabled many schemes, such as walk/scoot/bike to school to be put in place. Areas have been made to store bikes, etc. The reception playground received a whole new upgrade. This much needed upgrade has enabled the children in multiple ways to increase fitness, agility and problem solving, etc. All equipment salvaged was recommissioned for OPAL play. The area for OPAL has been developed further, enabling equipment for all to use across all ages. Eg climbing and den structures, frames, rope swings, challenges such as tug of war, gladiators, skipping ropes, palettes to lift and build, etc. MUGA - used and resourced to provide sports during OPAL lunchtimes. <u>Plastic Wall for MUGA</u> This purchase has had a massive impact on how we use this space. Children access different sports at lunchtime, helped by the Play Rangers. Trained play leaders to assist in each area. The impact of OPAL is huge - our children are developing their upper body strength, problem solving, and building resilience through these active playtimes. They are out in all weather –again improving fitness, strength, and resilience. Noticeable how there is improved mood and behaviour on the playground.	Encouraged the children to walk/scoot/walk drive and walk to school through different challenges through our partnership with Essex Active. The children participated in 2 PE lessons a week. We continued to ensure our lessons included activities to help engage our learners further by adapting. lessons Daily Mile, Challenges and Santa Runs throughout the year. In addition to the Daily Mile, we ensured the children remained active by, e.g. using active maths and Supermovers, etc in lessons. Daily use of the track encouraged all children and adults to run, walk, jog, thus supporting the Daily Mile initiative, their physical well-being and mental health. Increased opportunity for clubs at lunchtime and OPAL play Level of challenge and engagement included for older children (i.e. slackline) All children have access to something they like to play/create/imagine Children (Play Rangers) given chance to lead, etc

<i>Key indicator 3: Raising the profile of PE and sport across the school for whole school improvement.</i>	We were awarded the School Games Gold Award and received the award for the most engaged school in the area; we will endeavour to ensure we achieve that this year. We achieved the Active Essex Key Stage 1 Award in 2025. We had excellent results in all competitions All less engaged pupils participated in an event this academic year. Team teaching and tournament organisation in school has been good CPD for teachers	This is the second year we have received the most engaged school award. SEND children qualified for the county finals of Boccia Year 5 and 6 qualified for the finals of Sports Hall Athletics
<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	More new equipment was bought and made, supporting lunchtime clubs and OPAL play. Again, our sports day was supported by our older students for KS1 and nursery and Debden Park for KS2. It was extremely successful and well attended by parents. Sports leaders supported staff throughout the year, e.g.: with setting out equipment, etc. After school and lunchtime, clubs were offered and well attended, offering a variety of sports to embrace all needs. These ranged from gym and football to multi sports, tag rugby, and cross country. Assembly was delivered by UKA to promote Karate. Tottenham Hotspur provided sessions and CPD. New Kit and equipment for children representing the school at events A Boccia set was bought to engage SEND and disengaged. The children took part in a Beatboxing and breakdancing assembly/workshop. Karate assembly/and follow up workshops.	Ideas such as Gladiators, slackline, use, and operation of the MUGA are being introduced. Great links with local schools in providing sports leaders for events such as this. There were follow-up lessons to engage more children in this sport. Gifted children identified and offered places at coaching sessions outside of school.

<i>Key indicator 5: Increased participation in competitive sport</i>	<u>Membership to WESSP and EFDSA</u> CPD for our staff 3 x year, plus 1 week with their sports lead for all staff. Karate assembly organised. Advice to the SEND team from their SEND lead. New school kit bought (all sizes) to wear at competitive events. Has raised the profile of the school and enabled students to feel proud and honoured to represent the school. We ensured every child attended or was given the opportunity to attend at least one inter-school competition this academic year. Those who refused or were disengaged were put onto a list for teachers/PE Lead to encourage them to take part. Coaches were booked for transport to enable us to attend the maximum number of events on offer. The change in role to PE lead for Mrs Evans continued to enable a smoother, more consistent, and effective planning and delivery of events with better results from our athletes. Our partnership with WESSP enabled the children to have the opportunity to attend well run inter-school competitive sport and festival type competitions. SEND children attended the Panathlon events which they loved and fully engaged with. CPD and advice/help always available from SGO and Sports Lead at Debden Park.	More consistent and effective planning and delivery of events with better results from our athletes is shown by the attendance at finals and representing WESSP at Quad Kids. This included SEND events, which we attended more than any previous year. Introduction of lunchtime and before school clubs- by PE Lead, adjusted throughout the year to meet future competitions, popularity etc Enabling every pupil in school to have access to additional clubs (many cannot attend after school) Mrs Evans set up a meeting for SEND advice given to the inclusion team this year.
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Key priorities and Planning

Spending for September 2025 to July 2026

What we did	Who did this action impact?	Key indicator to meet	Impact and sustainability	Cost linked to the action
Introduced a new scheme of work to ensure fidelity in resources and teaching across the school, a good understanding of Physical Literacy and its role in child development, particularly the role of FMS as building blocks. Using this scheme, users can plan equipment needed in the sequence of lessons ensuring adaptation. Those using this resource for SEND can access adaptive planning and ideas for resources suitable for a level of need. Continued to be a part of the WESSP Partnership CPD - has been given to staff by Julie W and Hannah C coming into school and delivering to the whole school. Gill Newland for SEND CPD advise on PE and gym trails, etc	All teaching staff, inclusion and SEND support staff. All children. All teaching staff, inclusion and SEND support staff. All teachers, inclusion team and staff have had the offer of support throughout this year by the WESSP team through CPD and advice. Equipment brought to support this group of children	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</i>	After PE lead investigated and trialled several schemes last year, we bought and started using Get Set for PE in September 2025. This has proven to be a popular scheme with teaching staff, easy to follow, good demonstration videos, progression ladders and skills and providing all resources needed, easy to access innovative ideas for units of work - such as parkour. Data can be collected and analysed easily to see impact in many ways, such as monitoring groups etc. Membership to WESSP EFDSA Resources and lessons adapted where needed. Gym trail and sensory trails included. With increased staff confidence skills and understanding in PE, children have more opportunity to compete. Greater understanding of	£3,100

Sports coaches organised and ran sports days for reception and nursery PE lead to team teach or support with end of unit tournaments, lessons, and planning to promote confidence in staff. Class sessions from Tottenham Hotspur	Mrs Evans team-taught with less confident member of staff. Modelled how to and organised tournaments end of unit tournaments Coaches observed for ideas/CPD by staff. Tottenham Hotspur coaching sessions for all classes, CPD for staff. Children recognised as having talent offered places at outside school training.		where a child is at ensures the correct progression is put into place Enabling more opportunities for sports. Ensuring staff gain a greater understanding of progression and skills in different sports. Enabling all children to receive high-class coaching from a premiership club	
Use of Daily Mile dedicated track – maintenance and repair. Daily Mile promoted throughout the year, such as mental health week walk and talk, Rudolf Dash, etc. Track maintained throughout the year. Each class is timetabled to use the track daily. Promote children using this at a comfortable pace – not a race! Thus, ensuring the track remains a valuable experience.	All children and adults in school and wider community-mental health as well as physical.	<i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	Assembly delivered and resources sent out to support walks in Essex County Parks. Message, info sent out on app – to engage a wider school community – i.e. carers, parents, siblings – etc. Track maintained and fixed where wear and tear are visible as now 6 years old and used daily. Achieved by having 3 groups, run/jog/walk Skipping ropes and other equipment to be provided to engage pupils to travel around track in other ways – e.g. space hoppers.	£5,000

Ensure learning breaks through activity/outside learning. Emphasised through inset from Essex LA. Walk/scoot/park and ride partnership with Essex Highways. Areas to park bikes/scooters Idea and resources continue to be actioned by MH and KP Equipment for the MUGA We have bought/replaced a variety of equipment throughout the year	Teachers and children using Supermovers etc, Bank of ideas for active learning created All children enabled to store equipment safely All children	Ensure Staff to model effective use of the track to provide positive role model Reward with certificates for distances achieved, these can be edited to reward long distance runners or those who struggle to achieve 1KM - Certificates made available for staff to use as reward/progression. Active maths reassessed. Staff to embrace the idea of moving around class Bank of resources available in Get Set 4 PE Walk to school week and Living Streets recorded daily in class. Travel sustainable school accreditation achieved More children use a healthy option to get to school. Storage areas for scooters and bikes added within the school grounds. Our MUGA, is a multi-use sports area. All children benefit as there are a range of sports on offer. Play Rangers are trained to support this thus giving extra responsibility and leadership	
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To purchase another set of plastic interlocking wall blocks for playground to make MUGA area Continuing to ensure playground equipment is replaced when needed. OPAL MEMBERSHIP To enable staff to access expertise, training, and ideas from OPAL College	All children Staff and children		skills. More opportunities for everyone to engage with an elevated level of activity during playtime To allow a safe and visual way to make an additional playing area Access to the ideas and support from OPAL College feeds into our offer at school. All children benefit from these activities.	
New PE scheme to give teachers access to high-quality resources London Mini Marathon event. Entered ballot and received places. Mini Marathon in school for all to support further. Tottenham training/CPD UKA assembly took place	All teaching staff Children have high-quality lessons Raise the profile of running in school. All children inspired by this event Tottenham offer – CPD to teachers Karate offer from UKA	<i>Key indicator 3: Raising the profile of PE and sport across the whole school for whole school improvement</i> <i>Key indicator 4: Broader experience of a range of</i>	A great teaching scheme is embedded throughout the school and promoting Physical Literacy 20 places were given to children. Whole school participated in Mini Marathon in Schools including staff CPD from Tottenham Hotspur Assembly and coaching	£2,000 £2,500

to promote the sport in school		<i>sports and activities offered to all pupils.</i>	from UKA Karate to introduce children to Karate	
Recognise and gifted children	Those identified in school		Parents approached, suggestions made as to outside clubs.	
Boccia to be introduced	Those less engaged with sport. Continually expand, adapt, and provide new experiences throughout the year.		Boccia set purchased and groups of children playing.	
OPAL playtimes	Have an ever-increasing range of sports in MUGA that children may not have experience, or would like to try to improve – i.e. basketball, archery		Children try new sports, need new equipment to sustain this.	
Encourage SEND, PP disengaged to attend extra-curricular clubs	Children identified in these groups that would benefit		SEND team to identify and use funds	

Use SP to provide coaches to all events	All Children Coaches paid by school to allow the children to take part in these events, otherwise they cannot attend.	Key indicator 5: Increased participation in competitive sport	Sports Premium to pay for this to ensure we can attend maximum number of events.	£5,500 + £1,500
Continue to pay annually belong to EFDSA	All children – ensuring participation in leagues and District Sports		Enabling us to compete with other schools in the area at District events and in the school leagues.	
Continuation of lunchtime clubs.	Dedicated football coach Mrs Evans to offer clubs throughout the year based on need/want/availability		Specialist coach to ensure our football squad is well drilled and competitive. Provided by PE lead and UKA, ensuring children develop skills and are ready to compete at events.	
School clubs' new equipment.	All children to be encouraged to join.		PE lead	
London Mini Marathon legacy – school running club	All children		Many children have been deeply inspired by this, a dedicated running club to be put in place. Children will increase stamina and speed – better results at cross country and all round in competitions.	

KEY ACHIEVEMENTS 2025 - 2026

This template will be completed at the end of the academic year and will highlight the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<u>GOLD SPORTSMARK</u>	We achieved this award for another year's hard work and effort.	Immensely proud to secure Gold for another year (2025 – 2026) - A massive achievement as the criteria has changed again. We have enabled the maximum number of children to have the experience of competitions at competitive or festival level. Enabled by funding transport and releasing staff. Physical literacy becoming embedded through new PE scheme.
<u>PLATINUM AWARD FOR OPAL</u>	Continued improvement in playtimes (behaviour and mood (. Visible robust physical movement, i.e. carrying crates, tree swings, climbing. Managed risk benefits and imaginative play. Behaviour and mood are exceptionally good - there is a happy buzz from contented children. Fitness in general, particularly upper body strength, has been developed from accessing the equipment. A proficient level of physical challenge can be observed for all age groups. All children have access to something they like to play, climb, swing, create, imagine. Children, through the Play Rangers role, are given the chance to lead.	After a lot of hard work, we achieved the highest award for OPAL. Achieving this award has given everyone an immense sense of pride for our school. It goes without saying that the benefits for children are immeasurable.
<u>OPAL college and tutors</u>	We can use the resources, ideas, and advice available from experts. Training is given to OPAL team to support the physical side of the playtimes. We have continued to purchase/build many added resources for OPAL play as well as maintaining existing resources.	Opal College is available to Opal staff. It provides them with ideas and supports all year round.

<u>New equipment</u>		
<u>Reception playground</u>	After a much-needed upgrade to the reception playground last year, we can see how this is enabling all children multiple ways to increase fitness, agility and problem solving. It also provides a safe environment for children to manage risk and encourage decision making.	A much-improved space for the children
<u>CLUBS</u>	These continue to be very popular. Children have the chance to 'hone' their skills in certain sports. Most children attending have enjoyed it so much this transfers to their effort and skillset in lessons, whereas previously they did not have the desire within that sport. Improved fitness all round helped impressive results throughout the year. It ensures our able athletes pushed, team bonding is consolidated, and improved results show.	Clubs take place at lunchtime, before and after school. Pupil voice has guided us in choosing clubs for this year Many children have tried activities they would not have done before in a more relaxed environment. Again, this has been NOTED by organisers within the WESSP. Mrs Evans has advised parents of those pupils identified as 'gifted,' or just very enthusiastic about a new sport, and recommended clubs outside of school, etc.
<u>PE LEAD</u>	Dedicated lead ensuring all events possible are prepared for and attended. Using Get Set for PE, monitoring and tracking all children to ensure they have a chance to compete in competitive inter-school festivals or Panathlon All less engaged pupils were identified and encouraged to attend an event, made possible by our transport arrangements and the release of staff to attend events. Worked to ensure we continue to receive Gold for our PE offer. We attended the maximum amount events available to us – staff dependant. PE lead has offered team teaching and tournament organisation, this has been great CPD	A new tracking system introduced to ensure all children attend events. Monitoring of those that have not and ensuring they get a chance to go. Identifying those SEND and enabling them to go to events such as Panathlon. Team teaching and advice

<u>New PE scheme of work</u>	for teachers and instils confidence. Play Rangers continually trained in the safe use of sports equipment; this has been undertaken by PE lead. Informative, easy to follow lesson plans and resources for teachers. Enables delivery of high-quality lessons, adaptive for each child. Simple assessments for each unit of work. Progression of skills is noticeably clear, fundamental movement skills are explained fully for each year group, assessment for each child can be completed Tracking and monitoring participants has become much easier with the use of Get Set 4 PE. Diverse groups can be filtered for data analysis. This includes data for all clubs.	Great response from teachers regarding the ease of use of the scheme and its simplified assessment. Tracking tools enable PE lead to identify and monitor children to ensure they go to events, etc.
<u>Membership to WESSP and EFDSA</u>	Enables the children to take part in well-run competitions and festivals. Panathlon events are specifically aimed at SEND and disengaged pupils, who enjoy these immensely. We have had the opportunity to attend end of year presentations to recognise sporting effort and excellence within the partnership. CPD and advice for our staff is available, plus 1 week with the sports lead for all staff. In-house competitions organised. Advice given upon request to our inclusion team from the SEND lead.	Every child in school from year 1 to 6 has had the opportunity to go to an inter-school event this year. CPD has been received by staff
<u>New PE equipment</u>	New equipment provided to include all: these include items such as circus skills set, swing ball, etc. More competition equipment, i.e. shinpads, gloves,	

	goals to support and keep the children safe during their events plus clubs at school. Adaptive PE resources/equipment for our SEND and disengaged children.	
<u>Plastic Wall for MUGA</u>	This purchase has had a massive impact on how we use this space. Children access different sports at lunchtime, helped by the Play Rangers.	
<u>Partnership with Essex Highways.</u>	Our partnership with Essex Highways has enabled many schemes, such as walk/scoot/bike to school to be put in place. Living Streets is input daily by the children. Areas for storing bikes, etc.	
<u>London Mini Marathon</u>	20 children took part in this phenomenally successful event.	All want to go further with their running and have asked for a club at school,
<u>London Mini Marathon for Schools</u>	Enthusiastically supported by the whole school.	A fun event with several special guests.
<u>Rudolf Dash for charity</u>	All children took part for St Claires Hospice	Was an enormous success.
<u>Karate assembly/and follow up workshops</u>	Enabling children to try something new.	

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?	14/60 children did not meet this	Working towards - 23% of children. (14 children did not meet this) Expected – 60% of children Greater depth – 17% of children
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	14/60 children did not meet this	Working towards - 23% of children. (14 children did not meet this) Expected – 60% of children Greater depth – 17% of children

What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	14/60 children did not meet this	Working towards - 23% of children. (14 children did not meet this) Expected – 60% of children Greater depth – 17% of children
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	

Signed off by:

Head Teacher:	<i>Teresa Phillips</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sue Evans – subject lead for PE</i>
Governor:	
Date:	