



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

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Commissioned by



Department
for Education

Created by



St Anne's C of E Primary School



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

Review of last year's spend and key achievements (2024/2025)

Activity/Action	Impact	Comments
1. Embed the new Cambridgeshire PE scheme into all year groups and members of staff.	Empowering teachers to develop confidence in delivering Physical Education (PE) significantly enhances the overall educational experience, student engagement, and long-term outcomes in physical activity. When teachers feel confident in PE, they are more likely to implement creative, dynamic, and inclusive lessons that engage students at all skill levels. This increased self-assurance enables teachers to model positive attitudes toward physical fitness, promote teamwork, and encourage a lifelong appreciation for healthy lifestyles among their students. Moreover, confident teachers are better prepared to adapt PE lessons to address diverse student needs, fostering a more inclusive and supportive environment.	
2. Development of Forest School area and resources to enhance the delivery of PE.	Developing Forest School resources to support Physical Education (PE) provides a unique opportunity to connect students with nature while enhancing their physical, social, and emotional well-being. Forest School resources bring a transformative approach to PE by enabling outdoor, experiential learning that fosters resilience, independence, and confidence. This natural setting encourages active exploration and physical engagement in a way that is both inclusive and adaptable to diverse student needs and abilities. This approach also nurtures environmental stewardship, helping students develop a lifelong appreciation for nature and an understanding of the importance of sustainable living.	SIAMS report – Jan 2025 Mental health and wellbeing are a priority within the school. Individualised support is put in place for pupils in a bespoke manner.

3. Supplement after school club provision enabling a range of sporting clubs after school/ half term and longer holidays to run regardless of numbers of children involved.	Children participating in after-school sports clubs experience a wide range of benefits that extend beyond physical fitness, contributing to their overall development and well-being. Engaging in organized sports after school provides students with structured physical activity, which enhances their physical health, coordination, and strength. Regular participation helps build foundational habits of physical activity that can lead to lifelong healthy practices.	
4. Development of provision of PE at lunchtime	Lunchtime PE also encourages inclusivity by offering accessible, low-pressure opportunities for students to participate in physical activity, regardless of skill level or experience. It fosters a sense of community, enabling students to form connections across different peer groups and enjoy collaborative and team-based games. The social interaction and teamwork involved help develop essential interpersonal skills, such as communication, cooperation, and empathy.	This will continue to develop next year as the system embeds into school, with more clubs becoming available. Ofsted Report – June 2025 Pupil play enthusiastically at lunchtimes. They benefit from the wide range of activities on offer. Older pupils take ownership of these by planning, organising and running lunchtime clubs. These give pupil leaders a sense of responsibility, while younger pupils revel in the chance to take part in activities such as tennis, chess and crafts. SIAMS report – Jan 2025 Pupils are also empowered to run their own lunchtime clubs based on their passions and interests. For example, a Year 5 child has set up a chess club to teach others to play chess and consequently supports pupils to coach each other. This promotes collaboration and enables the development of leaders.

Key priorities and Planning 2025- 2026

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
Provide Forest School sessions for all year groups for one afternoon a week	Pupils	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2: Engagement of all pupils in regular physical activity Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Developing Forest School resources to support Physical Education (PE) provides a unique opportunity to connect students with nature while enhancing their physical, social, and emotional well-being. Forest School resources bring a transformative approach to PE by enabling outdoor, experiential learning that fosters resilience, independence, and confidence. This natural setting encourages active exploration and physical engagement in a way that is both inclusive and adaptable to diverse student needs and abilities. This approach also nurtures environmental stewardship, helping students develop a lifelong appreciation for nature and an understanding of the importance of sustainable living.	£13,000 for staffing costs to allow sessions to run
CPD training for staff to develop skills in Forest School sessions/ PE sessions	Staff	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport		£4,000 for course fees/ supply cover for staff
Develop sports clubs at lunchtime using Sport leaders to do so.	Pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Lunchtime PE also encourages inclusivity by offering accessible, low-pressure	

High quality physical resources for PE and sports lessons as well as maintenance and renewal of existing equipment.	Pupils	Key indicator 2: Engagement of all pupils in regular physical activity Key indicator 5: Increased participation in competitive sport Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	opportunities for students to participate in physical activity, regardless of skill level or experience. It fosters a sense of community, enabling students to form connections across different peer groups and enjoy collaborative and team-based games. The social interaction and teamwork involved help develop essential interpersonal skills, such as communication, cooperation, and empathy. High-quality equipment contributes to student motivation and enjoyment by allowing PE lessons to be more dynamic and varied, keeping students engaged and eager to participate. By investing in superior equipment, schools demonstrate a commitment to the value of physical education, promoting lifelong habits of physical activity and underscoring the importance of health and fitness in students' lives.	£1,000
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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
Provide Forest School sessions for all year groups for one afternoon a week	Forest School sessions have been successfully delivered to every year group for one afternoon each week throughout the academic year, ensuring that all pupils have had regular access to high-quality outdoor learning experiences. Funded through the PE and Sport Premium, this provision has increased opportunities for pupils to participate in regular physical activity beyond the traditional PE curriculum, while developing fundamental movement skills, resilience, teamwork and confidence in an inclusive outdoor environment. In addition, targeted Forest School sessions have been delivered for the nurture group, providing enhanced support for pupils with identified social, emotional and behavioural needs. Forest School has had positive impact on pupils' physical, mental and emotional wellbeing. Pupils experiencing Emotional School-Based Avoidance (ESBA) have particularly benefited from the nurturing, low-pressure environment, enabling them to re-engage positively with school through active, outdoor learning. For many of these pupils, Forest School has been a key intervention, strengthening their sense of belonging, reducing anxiety associated with school attendance and increasing their readiness to participate in both PE lessons and wider school life. The programme has supported the aims of the PE and Sport Premium by promoting lifelong enjoyment of physical activity, improving pupils' wellbeing, and ensuring that all children, including the most vulnerable, have equitable access to high-quality, active learning experiences that	

CPD training for staff to develop skills in Forest School sessions/ PE sessions	foster healthy, active lifestyles. CPD has been provided to staff to enhance their confidence, knowledge and practical skills in delivering high-quality Forest School and PE sessions. As a result, staff are now better equipped to deliver engaging, inclusive and progressive lessons, leading to improved consistency and quality of provision across the school. This has strengthened the overall quality of pupils' learning experiences and supported the continued development of PE. While significant progress has been made, staff development remains an ongoing priority to ensure practice continues to improve and sustain high-quality outcomes for all pupils.	This will continue into the next academic year.
Develop sports clubs at lunchtime using Sport leaders to do so.	Sports leadership opportunities have been successfully developed through the introduction of regular lunchtime sports clubs led by trained Sports Leaders. A wide range of activities is now offered throughout the week, providing pupils with increased opportunities to be physically active beyond curriculum PE. The clubs have attracted a diverse group of participants across different year groups and abilities, promoting inclusion, leadership, teamwork and enjoyment of physical activity. This initiative has increased levels of daily physical activity, enhanced pupil engagement, and contributed to a positive sporting culture across the school, while providing Sports Leaders with valuable opportunities to develop confidence, communication and organisational skills.	This will continue into the next academic year with a new cohort of children joining the school.

High quality physical resources for PE and sports lessons as well as maintenance and renewal of existing equipment.	Investment in high-quality PE and sports equipment has ensured that worn and outdated resources have been replaced and existing equipment has been maintained, enabling pupils to access safe, engaging and high-quality PE lessons and sporting activities. The renewed equipment has supported the delivery of a broad and balanced PE curriculum, increased pupil participation and enhanced the quality of teaching and learning across a range of sports. Maintaining and replenishing PE resources remains a high priority for the coming year to ensure equipment continues to meet the needs of all pupils and supports the ongoing delivery of high-quality physical education.	
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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?	64%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke?	55%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	61%	
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Is now part of cross curricular learning.

Signed off by:

Head Teacher:	<i>Mark Farrell</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sam Tavender PE subject leader</i>
Governor:	
Date:	6 th July 2026