



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 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 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)

Activity/Action	Impact	Comments
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	• Lessons in conjunction with PASS support were delivered effectively across the key stages, teachers were supported a minimum of 2 out of 6 terms by PASS coaches	• PASS contract will not be renewed for 2025/26 due to cost restraints, although lesson planning / progression remains in place. We will look into 'buying in' a PE specialist for at least 1x day a week and to run an after-school club also
Key indicator 2: Increased engagement of <u>all</u> pupils in regular physical activity and sport	• an increase in % terms of children that attended after-school clubs than last academic year • donated playground equipment (such as over-sized tyres and pipes) resulted in a significant increase in children being active during breaktimes, coupled with the usage of static playground exercise machines for both key stages	• after-school clubs' involvement was 'promoted and pushed' by PE lead and staff across both key stages and new clubs introduced (dodgeball and rounders) as a result of 'Pupil Voice' questionnaires
Key indicator 3: The profile of PESSPA (PE and School Sports) being raised across the school as a tool for whole school improvement	• PE display board was updated very regularly and showcased individual and teams' achievements, upcoming events and after-school clubs run. • longer 'write ups' in the school weekly	• PE display board continued to be used as a visual representation of our schools' attitude towards PE activities and events, and in addition next year expand to have an area of external

Key priorities and Planning (2025/26)

This planning template allows us to accurately plan our 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
To upskill teachers to develop their PE expertise across the school by providing access to high quality CPD opportunities (with PE Specialists from PASS and other companies)	All teaching staff, and PE Subject Lead	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport	Increased PE subject knowledge resulting in better outcomes for pupils in PE, including the delivery of PE lessons, and improvements in staff teaching practices and confidence to deliver effective lessons	up to £1,000 (PASS CPD courses and additional external companies also)
Complete PE-competence audit and identify necessary training opportunities	All teaching staff and TA's	Key Indicator 1	PE lead to audit PE competence of staff, then provide suitable training opportunities to improve knowledge and confidence in delivering sessions in a particular area of PE	
Allocate dedicated subject leadership time to ensure PE is well-led and that staff are correctly supported	PE lead and all teaching staff	Key Indicator 1	Improved knowledge and confidence of subject lead	
Sports coaches to attend school to deliver specialist sessions (for example tennis and gymnastics)	All teaching staff and TA's	Key Indicator 1	Children receive specialist coaching and staff given the opportunity to observe specialist coaches for their own CPD	up to £5,000 allocated for outside agencies

• Create a culture to promote the enjoyment of PE, to be supportive of each other and achieve. In addition, to encourage children to participate in sports during, after and outside of school hours.	• Staff (especially, but not solely, PE lead) to provide a range of extra-curricular clubs across both phases • Children taking part in physical activity throughout the day and extra-curricular clubs. • Parents to support the school in raising the profile of physical activity by encouraging their children to attend extra-curricular clubs	• Key Indicator 2: Increased engagement of all pupils in regular physical activity and sport.	• Greater numbers than previous years (from both key stages) will participate in extra-curricular clubs across both phases • Teachers will deliver high quality progressive PE lessons to inspire children to enjoy PE	
• Pupil questionnaires completed to ascertain which seasonal sports the children would like to experience during extra-curricular clubs and their view on PE and school sports in general at Park Way Primary School	• All teaching staff and pupils	• Key Indicator 2	• Improved attendance at extra-curricular clubs with more children engaging in regular physical activity	
• Outside agencies and sports coaches to run after-school extra-curricular sessions across both key stages	• All teaching staff and pupils	• Key Indicator 2	• Aim to increase KS1 & KS2 participation in extra-curricular clubs to 75% for both cohorts and to run clubs requested by the children by experts	• up to £5,000 allocated for outside agencies
• To improve opportunities for inclusive competitive sport, games and physical skill development	• All children at breaktimes • Breaktime	• Key Indicator 2	• Higher levels of engagement leading to a reduction in inappropriate behaviour. • Pupils become confident problem-solvers and	• up to £3,000 allocated for new playground

during play times.	supervisors		work collaboratively with one another • Higher percentage of pupils being active at break and lunchtimes, and an increase in engagement of physical activity	markings (including sports pitches and KS1 games such as hopscotch and targets)
• PE lead to audit existing resources, including those encouraging early physical development and fine/gross motor strength and coordination (e.g. balance equipment, building blocks, target games) and place order for any necessary equipment	• All staff and pupils	• Key Indicator 2	• Children will have greater access to a wider range of appropriate equipment to use during breaktimes	• up to £1000 allocated for new equipment
• P.E. equipment updated and replenished for delivery of lessons, e.g. bucket of tennis balls, footballs, basketball hoop, dodgeballs, netballs, tag rugby belts and tags	• All staff and pupils	• Key Indicator 2	• New equipment will assist staff in the delivery of PE lessons and enable all pupils to access their learning.	• up to £1000 allocated for new equipment
• Take delivery of new oversized tyres for break and lunch time play	• All children at breaktimes • Breaktime supervisors	• Key Indicator 2	• Children are engaged in active play and helps also with imaginative and creative play.	• up to £1.500 allocated for purchase of large sheds to house the tyres
• Year R to undertake balance bike training in March 2026 (Balanceability)	• Year R pupils and staff	• Key Indicator 2	• Year R will improve gross motor skills to assist them in developing balance and co-ordination and confidence on a bicycle.	• up to £700 allocated towards the cost of 'buying in' Balanceability
• Year 6 to undertake Bikeability training in October 2025	• Year 6 pupils and staff	• Key Indicator 2	• Year 6 children will complete training designed to give them the skills and confidence to cycle safely on roads.	

- Engage with the Maidstone and Malling School Sports Association to enable inter-school competition through: - PE lead and other staff members to attend competitions - PPA time for Sports Lead to organise teams, permission slips, PE club participation updates, etc.	P.E Lead, Staff and pupils	Key Indicator 3: raising the profile of PE and sport across the school, to support whole school improvement.	Greater access to inter-competitive sport and greater involvement by a wider range and percentage of children at Park Way (over both Key Stages) including events such as gymnastics not previously attended	£600 towards PASS Competition Package for 2025/26
Special assemblies, medals, trophies and stickers to enthuse and encourage children to take part in sport	Pupils	Key Indicator 3	- Raise pupils' self-esteem in PE through celebration of their learning and outcomes both in lessons and clubs - Pupils' ability, resilience, participation in PE and sporting activities recognised by the whole-school (assemblies and newsletter)	up to £400 towards trophies, medals and stickers
Recognise and celebrate swimming achievement in assembly and in newsletters	Pupils in Year 3 & 4	Key Indicator 3	Raise pupils' self-esteem in PE through celebration of their swimming achievements	
Celebrate our successes on the school website with regular updates and photos including intra-house, external competitions, events such as Bikeability, and on PE noticeboard, including 'PE Superstar'	Pupils and the wider school community	Key Indicator 3	Increased number of website posts sent out promoting physical education, school sport and physical activity	
Allow all pupils to access high quality sports coaching through extra-curricular clubs in 2025/26 which are carefully timetabled and cover many sports. To target	Pupils	Key Indicator 3	Greater number of children participating in after-school clubs, including SEN and PP children and increased confidence and physical activity levels in a wider group of children	see above (up to £5,000 allocated for outside agencies/sports coaches to run after-school clubs)

specific children across the Key Stages, including SEND children - Tracking club attendance (including SEND and PP children) to ensure that all children receive opportunities to attend a club. - Provide a range of free, good quality after-school sporting clubs to both Key Stages across the academic year run by both PE lead and other staff - Further improve and enhance our extra-curricular provision by offering a wider range of sports provided by outside agencies and sports coaches - Maintain a collection system linked to participation data to better target specific children and identify gaps in our provision - To offer the children of Year 5 & 6 a School Residential Trip to experience new activities which cannot be offered in school.	- All pupils - see above (up to £5,000) - PE coaches, staff and pupils - Pupils and parents - Year 5/6 pupils - Teaching staff who attend the residential and support the children.	- Key Indicator 3 Key Indicator 4: offer a broader and more equal experience of a range of sports and activities to all pupils - Key Indicator 4 - Key Indicator 4 - Key Indicator 4	- Greater number SEN and PP children of both key stages to attend after-school clubs and to use 'Pupil Voices' to offer clubs that the children would like to attend - More pupils meeting their daily physical activity goal - A greater range of children taking part in extra-curricular physical activities, a variety of clubs offered to both key stages and participation levels raised - Harder to reach pupils, and groups of pupils, are participating in sports and physical activity. Children are targeted for certain clubs, i.e. those who may not normally take part in activities outside school - Increase pupils' physical health and developing key skills (e.g. teamwork, social skills, independence, creative thinking, leadership skills) and a chance to try a wider range of skills and outdoor adventurous activities	as above
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• Commander Joe's education programme for individual children and small groups	• selected individual pupils	• Key Indicator 4	• Develop key skills such as teamwork, independence, self-confidence, resilience problem-solving and leadership skills.	
• 'Summer of Fun' (2026) activity session for individual classes. Classes vote for a local activity such as Gravity climbing, Mote Park activity adventures, roller skating at the YMCA	• Pupils	• Key Indicator 4	• All children have the equal opportunity to engage in a broader range of sports and activities as chosen by themselves. • To participate in an unfamiliar activity, to learn new skills and to increase enjoyment and resilience for physical activities	• up to £5,000 allocated for at least 1 event including coach travel if required
• Healthy Living Week (part of Healthy Eating Week July 10 – 14th 2026) Offer a range of activities for Healthy Living Week and bring in outside providers	• Pupils and staff	• Key Indicator 4	• Pupils increase awareness of healthy activities and lifestyle choices.	• up to £1,000 allocated for the week's events
• Provide the opportunity for ALL children to compete in a Sporting Competitions including inclusive events and those with children with SEND	• Pupils • Staff taking children to events and overseeing the events	• Key indicator 5: increase participation in competitive sport	By the end of July 2026: • a minimum 50% of Key Stage 1 children will have represented the school in a sporting competition • a minimum 50% of Key Stage 1 children will have represented the school in a sporting competition	
• PE Lead to plan a competition calendar for the year, including events for both key stages	• Pupils	• Key indicator 5:	• Increased participation at competitions.	
• Timetable intra-house competitions throughout the year,	• Pupils	• Key indicator 5:	• Pupils are motivated and have the opportunity to compete competitively in and out of school in	

for all children to partake in.			intra-school competitions • Fitness levels are improved through participation in sport competitions.	
• Raise the profile of competitive sport by promoting sport achievement outside of school through assemblies	• Pupils from our school community	• Key indicator 5:	• Pupils feel valued for their sporting contributions made outside of school; as a result, more children are encouraged to participate in wider sporting opportunities in the future.	
• PE Lead to acknowledge and share school sport achievements in weekly newsletters.	• Pupils across both key stages	• Key Indicator 5	• Celebration of out of school sport achievements, such as swimming certificates and karate belts	
• Greater participation in the inter-school competitions provided through Maidstone and Malling School Sports Association	• Pupils from our school community and other schools.	• Key Indicator 5	• A greater number of events are attended, resulting in a larger proportion of pupils participating in competitive sporting activities.	
• Develop links with local schools to provide more opportunities for pupils to participate in competitive sport (i.e. stand-alone competitive matches across a range of sports and both key stages, such as hockey, bench ball, rounders)	• Pupils across both key stages	• Key Indicator 5	• Improved links results in more opportunities for pupils to engage in competitive sport.	
• Provide opportunities for our most vulnerable pupils, including those with SEND, to participate in	• Pupils	• Key Indicator 5	• Participation numbers are strong for all groups of pupils, including those with who are vulnerable/those with SEND. This results in	

a range of inclusive sports. • PE lead to track pupil participation in sport clubs and competitions. PE lead to ensure all pupils are offered opportunities and encouraged to take part.	• Pupils	• Key Indicator 5	better attitudes/engagement towards PESSPA (Physical Education, School Sports, Physical Activity) • Tracking and targeting result in strong participation numbers and enjoyment for competitive sports	
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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
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport To upskill teachers to develop PE expertise across the school through the use of PASS (physical activity sports specialists) plans to develop the confidence of staff to deliver PE lessons.	- Pupil Voice (KS2) demonstrated 91% of children (158 pupils out of 172) either agreed or strongly agreed that their teacher made it clear what they needed to do to become a successful learner - Pupil Voice (KS2) demonstrated 92% of children (159 pupils out of 172) either agreed or strongly agreed that they understood what they were learning in their PE lesson 83% of KS2 teaching staff and 50% of KS1 and EYFS staff have delivered Cycle 1 and 2 of our PE curriculum at least once using existing PASS plans and have secure knowledge of the objectives and skills required - ECT attend training sessions to increase his confidence/understanding of the PE curriculum and its delivery	- No noticeable 'drop-off' in terms of enjoyment and delivery of lessons by not renewing PASS contract for 2025/26. Plans remain in place to aid planning / progression for all staff and year groups. - funding available for next academic year for new/inexperienced staff to attend training sessions to increase their confidence in delivering the PE curriculum
Key indicator 2: Increased engagement of all pupils in regular physical activity and sport Strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. As well as this, encouraging children to participate in sports during, after and outside of school hours.	- percentage terms of children that attended after-school clubs 2025/26 - KS1 = 34 out of 90 (38%) - LKS2 = 29 out of 90 (32%) - UKS2 = 60 out of 93 (65%) - representation for school teams in percentage amounts - KS1 = 0 of 90 (0%) - LKS2 = 9 out of 90 (10%)	- after-school clubs' involvement was 'promoted and pushed' by PE lead and staff, especially to children who may not have normally signed up for an after-school club - The range of after-school clubs remained high and involved new (very successful) clubs such as skateboarding for KS2 and weightlifting club for Year 5/6 – children were 'handpicked' for skating boarding club which resulted in new

Key indicator 3: The profile of PESSPA (PE and School Sports) being raised across the school as a tool for whole school improvement • PE and Sports display board outside the Hall to raise the profile of PE for parents, visitors and children including a 'PE Sports Superstar' area • regular correspondence to parents through a weekly school newsletter to convey participation and results of inter-school sports activities • children encouraged during whole-school assemblies to show any awards, certificates they had received through outside sports involvement • recognise and celebrate team participation and success in whole-school assemblies	➤ UKS2 = 27 out of 93 (29%) • 'Pupil Voice' questionnaires for KS2 completed within the year, highlighted high levels of PE lesson enjoyment and understanding. Also, the desire for the children to participate in 'new' after-school clubs which we did when we introduced weightlifting and skateboarding • children continue to be engagement with playground equipment such as donated over-sized tyres and static playground exercise machines for both key stages which are in constant use. This year, break time introduction of basketballs has resulted in more children playing this sport in a separate area and both key stages / boys and girls continue to enjoy their designated football slots • PE display board updated regularly and was a visual representation of the schools' attitude towards PE activities and sporting events. Details of clubs on offer that particular term and inter-school events, plus team photos and action pictures of both PE lessons, after-school clubs and SEND events. • PE Sports 'Superstar' display of individual children and write up of their achievement boosted self-esteem of the child represented (across both key stages) and encouraged discussions. • longer 'write ups' in the school weekly newsletter to celebrate successes, including the award of a PE Gold Sports Mark, never previously achieved by Park Way Primary School • Monday morning Celebration Assembly has become a vehicle to celebrate the participation and success of	faces attending after-school clubs • Every day after-school, with the exception of Monday, there was a sports club being delivered being either by a member of staff, an outside agency (Premier Sports/Scorcha Skate School), outside (football) agency with Miss Morris • Lack of opportunities for KS1 clubs and competition must be addressed in the next academic year for both boys and girls – will look into buying outside agency support for after-school clubs and attend PASS run KS1 events depending on teacher cover • PE & Sports display board allowed children to view upcoming clubs and events and to recognize individual and team successes through photos and written explanations • next academic year, find room on PE Sports board to showcase external school representation and successes across a range of sporting activities and across all year groups • next academic year also, change PE Sports Superstar picture and written explanation more regularly than in 2025/26
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Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils • Further improve and enhance our extra-curricular provision by offering a wider range of sports, using 'Pupil Voice' to guide potential new school clubs. • Provide residential and outdoor/adventurous opportunities to pupils across the school, including a summer residential trip for Years 5 & 6 • 'Bikeability' cycling programme offered to all Year 6 children and bikes/helmets provided for children that did not possess them and Balanceability sessions for all Reception children	individuals and teams. Their achievements have had recognition from both peers and adults. • A wide and age-appropriate range of after-school clubs offered to pupils across the key stages by both staff, outside agencies and individual teachers, including new sports such as Weightlifting and Skateboarding for Key Stage 2. • Attendance percentages for 2025/26 after-school clubs were unfortunately down for KS1 and LKS2, but up for UKS2 for ➢ KS1 = 34 out of 90 (38%) ➢ LKS2 = 29 out of 90 (32%) ➢ UKS2 = 60 out of 93 (65%) • Weightlifting Club for Terms 2-4 were a big success (in fact we were one of the only schools in the whole of the UK running a weightlifting club affiliated to UK Weightlifting) but numbers were restricted to only 10 per sessions • every child in KS2 enjoyed a 'Skateboarding Taster' session and from that we ran at Y3/4 and Y5/6 skateboarding club in Terms 5 and 6, but again sadly numbers were restricted to 10 children per club. Pupils attending were selected though for prior enjoyment of taster session and if they were not regular after-school club attendees • 27 out of 45 Year 6 children (60% in total, up from 44% from 2024/25 academic year) took and passed the 'Bikeability Level 2' which took the children safely onto the local roads	• use Pupil Voice in Term 1 for both key stages to identify the after-school clubs the children would like to participate in next academic year and 'buy in' coaches from outside agencies to facilitate this if staff are unable to run the club • continue with Skateboarding Club for the whole academic year and again select children to attend including SEND children from key stage 2 • 'buy in' both 'Balanceability' and 'Bikeability' for Reception Class and Year 6 for next academic year and aim for more than 60% take up with Year 6.
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Key indicator 5: Increased participation in competitive sport	• competitive matches and tournaments for LKS2 & UKS2 football team. In addition, both LKS2 and UKS2 competed in a local-schools hockey tournament, Year 5/6 girls competed in a gymnastics competition and a mixed Year 5 team competed with other local school at a sports events run at New Line Academy. ➤ KS1 = 0 of 90 (0%) ➤ LKS2 = 9 out of 90 (10%) ➤ UKS2 = 27 out of 93 (29%)	• organise more opportunities for LKS1 competitive matches as only 10% (9 children) compared to 19% (17 children) from last academic year represented the school • where possible, attend more SEND competitions and events • where possible, attend event/s open for KS1 children only • organise winter/summer term opportunities (such as benchball and rounders) competitive matches for children who attend clubs to represent the school vs local school
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Signed off by:

Head Teacher:	<i>Mrs Karen Dhanecha</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Josh Ramsden</i>
Governor:	<i>(Name and Role)</i>
Date:	<i>July 2026</i>