

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

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](#) 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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£18,010
How much (if any) do you intend to carry over from this total fund into 2026/7?	£0
Total amount allocated for 2025/2026	£18,010
Total amount of funding for 2025/26. Ideally should be spent and reported on by 31st July 2026.	£18,010

Swimming Data

Please report on your Swimming Data below.

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 2024. Please see note above	85%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Impact Summary 2025-26

Through the effective use of the PE and Sport Premium grant, Hillbourne Primary School has continued to increase participation in physical activity, broaden sporting opportunities, improve staff confidence in teaching PE and increase competitive sporting participation. All pupils accessed a broad and balanced PE curriculum, Forest School provision and a range of extracurricular activities. Swimming outcomes remained strong, with 85% of Year 6 pupils able to swim 25 metres confidently and 80% demonstrating effective use of a range of strokes and safe self-rescue skills.

Academic Year: 2025/26		Total fund allocated: £18,010		Date Updated: 14.07.26	
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:
					42%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?
- Educate children in the value and benefits of a healthy active lifestyle. - Use active lessons to increase physical activity levels and learning. - Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities. - Raise awareness of the best places to take part in sport and		- Through our broad PE curriculum, lessons and extra-curricular sport, our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. - Opportunity for all pupils to take part in forest school for one haft term during the school year. - Purchase Resources to ensure staff are equipped to teach the		- Forest School £4,500 - Minibus £250 - Now Press Play £1580	- Athlete visit inspired pupils to be active; 100% of pupils participated in the fundraiser on the day and learned about gymnastics from the GB athlete. - Bronze Ambassadors have increased engagement in active playtimes, particularly in KS1 with 65% of KS1 pupils engaging in BA led activities. - Forest School enabled 100% of pupils, including all SEND and disadvantaged pupils, to take part in regular outdoor
				- Develop new Bronze Ambassadors - Continue to promote local sports clubs and community opportunities through newsletters and displays. - Review and refresh playground equipment annually using pupil voice. - Increase opportunities for less active pupils to engage in targeted physical activity interventions. - Work with Active Dorset and the School Games Organiser	

Created by:



Supported by:



physical activity outside of school. • Provide opportunities for daily physical activity. • To increase pupils' activity levels throughout the day. • To continue to work in partnership with 'Active Dorset' and our SGO to increase engagement of all pupils • Now Press Play to encourage movement in lessons	curriculum • Select 6 Year 5 children to become Bronze Ambassadors and deliver training in house. • Regular check-ins with the Bronze Ambassadors and support to organise and run break/lunch time physical activities. • Ensure assemblies throughout the year focus on the importance of physical activity, Bronze Ambassadors to lead assembly. • Advertise and encourage children to attend clubs outside of school, have leaflets etc on display for children and emails to parents/carers to make aware of sporting opportunities in our area. • Use pupil voice to select new equipment for break and lunchtimes to encourage physical activity during these times. • Timetable movement breaks into every class's day to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.	Staff for BA training £48.24 Swimming, transport & extra staffing £1,200	physical activity. • Increased promotion of local sports opportunities has led to more pupils joining clubs outside of school, with 50% of pupils now attending an external club • Now Press Play has been used across all year groups, supporting active learning and movement within lessons. • Pupil voice informed the purchase of playground equipment, resulting in a 55% increased participation in active play at break and lunchtime from the previous year, with 99% of pupils stating that they have engaged with the equipment this year. • Daily movement opportunities have helped increase physical activity throughout the school day, with 81% of pupils reporting it helps them towards their 30 minutes of physical activity each day. • Swimming provision has improved water confidence, with over 80% of pupils now confident swimmers.	to increase participation in competitive and non-competitive sport. • Monitor activity levels through pupil voice and surveys to identify groups requiring further support. • Maintain swimming provision and provide additional support for pupils not yet meeting expected swimming standards. • Continue to embed movement breaks across all classes to ensure pupils meet the recommended 30 active minutes during the school day.
--	--	--	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including social, emotional and thinking skills. Focus on each area within PE lessons. - Use PE teaching to aid fine and gross motor skill development. - Use sporting role models to engage and raise achievement. - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, pupil reward and recognition of pupils)	- Employment of after school sports coaches. - Opportunity for staff to run sporting clubs after school. - Use GetSet4PE assessment. - Develop a new team of sports leaders & Bronze Ambassadors. - Bronze Ambassadors to help run and organise break and lunchtime physical activity. - Help run and record the events for Sports Day. Support younger children.	Sports Day £1000	76% of pupils agreed that through Poole Town FC sessions, they have developed teamwork, resilience, communication and leadership skills, improving confidence in school and beyond. - Bronze Ambassadors successfully led lunchtime activities and supported KS1 Sports Day, developing leadership skills and providing positive role models. - Increased participation in clubs such as football, boxing, water sports, gymnastics and marathon running has improved pupils' physical activity levels and engagement in sport, with 54% of pupils	- Continue developing partnerships with external coaches and sporting organisations. - Train a new cohort of Bronze Ambassadors and use current leaders to support transition. - Maintain a broad range of extra-curricular clubs and respond to pupil interests using pupil voice. - Continue using GetSet4PE assessments to inform teaching and identify next steps. - Monitor PE provision regularly to maintain high-quality teaching. - Provide further staff CPD where needed to increase confidence and subject knowledge.

• High quality PE lessons delivered during curriculum time. • School staff better equipped/ more confident to teach PE in school. • Monitoring use of GetSet4PE scheme and whole school PE coverage • Sports leaders develop younger pupils into becoming leaders themselves. • Monitoring use of schemes and whole school PE coverage. • Observation of teachers to identify areas of development in teachers' subject knowledge and confidence.			reporting to have taken part in a physical activity club. • GetSet4PE assessment data shows pupils have made progress in physical skills and knowledge across year groups. • Lesson drop-ins demonstrate consistently high-quality PE teaching, leading to strong pupil engagement and progress. • Staff confidence in delivering PE has increased through the use of GetSet4PE and ongoing monitoring. • 100% of pupils attending Sports Day took part, promoting inclusion, teamwork and healthy competition.	• Increase opportunities for intra-school competition throughout the year. • Continue celebrating sporting achievements through assemblies, newsletters and displays.
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To increase the confidence of teaching staff in delivery of PE. - Use the staff questionnaire to provide relevant CPD for staff in areas of identified areas of improvement.	- Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. - Purchase quality assured resources to support teachers and support staff. - Subject Leader to attend relevant sport conferences and network meetings to gain relevant information and share with staff. - Liaise with other local schools to share knowledge and expertise. - Continue to use GetSet4PE as the PE curriculum. - PE lead to observe PE lessons across KS1 and KS2 to assess confidence and progression.	GetSet4PE £550 Resources £1500 CPD travel costs £12.15	- Gymnastics CPD was provided following staff survey feedback. Prior to the CPD, staff rated their confidence in gymnastics an average of neutral on the confidence scale. After the CPD, 60% of staff rated their confidence as somewhat confident and 40% rated it extremely confident, resulting in higher-quality gymnastics lessons and improved pupil learning experiences - GetSet4PE continues to provide a clear, progressive curriculum, ensuring consistent PE provision and progression of skills across the school. - Investment in PE equipment has ensured lessons are well resourced, enabling high-quality teaching and greater pupil participation. - Lesson observations show strong teaching across KS1 and KS2. Feedback has further improved staff confidence and practice, leading to increased pupil engagement and progress.	- Continue using staff surveys to identify CPD needs and target support effectively. - Provide further PE-specific training in identified areas to maintain and develop staff confidence. - Continue to use and review GetSet4PE to ensure progression and curriculum coverage. - Maintain PE equipment and replace resources where needed to support high-quality delivery. - Continue lesson observations and coaching conversations to share best practice and identify development needs. - Develop links with local schools and sports organisations to share expertise and opportunities for pupils and staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				40%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?	next steps:
• Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, intra and inter competitions and events. • Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport. • Providing additional links to Community Sports Clubs. • Children participate in festivals/tournaments. • Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. • Focus on providing opportunities for KS1 to experience a broad range of sports and attend festivals with other schools. • Offer a PE/health week with afternoon sporting opportunities (Spring 2)	• Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. • Support PP children to attend clubs. • Review extra-curricular activities through pupil voice. • To keep the website/PE noticeboard up-to-date range of clubs currently on offer. • To communicate with parents about any clubs in school and out of school. • Children to attend the extracurricular clubs. • School to enter children into sporting festivals/competitions. • Links made with coaches and outside clubs.	Minibus Costs as included above. PP supplement costs £329 Resources £3500 Water Sports Club £1440 Year 4 residential £1000 PE week £1000	• Pupils accessed a wide range of sporting opportunities through clubs, festivals, competitions and Your Time activities, increasing participation and enthusiasm for physical activity. 95% of pupils took part in a physically active Your Time opportunity this year. • SEND pupils were fully included in PE lessons, Sports Day and 10 children (17%) with additional needs were targeted to attend clubs, ensuring all pupils had opportunities to experience success and develop confidence. • More disadvantaged pupils attended clubs following targeted invitations, helping to increase physical activity levels and engagement in school sport. 25 disadvantaged children (27%) attended clubs this year. • The water sports club, introduced following pupil voice, was highly successful. Pupils developed water	• Continue to offer a wide range of clubs and activities based on pupil voice and interests. • Maintain targeted support to increase participation of SEND and PP pupils in extra-curricular sport. • Continue the successful water sports club and explore additional alternative sports opportunities. • Regularly update parents on sporting opportunities through newsletters, email and the school website. • Continue investing in playground equipment to promote active and purposeful breaktimes. • Expand participation in local festivals, competitions and community sports clubs. • Develop further opportunities for intra-school competition across different sports.

	• Use of equipment to provide opportunities during break and lunchtimes. • Provide opportunity for year 4 to attend a residential to experience adventure sports. • Table Tennis intra competition (team houses using house captains) • Water sports club for year 4-6 • Include more sporting opportunities during Your Time • Range of sports offered to support staff in experience of sport and teaching.		confidence, learned new skills and enjoyed accessing an activity not usually available to them. • Parents received regular information about clubs, increasing awareness and uptake of extra-curricular opportunities. • Pupils represented the school at football and rugby events, developing teamwork, resilience and confidence when competing against other schools. • Playground equipment chosen through pupil voice has increased activity levels at break and lunchtime, resulting in 99% of pupils being physically active throughout the school day. A 55% increase from the previous year. • Table tennis competitions and lunchtime games provided additional opportunities for 84% of pupils to participate in friendly competition and develop sporting skills. • Sporting opportunities during Your Time, including handball, football, basketball and forest activities,	• Review arrangements for a Year 4 residential or alternative outdoor and adventurous activity experiences.
--	--	--	--	---

			broadened pupils' experiences and encouraged participation in a range of activities. • Sporting days, including Orienteering for KS2 and Cricket for all pupils ensured that 100% of pupils were active in a sport and tried something new.	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.006%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
• Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. • Ensure participation in School Games competitions and festivals.	• Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. • Regular (termly), intra-house sports competitions for pupils across different sports • To develop links with external agencies in the community to ensure more pupils participate in community	Mini bus cost as above Staff £100.61	• Pupils participated in a wider range of competitive and non-competitive sporting opportunities, including football tournaments, a rugby festival, orienteering and cricket events, increasing engagement and enjoyment in sport. • All KS2 pupils accessed the orienteering day, developing teamwork, problem-solving and resilience through	• Increase participation in School Games competitions, festivals and local sporting events. • Increase opportunities for pupils with SEND, less active pupils and those lacking confidence to attend targeted events and festivals. • Maintain links with local sports clubs and

• Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. • Select children who we feel would benefit most from the opportunities available. • Enter external events to give pupils the opportunity to compete against other schools. • Use Hillbourne football kits to promote sense of unity, pride and motivation.	clubs outside of school		physical activity. • The cricket day provided opportunities for all pupils, including EYFS, KS1, KS2 and pupils with SEND, ensuring inclusive participation and positive sporting experiences. • Pupils represented the school in external events, including the football tournament, helping to build confidence, sportsmanship and motivation to take part in further physical activity. • Football kits promoted a sense of pride, belonging and team identity when representing the school at competitions. • Pupils developed their competitive skills in a supportive environment, increasing confidence and willingness to challenge themselves.	community organisations to encourage participation beyond school. • Continue providing whole-school sporting experiences, such as orienteering and cricket days. • Expand opportunities for intra-school competitions across a wider range of sports. • Continue using school sports kits to promote pride, teamwork and a sense of belonging when representing the school.
--	-------------------------	--	---	--

Signed off by	
Head Teacher:	<i>Bennett</i>
Date:	
Subject Leader:	<i>M. Freeburn</i>
Date:	14.07.26

Governor:

Kathleen

Date:

14.07.2026

Created by:



YOUTH
SPORT
TRUST

Supported by:

