



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
Used the In2Sports coach to deliver weekly PE sessions to all children with class teachers also attending.	Monitoring demonstrated that the expertise of the coach ensured that children learned the correct techniques and skills in a wide range of activities. Support and challenge activities ensured the sessions were accessible and developed all children. Subject lead monitoring and staff voice evidenced that teachers benefited from expert CPD including how teaching is adapted to meet the needs of individual children and groups. Teachers have refined their practice as a result of the CPD they have received. Pupil voice demonstrates that children are engaged and motivated in these sessions.	To continue model in 25/26.
In2Sports coach delivered lunch time games to encourage all children to be active.	Observations and pupil voice evidenced that there were more opportunities for children to be involved in safe, fun games where they were able to be active, for example such as structured football, dodgeball etc. Pupil voice demonstrates that children are	To continue model in 25/26.

	engaged and motivated in these sessions.	
Increase participation in outdoor activity by using sports premium to pay for Forest School.	On average children spent 30 hours over the year taking part in outdoors Forest School, making use of our school grounds as well as exploring the local area, including Brown's Folly. The least active children were therefore involved in outdoor and physical activities. Every child was offered 6 full day sessions of Forest School. The children have taken part in a variety of activities such as den making, mindful 'sit' spots, bug identification and collection, and have learned about seasonal changes. Parent, staff and pupil voice demonstrate high levels of engagement with this outdoors activity with positive impact reported on confidence, social skills, communication, motivation and physical skills. Pupil voice also evidences the positive impact Forest School has on mental health and wellbeing.	To continue Forest School in 25/26.
Teams from the school took part in a range of competitions and competitive matches in sports including: • Football • Strictly Come Bathford • Tag Rugby • Netball	Pupils have had numerous opportunities to participate in various sports over the year in a friendly, competitive environment. There were also opportunities for children to engage in new sports and activities with a view to compete in future competitions. Pupil voice evidences the positive impact these festivals and competitions had for the children in building positive attitudes towards physical activity.	To continue to build these opportunities in 25/26.

Key priorities and planning 25/26

Total SSP allocation for 2025 to 2026: **£17, 290**

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
Increase engagement of all pupils in regular physical activity through Forest School .	Use of a qualified Forest School instructor to deliver weekly sessions across classes, provides CPD for teachers and TAs and ensures that every child receives one full day of Forest School each term.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 1: The engagement of all pupils in regular physical activity.	All children involved in physical activity. Children will be taught physical skills/activities with a wider use. Long term sustainability to be achieved by teachers attending sessions such that we are building internal capacity to lead Forest School sessions in the future.	£4950 (funded through Friends of Bathford School)
Increase engagement of all pupils in regular physical activity through Opal play .	The provision of OPAL play means that all children are encouraged to be active during playtimes.	Key indicator 1: The engagement of all pupils in regular physical activity.	All children are encouraged to be involved in outdoor and physical activities including the least active. Capacity to be built through developing internal Opal playleader team as well as child leadership roles.	£1500 (funded through Friends of Bathford School)

Lunchtime, after school and holiday activities available which encourage all pupils to engage in regular physical activity. Use of pupil premium fund to support vulnerable children to attend.	Use In2Sport coach to run after-school clubs, lunchtime clubs and holiday camps. Sports clubs run by staff and outside providers, offering a range of activities for children with school staff learning from external experts.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	All children from different year groups participate and experience a wide range of activities during lunch time and after school. Children from across the school have the opportunity to participate in activity camps during the school holidays. Long term sustainability to be achieved by teachers watching experts model such that we are building internal capacity to lead sessions in the future.	Costs included in In2Sport below
Weekly PE sessions taught by a qualified sports coach to all children alongside class teachers so that teachers can further develop their practice.	Use of a qualified sports coach to deliver weekly PE sessions for all classes, provides CPD for teachers and TAs and ensures every child receives high quality PE teaching each week.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 1 -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.	The expertise of the coach ensures that children learn the correct techniques and skills in a wide range of activities. Support and challenge activities ensures the sessions are accessible and develop all children. Class teachers feel more confident in their own PE delivery, having seen best practice modelled and using this to refine their teaching.	In2Sports £13, 291.20 (fully funded by Sports Premium) PE leadership including monitoring impact of provision and CPD £3540

Use of the GetSet4PE scheme to ensure consistent teaching of PE and progression of knowledge and skills.	PE subject lead leads class teachers to lead sessions, supported by TAs to develop the physical education of the children.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Since using this scheme, teachers have reported the lesson plans, resources and progression of skills are clear and easy to follow. This has helped them to deliver high-quality PE lessons with increasing confidence.	£459
Teams from the school will take part in a range of competitions and competitive matches in sports including: - Football - Dancing (Dance Umbrella) - Tag Rugby - Netball	Opportunities for children to engage in different competitions, as we work with both external specialists and other schools.	Key Indicator 5: Provide in school opportunities for children to engage in friendly, competitive sport.	Pupils will have numerous opportunities to participate in various sports over the year in a friendly, competitive environment. Various opportunities for children to engage in new sports and activities with a view to compete in future competitions. Build networks with neighboring schools to build future capacity.	

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
Increase engagement of all pupils in regular physical activity through Forest School .	Parent, staff and pupil voice demonstrate high levels of engagement with this outdoors activity, with many sharing that these sessions are a highlight of their term. Teachers report the following positive impacts: • Confidence: children had the freedom, time and space to learn and demonstrate independence, children shared ideas with each other and to adults confidently. • Social skills: children worked well as tools and learned how to problem solve as a group better or to share resources. • Communication: language development was prompted by the children's sensory experiences, children would recap what they had done or communicate their thoughts on a question well. • Motivation: children very much enjoyed being out in nature and would be keen to go out in all weathers. Children would look forward to their sessions and remembered what they were told well. • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills. Children became more able to climb over stiles on the way to the folly as the year went on and learned how to tie knots and make swings.	• On average, children have participated in approximately 18 hours of Forest School activities throughout the year. Sessions have made full use of our school grounds and provided opportunities to explore the local environment, including visits to Brown's Folly. • Year 3 created Forest School journals and took part in a teacher-led Forest School session. This was made possible through staff development, as the class teacher benefited from observing sessions led by the Forest School practitioner and subsequently felt confident to deliver their own session. • Children engaged in a wide range of activities, including den building, mindful 'sit spots', bug identification and collection, and learning about seasonal changes. They also developed their knowledge of local flora and fauna through hands-on exploration and observation. • These experiences have fostered a greater appreciation of the natural world, encouraging curiosity, awe and wonder. This has been reflected in both pupil voice and the high-quality work showcased in school displays.

	• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment- knowledge of making knots and other items such as necklaces was learned.	
Engagement of Dance Students increased with introduction of Strictly Come Bathford and attendance at Dance Umbrella	Children both in club and not in club enjoyed the introduction of Strictly Come Bathford performance. More children in KS1 and KS2 have voiced excitement at possibly being part of this next year. Photos of these events will be available for use in newsletters, school websites, and other marketing opportunities. Cross curricular links- music students and choir performances well received. Money raised for school through sale of tickets Larger attendance at Dance Club as a result of Dance Umbrella Children well engaged in after school sports club.	• The children have thoroughly enjoyed attending Dance Club this year. Led by our specialist coach, Chloe, the girls have developed a wide range of dance skills while building confidence, teamwork and resilience. They have been highly supportive of one another, regularly offering encouragement and celebrating each other's successes as they learned new routines. • The children played an active role in creating and developing dance routines, taking great pride in their achievements and enjoying the creative process. Having the opportunity to participate in two dance events this year helped to maintain enthusiasm and motivation, as the children had clear performance goals to work towards even after Dance Umbrella had taken place. • These experiences have not only enhanced the children's dance skills but have also promoted self-confidence, collaboration and a strong sense of accomplishment.

Increase engagement of all pupils in regular physical activity through Opal play.	Pupil, parent and staff voice has evidenced the positive impact of OPAL play and the development of the approach in school this academic year. Key areas identified as having been positive impacted include: Physical engagement and activity Children are engaging in a wider range of varied activities that promote a broader range of physical benefits. Children have access to activities such as bikes and trikes, discos, climbing equipment, rolling and lifting den building equipment, transporting resources such as water, hoops and using chalk to draw and write. Social communication The variety of activities promote collaboration, competition, teaching skills to others and problem solving. Children are encouraged to recognize the signals of others, challenge thinking and consider cause and effect- has provided opportunities for why certain materials shouldn't be used for an activity as well as which ones should be used. Children look forward to play and discuss what they will do Use of zones helps behaviour management. There are increased social interactions and play between children from different year groups which promotes wellbeing and language/skills development. Pupil responsibility and leadership All children are engaged in celebration, negotiation and risk benefit assemblies. Children understand their rights in relation to the UN Rights of the Child. Children share the responsibility to care for school environment and resources. The school was awarded the platinum Opal Award this year. Children are in a routine of taking responsibility for tidying their equipment up after use and for	- Opal play is a valuable part of our physical curriculum where children can gain confidence with a range of resources and engage well with activity. - The opportunities for pupil responsibility and leadership have been taken well by the children and they take pride in winning an Opal award following the Opal inspection. The addition of an Opal shed and large containers for storing equipment has been helpful this year with the roll out of Opal play resources.
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	picking up what has been left by others to keep our playground and field safe and tidy. The OPAL team engages KS2 children by sharing ideas, problem solving and articulating updates and celebrating successes with peers. • Positive attitude and emotional wellbeing Children have shared their enjoyment of playtimes in school. They like the range of activities. Parent's visiting for tours have commented on the fun children seem to be having. . Children in Key Stage 2 are observed as engaging in more varied play types than previously (pre OPAL).	
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Lunchtime, after school and holiday activities available which encourage all pupils to engage in regular physical activity. Use of pupil premium fund to support vulnerable children to attend.	Using the same high-quality company for PE coaching sessions in school, lunch and after school club and holiday activities results in good levels of attendance across all. The holiday programme is now a regular fixture due to being well attended. After school sports clubs offered in 25-26 included football, tag rugby, netball, hockey, adventure sports, multi-sports, dance, musical performance, cricket, and gymnastics.	• Bathford has been pleased to offer a wide range of after-school sports clubs led by specialist coaches. These clubs have provided valuable opportunities for pupils to develop skills, participate in a variety of sports and enjoy being physically active. • Changes to government funding arrangements have resulted in some adjustments to our specialist coaching provision for the 2026-27 academic year. However, we remain committed to providing high-quality sporting opportunities for our pupils. Specialist coaches will continue to deliver our after-school sports clubs, and external specialists will also provide targeted support for lunchtime activities at key points throughout the year. • Alongside this, school staff have benefited from working alongside specialist coaches and observing high-quality practice. This has helped to develop staff confidence and expertise, enabling them to further support pupils' physical activity and sporting development within the school day.
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Weekly PE sessions taught by a qualified sports coach to all children with class teachers present so that they can further develop their practice.	Monitoring evidences that children learn correct techniques and skills in a wide range of activities with support and challenge activities ensuring the sessions are accessible and develop all children. Staff voice shows that class teachers feel more confident in their own PE delivery, having seen best practice modelled Teachers have demonstrated to coach their own lessons and warm ups and received positive feedback of these. Monitoring of teacher led sessions demonstrates that teachers have refined their practice as a result of the CPD they have received.	• Changes to government funding arrangements have resulted in some adjustments to our specialist coaching provision for the 2026-27 academic year. However, we remain committed to providing high-quality sporting opportunities for our pupils. Specialist coaches will continue to provide support at targeted points during the year. • Bathford School's teachers have worked alongside specialist coaches for many years as part of our CPD and are well equipped to deliver high-quality PE lessons themselves
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Use of the GetSet4PE scheme to ensure consistent teaching of PE and progression of knowledge and skills.	Since using this scheme, teachers have reported the lesson plans, resources and progression of skills are clear and easy to follow. Monitoring evidences that children are better able to articulate what they are learning and why as well as how this links to previous learning. PE lessons require less preparation and lightens teacher workload This has helped them to deliver high-quality PE lessons with increasing confidence.	• The GetSet4PE scheme has proven to be a highly effective resource, providing clear, well-structured lessons with opportunities for both extension and scaffolded support. These features will be particularly beneficial for our mixed-age classes next academic year, ensuring that all pupils can access appropriate levels of challenge and support. • We will continue to use this scheme going forward.
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Teams from the school will take part in a range of competitions and competitive matches in sports including: • Football • Dancing – Strictly Come Bathford and Dance Umbrella • Tag Rugby • Tag tails • Multiskills • Netball	• Pupil voice demonstrates that children felt pride and accomplishment at taking part in competitions such as Dance Umbrella and Tag Rugby Festival. • School Sports morning/afternoon of KS1 and KS2 was successful and children were excited to compete in this intra-school competition. • Taking part in local competitions such as these links the school with the local community and sporting strength such as Bath Rugby which inspires children. • Visits to other schools such as Batheaston have been enjoyable for the children involved and have fostered friendly competitions. • Children taught physical skills/activities with a wider use including those not usually engaged in PE. • Intra-School Activities such as Tag Tails at Batheaston, Kwik-Cricket at Bathampton and Multi-Skills at Bathford. Ks1 and KS2 take part. • KS2 Netball game hosted at Bathford	• It has been another successful year, with pupils at Bathford taking part in a wide range of intra-school and inter-school sporting competitions. • The intra-school Sports Afternoons, held separately for KS1 and KS2, were thoroughly enjoyed by the children. The friendly competitive element encouraged pupils to challenge themselves while demonstrating excellent sportsmanship. The events also contributed to house point totals, providing additional motivation for children to participate enthusiastically and give their best effort. • Unfortunately, periods of hot weather meant that some planned competitions had to be postponed and rescheduled for later dates. Despite this, pupils continued to benefit from a wide range of competitive sporting opportunities throughout the year. • A variety of inter-school competitions have taken place, with children both visiting and hosting other schools. These experiences have been particularly valuable for pupils attending extra-curricular clubs such as Netball and Dance, providing them with opportunities to perform and compete against their peers from other schools. • We have also been pleased to extend participation opportunities beyond those attending clubs. Children across both KS1 and KS2 have taken part in inter-school
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		events, festivals and competitions, as a whole class, including Multi-Skills and Tag Rugby festivals. These experiences have enabled more pupils to represent the school, develop their confidence and enjoy competitive sport in a supportive environment. • Through closer collaboration with Sports Leads across BWMAT schools, we have been able to increase the range of opportunities available to our pupils. We intend to build on these partnerships and continue offering a broad programme of inter-school sporting events and festivals in the coming year.
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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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	.
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	We have done this in the past but it was not necessary for the 25/26 cohort
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ No	Swimming instructors were used at the swimming pool.

Signed off by:

Head Teacher:	 <i>Becky Hayter</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Stuart Thompson</i>
Governor:	by Local Governing Committee July 26
Date:	31 July 2026