





The Primary PE and sport premium

Planning, reporting and evaluating website tool

2026 - 2027

Commissioned by

Department for Education

Created by

association for Physical Education

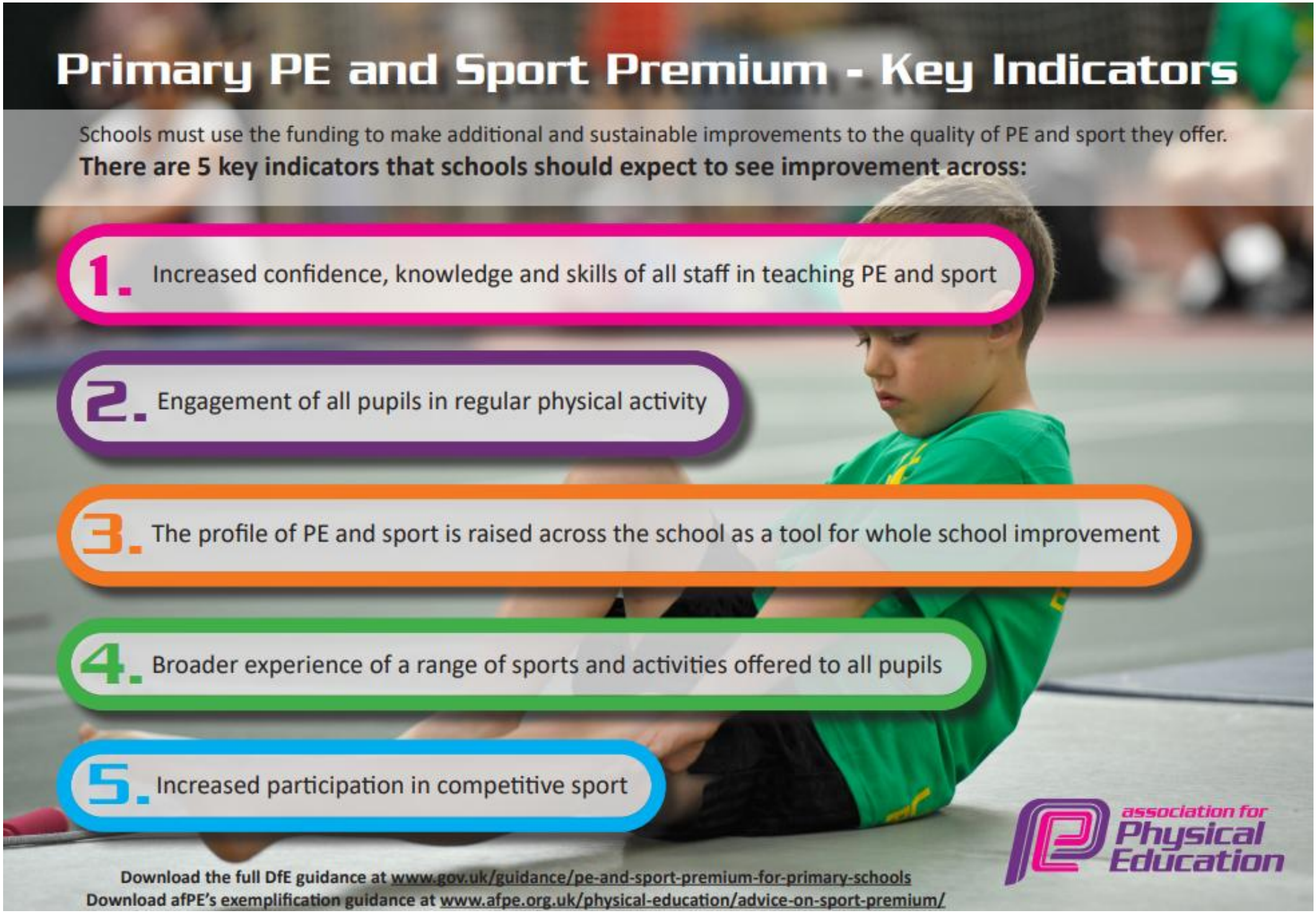
YOUTH SPORT TRUST

St Anne's C of E Primary School



ST ANNE'S
GODMANCHESTER

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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
association for Physical Education
Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/

Review of last year's spend and key achievements (2025/2026)

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 foster healthy, active lifestyles.	

CPD training for staff to develop skills in Forest School sessions/ PE sessions	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 this 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 this 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	This will continue into this academic year due to PE equipment inspection.

	to ensure equipment continues to meet the needs of all pupils and supports the ongoing delivery of high-quality physical education.	

Key priorities and Planning 2026- 2027

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
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	Staff CPD will build long-term capacity and sustainability by developing in-house expertise and confidence in delivering Forest School and PE sessions. This will ensure that skills and knowledge are shared across the staff team, reducing reliance on external providers and enabling high-quality provision to continue and develop over time. It will also support the ongoing integration of outdoor learning and physical activity into the school curriculum.	£5,000 for course fees/ supply cover for staff/ subject leader time
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 Key indicator 2: Engagement of all pupils in regular physical activity Key indicator 5: Increased participation in competitive sport	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	

High quality physical resources for PE and sports lessons as well as maintenance and renewal of existing equipment.	Pupils	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	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

Key achievements 2026 - 2027

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
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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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters?		
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke?		

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?		
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	

Signed off by:

Head Teacher:	*Mark Farrell*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Sam Tavender PE subject leader*
Governor:	
Date:	