SLIMBRIDGE primary school







The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2026

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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 2024.**

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 (2025/2026) £8600 Total received

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Play Leader Project: Engagement of all pupils in regular physical activity. Motivation of pupils to be physically active at break and lunchtimes with team games. Play Leader Project implemented and established.	Mid-day supervisors engaged pupils in meaningful playtime activities. Play leaders project implemented and children	£5,129 staffing spend
Provide a range of play equipment to meet the children's interests including purchase of additional resources to keep pupils active	Embedded physical activity into the school day with active break times, particularly targeted at those pupils who are the least active	£2441.39 equipment spend
Fund PE specialists to teach PE so each pupil gets a minimum of 1 hour of specialist PE per week and 2 hours PE per week in total. Teachers observe the lesson and replicate in their own PE teaching. Cricket focus as staff survey identified	Individualized CPD has supported staff to develop their knowledge and teaching of PE. Pupils have been empowered to support	£780 spend

this as an area of school development Membership of local area sports partnership so that pupils can participate in inter-school competitions and races.	others in keeping active. Competitive nature of sport encouraged and team values established	£480.46
		Total: £8830.85

Key priorities and Planning - £7,460 Sports Funding September 2026- March 2027

This planning template will allow schools to accurately plan their 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
Specialist PE coach to work alongside teachers to improve the quality of PE teaching across the school.	PE Lead, Specialist PE Coach, Class Teachers	eachers demonstrate increased confidence in delivering PE. • Lesson observations show improved teaching and learning. • Increased pupil engagement and participation in PE lessons. • Positive pupil voice outcomes.	Staff skills and subject knowledge are enhanced through coaching and modelling. Improved practice remains within school once coaching support has ended, creating long-term improvements in PE provision.	External PE specialist coaching (£120 per day x 20 days) = £2,400 PE Leader monitoring and release time = £600 **Total: £3,000**
Develop inclusive PE provision to ensure participation and success for all pupils, including pupils with SEND.PE Lead, SENDCo, Class Teachers• Increased participation of pupils with SEND.	Develop inclusive PE provision to ensure participation and success for all pupils, including pupils with SEND.PE Lead, SENDCo, Class Teachers• Increased participation of pupils with SEND.	Develop inclusive PE provision to ensure participation and success for all pupils, including pupils with SEND.PE Lead, SENDCo, Class Teachers• Increased participation of pupils with SEND.	Develop inclusive PE provision to ensure participation and success for all pupils, including pupils with SEND.PE Lead, SENDCo, Class Teachers• Increased participation of pupils with SEND.	Inclusive PE training for staff = £400 Adapted equipment (reaction balls, sensory resources, inclusive games equipment) = £300 **Total: £700**

Purchase and implement OAA (Outdoor and Adventurous Activities) resources to broaden curriculum provision.PE Lead• OAA units implemented consistently across KS1 and KS2.	Purchase and implement OAA (Outdoor and Adventurous Activities) resources to broaden curriculum provision.PE Lead• OAA units implemented consistently across KS1 and KS2.	Purchase and implement OAA (Outdoor and Adventurous Activities) resources to broaden curriculum provision.PE Lead• OAA units implemented consistently across KS1 and KS2.	Purchase and implement OAA (Outdoor and Adventurous Activities) resources to broaden curriculum provision.PE Lead• OAA units implemented consistently across KS1 and KS2.	Orienteering controls and markers = £400 Team-building and problem-solving equipment = £350 Curriculum resources and activity cards = £250 **Total: £1,000**
Provide Dance CPD for staff to improve confidence, subject knowledge and curriculum delivery.PE Lead, External Dance Specialist, Teaching Staff• Staff report increased confidence in teaching dance.	Provide Dance CPD for staff to improve confidence, subject knowledge and curriculum delivery.PE Lead, External Dance Specialist, Teaching Staff• Staff report increased confidence in teaching dance.	Provide Dance CPD for staff to improve confidence, subject knowledge and curriculum delivery.PE Lead, External Dance Specialist, Teaching Staff• Staff report increased confidence in teaching dance.	Provide Dance CPD for staff to improve confidence, subject knowledge and curriculum delivery.PE Lead, External Dance Specialist, Teaching Staff• Staff report increased confidence in teaching dance.	Dance specialist workshops = £500 Teacher release for observations and coaching = £200 Dance resources/music subscriptions = £100 **Total: £800**
Purchase resources and equipment to promote active play and physical activity during breaktimes and lunchtimes.PE Lead, Midday Supervisors, Sports Leaders• Increased levels of physical activity at break and lunchtime.	Purchase resources and equipment to promote active play and physical activity during breaktimes and lunchtimes.PE Lead, Midday Supervisors, Sports Leaders• Increased levels of physical activity at break and lunchtime.	Purchase resources and equipment to promote active play and physical activity during breaktimes and lunchtimes.PE Lead, Midday Supervisors, Sports Leaders• Increased levels of physical activity at break and lunchtime.	Purchase resources and equipment to promote active play and physical activity during breaktimes and lunchtimes.PE Lead, Midday Supervisors, Sports Leaders• Increased levels of physical activity at break and lunchtime.	Playground play equipment = £700 Storage and organisation equipment = £100 Sports Leader and Play Leader resources = £200 **Total: £1,000**

Participate in inter-school competitions, School Games events and local Sports Hub opportunities.PE Lead, School Staff, Sports Ambassadors• Increased participation in competitive sport.	Participate in inter-school competitions, School Games events and local Sports Hub opportunities.PE Lead, School Staff, Sports Ambassadors• Increased participation in competitive sport.	Participate in inter-school competitions, School Games events and local Sports Hub opportunities.PE Lead, School Staff, Sports Ambassadors• Increased participation in competitive sport.	Establishes strong links with local schools and sports organisations. Promotes positive attitudes to sport and develops leadership, teamwork and resilience.	Minibus and transport costs = £800 Competition entry fees and festivals = £200 Supply cover for attending events = £200 **Total: £1,200**

			Planned Spend:	*£7700*

Key achievements 2025-2026 - £17,085 Sports Funding

This template showcases the key achievements Slimbridge has made with the Primary PE and sport premium spending.

Activity/Action	Impact	Comments re sustaining
Play Leader Project To increase pupils' access to inclusive, purposeful physical activity at break and lunchtime by training pupils as Play Leaders. Play Leaders will help their peers take part in playground games, using a dedicated box of equipment for each day of the week. Staff will train and support the leaders, who will take on roles through a weekly rota and be identifiable by their caps and tabards. The project is intended to complement, not replace, curriculum PE. It supports regular physical activity, develops pupils' confidence and leadership skills, and helps to make the playground a positive and welcoming place to play **Actions taken and how the project is organised** **Train Play Leaders:** Staff introduce pupils to their role and train them to explain and organise simple playground games. Training covers how to: set up and return equipment safely; explain rules clearly and adapt games for different ages and abilities; encourage participation without pressuring pupils;	The project has improved pupils' opportunities to be active during break and lunchtime, while giving Play Leaders meaningful responsibility. Pupil voice demonstrates that children enjoy the responsibility associated with the role and they have become increasingly active. **Intended impact for pupils** More pupils join in with active playground games. Pupils have access to a wider range of activities and equipment across the week. Pupils who are less confident or who have previously been on the edge of playground activity are more likely to find a welcoming way to participate. Play Leaders develop confidence, communication, organisation, problem-solving and responsibility. Playtimes are more purposeful and positive, with pupils having more opportunities to practise cooperation, follow rules and resolve minor disagreements.	Keep Play Leader training as part of the school's annual or termly routine, including refresher training for returning leaders. Train new leaders so that the project does not depend on a small number of pupils. Maintain the weekly rota and identify a staff member responsible for checking it, supporting leaders and arranging cover. Check and replenish the five equipment boxes regularly, using a simple inventory and reporting process. Build a bank of suitable games, including adaptations for different ages and abilities, so leaders can offer variety throughout the year. Recognise pupils' contributions through assemblies, certificates or other school-appropriate recognition, valuing inclusive leadership and encouragement as well as performance. Review the project as part of PE and Sport Premium monitoring and school improvement planning. The funding should support additional and sustainable improvement, not replace curriculum PE or cover capital expenditure.

resolve minor disagreements fairly and seek adult help when needed; include pupils who are less confident or who need adjustments to take part. **Provide equipment:** A labelled box of suitable equipment is available for each day of the week. Equipment is selected to support a range of games and movement activities, rather than a single type of sport. **Establish a weekly rota:** Play Leaders take on their responsibilities on a planned rota. The rota is displayed for pupils and staff, with cover arrangements for absence so that the provision can continue reliably. **Make leaders identifiable:** Caps and tabards help pupils recognise who can explain or support a game. Staff explain that Play Leaders encourage and organise play; they do not replace adult supervision. **Support leaders in practice:** Staff demonstrate games, observe Play Leaders, give feedback and help them address problems. Leaders are given opportunities to practise and build confidence over time. **Keep provision inclusive:** Staff and Play Leaders check whether games are accessible to pupils with different interests, confidence levels, ages and physical abilities. Equipment and rules can be adapted, and pupils can choose to join in, watch initially or take a different role. **Monitor delivery:** Staff record whether equipment is available and in good condition, whether the rota is operating, which games are being offered and whether pupils are taking part. Short pupil feedback helps identify barriers, such as unclear rules, limited choice or difficulty accessing equipment.		

Slimbridge Primary School used the PE and Sport Premium to purchase additional equipment, including reward incentive tokens, javelins, graduated measuring mats, playground activity kits, footballs, a pump and skipping ropes. The equipment was selected to support a wider range of physical activities, improve opportunities for practice and participation, and help pupils develop their physical skills.	**Target:** 100% of classes have access to the equipment when it is needed for planned PE or activity sessions. Pupils are developing relevant skills, such as throwing, measuring, ball control and skipping. Proportion of pupils who report feeling encouraged to join in increases.	Store equipment safely and maintain an inventory, with regular condition checks. Replace damaged or worn items when needed. Review the inventory annually with staff and identify priorities based on use, condition and pupils' needs.
Slimbridge Primary School will work with a group of local schools to create regular sporting opportunities for local children. The schools will organise events and competitions, such as rugby, football and swimming tournaments, giving pupils opportunities to participate, develop their skills and experience competitive sport. Slimbridge's PE lead will be an active member of the group and act as its treasurer. This role will support effective coordination, transparent financial management and the development of a sustainable programme of events.	Pupils have access to local sporting opportunities, with at least 3 inter-school events during the academic year, across a range of activities Participation is broad and inclusive Barriers to participation are reduced Pupils enjoy and value the opportunities: At least 85% of participating pupils report that they enjoyed the event and would like to take part again Pupils develop confidence and willingness to participate: At least 80% of participating pupils report increased confidence or willingness to try the activity again	Maintain the local schools' group through an agreed annual calendar, named school contacts and regular planning and review meetings. Share organisation and delivery responsibilities across the partner schools so that the programme does not depend on one person or one school. Keep transparent financial records as treasurer, review costs and identify cost-effective ways to deliver events. Agree in advance how any shared costs will be met. Develop links with local sports clubs, facilities and coaches where they can add appropriate expertise or provide pupils with information about opportunities in the community. Use feedback and participation data to improve the programme each year, particularly where particular year groups or pupil groups are under-represented. Build pupils' experience progressively: for example, introductory festivals for pupils new to an activity, followed by opportunities

		to practise skills and take part in more competitive events.

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 metres?	94%	*Our local pool does not have full disabled access for wheelchair user who needs head and back support to be lifted into the pool.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	*Our local pool has a range of teachers who expertly group our pupils and are able to facilitate children's development of a range of strokes e.g. 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?	94%	
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?	No	Our school data is not below the national figure of 76%.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by: Tricia Carrington

Head Teacher:	*Lisa Hillman*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Lisa Hillman*
Governor:	*Tricia Carrington and Wynitia Oakhill (Co-Chairs of Governing Board)*
Date:	24th September 2026