

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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](https://www.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 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2026/27?	£4,908
Total amount allocated for 2025/26	£17,720
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£21,281

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 2025. Please see note above	80% (24 pupils)
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	33% (10 pupils)
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?	Yes –

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.

Academic Year: 2025 - 2026		Total fund allocated:	Date Updated:	
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:
				65%
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:
Promote pupils' regular physical activity, which has a positive impact on their mental health. by the continued use the daily mile and Jump Start Johnny approach in EYFS and Key Stages 1	Renew subscription for Jump Start Johnny for pupils in EYFS and Key Stage 1.	£279	Pupil and staff voice show that pupils engage in movement breaks at points throughout the school day. "We love Jumptart Jonny, I love the football dance!" Reuben EYFS	The school will engage in the free videos and other platforms to support movement breaks due to the change in Sports Premium.
Promote active Lunchtimes and encourage healthy lifestyles.	Premier Sport to provide lunchtime activities twice a week for pupils in KS 1 and KS 2. Pupils engage in new a range of sports. In addition to this, pupils who are attending inter events will have specialised teaching before their event.	£5,425	Pupils engage in physical activity at lunch times. Pupils have the opportunity to engage in a wider range of sports following the implementation of lunch time activities. Pupils are well prepared for their inter events. "We practiced for our football final at lunchtime" Polina Y4	With the remaining budget, new resources to be purchased. With the change to funding. This approach is not financial sustainable.

	Purchase additional resources for break and lunch times.	£1,582		
	Purchase gross motor blocks to support EYFS pupils in developing core skills.	£3,850	Pupils engage in physical activity using purchased resources. "I built a train!" Franek "I am so strong I can lift these!" Albie	Blocks have been purchased along with construction blocks for KS 1 to sustain gross motor development.
	New sensory circuits, including sensory pathway walls, are in place in EYFS, Key Stage 1 and Key Stage 2 to support pupils in being physically active.	£1,000	Supported pupils engage in physical activity. Provision also supports the provision for pupils that benefit from sensory breaks. Additional resources and planning was implemented by the school's SENCo for this.	In place for 2026 – 2027.
Pupils are safety active on their bikes.	The school pays for pupils in Year 6 to complete the WS Bike ability training.	£600	All pupils have the opportunity to complete their safer cycling. "I really enjoyed it because the instructors were kind and they taught us how to cycle safely" Josh P "we learnt how to stay safe on roads for when we cycle on our own" Adam	The school will seek funding opportunities for this. In 2026 – 2027, the school is engaging with the mode sift project, which will also provide cycle sessions and dr bike sessions to teach children how to repair and care for their bikes.
EYFS receive bike ability training and are safe on their balance bikes.	The school pays for pupils in EYFS to complete their balance bike ability.		All EYFS pupils have to opportunity to complete this and gain confidence on a bike. "I can glide really far" Abel "I can ride 2 wheels now" Zac	

Pupils are able to swim 25m and perform water rescue skills.	Pay for all pupils to attend additional swimming lessons as part of Top Up Swimming.	£2,000	Intervention has a positive impact on the proportion of pupils that can swim 25m. 80% y6 pupils can swim 25m	This provision will remain in place through the central funding for 2026 – 2027.
KS 1 pupils engage in leadership roles and improve the provision of KS 1 break and lunch times.	Allocated TA to run, train and oversee the implementation of the Little Leaders Programme. Little Leaders then provide improved provision at break and lunch times for pupils in EYFS and Key Stage 1.	£600	Pupils develop leadership roles and engage youngest pupils in active break and lunch times. "We go into Early Years on Wednesdays and I really enjoy playing games with them" Heidi Y2	This funding will be absorbed through the school as part of the the L4L curriculum.
KS2 pupils engage in leadership roles and attend PALS training at the Arena to improve the provision of KS2 break and lunchtimes.	Allocated TA to attend training with these pupils. These pupils when then lead activities for their peers.	£120	"It was really fun when we went to the Arena because I got to learn something new and now we are back at school I really like it because you get to play with the younger children and it helps them a lot". Teddy Y4	The school has engaged in the SSP package for the 2026 – 2027 academic year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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:
Broaden pupil experiences in sport and PE. Pupils are to compete in a range of events in and out of school.	School signs up to the SSP package and pupils engage in two whole school events across the year (Spring and Summer).	(Paid for last year)	The school at least maintains the school Games Gold Award to support achieving platinum in 2026. Platinum School Games Mark Awarded 2026	The school has engaged in the SSP package for the 2026 – 2027 academic year.

Sign up for 2 years of the SSP package to broaden pupils experience in sport and PE.	School pays for 2 years so we can guarantee two more years of the SSP package.	(Paid for last year)	The school maintains the Platinum Plus Quality Start award. <i>Platinum Plus Quality start maintained</i>	See above
Broaden pupil experiences in sport and PE. Pupils are to compete in a range of events in and out of school.	As part of the SSP package, identify year groups to participate in a range of events both festivals and competitive events. In addition to this, allocate key members of staff for set sports. Release teachers to attend events during school time.	£1,925 (10 days)	The number of children attending events increases from 2024 – 2025 KS1- 45% KS 2 – 62% 2025-26 KS1-28% KS2- 60% <i>In 2025 – 2026 the school was unable to the Huff and Puff event which impact KS 1 data on 2024 – 2025.</i>	See above. In 2026 – 2027 those pupils who did not get to attend an event will be prioritised.
Further improve the profile of PE across the school.	Purchase new school PE kit for all staff including half zip jumpers and embroidered shorts. New PE tops bought for new staff/ TAs to raise the profile of sport and be positive role models when teaching PE Celebrate PE sports events in collective worship and through the school's newsletter and social media sites. Ensure that termly sports newsletter is promoted through the website and correspondence with parents.	£350 £1,155 (subject release time @ 6 days)	Staff are positive role models to pupils when teaching PE and representing the school on inter events. New communications promote sport and achievements. The profile of sport is raised across the school. South Bersted sports teams got through to 5 finals- Y5 boys football final Y5/6 basketball final Y3/4 girls football final Y5/6 girls football final	<i>New kit to be purchased for new staff for the 2026 – 2027 academic year.</i> <i>Time will be allocated to the PE lead, DH for the 2026 – 2027 academic year.</i>

			And then Y3/4 competed against all sussex schools at Cobham finishing 6 th . 2 nd place Area Athletics.	
Pupils are more active at break and lunchtimes.	Future Flyers and Bronze Ambassadors are trained as part of the SSP package and run a range of events for younger pupils during the Spring and Summer Term, including change 4 life club.	Cost covered above	Pupils articulate the provision positively. Observations show pupils are engaging in physical activity at break and lunch times. <i>At Future Flyers, we competed against 15 other schools and we came first. We did races, jumping and throwing. I enjoyed the races". Josh P Y6 I really enjoyed joining in with all the exercise and teaching everyone, it helped me build my leadership skills. Daniel Y5</i>	Provision will happen as part of the SPP package.
	Whole school event led by Regis School in Spring term focusing on different sports.	Cost covered above	Monitoring shows the positive impact that sport has across the curriculum. The quality of PE teaching is at least good across the school. <i>"I love learning new ball skills" Jimmy Y1 "Gymnastics is my favourite PE" Bonnie EY</i>	

Pupils are inspired by sportsmen and women that have overcome challenges and demonstrated endurance inline with the school's values.	Visits from different sports people e.g. International rowers and GB athlete.		Pupils can articulate the impact of sports visitors on their attitudes towards sport and learning. Lewis Crathern- British champion kitesurfer "I felt happy when I saw him because I really want to try that one day" Noah Y2 Jumpstart Jonny- It was really cool I loved dancing to we are the champs- Deilah EY Joel Clifton- GB Basketball- I was really proud of him, he wanted to be a basketball player and he achieved his goal. Luna Y3 Steve Potter – rowed the Atlantic	The school will continue to seek opportunities for athletics to visit the school. In 2026 – 2027, the school will engaged in a sponsored athlete visit to fund this.
Sports equipment to support regulation	Purchase table tennis plans and resources following Spring 2025 training? Basketball and Netball posts bought instead due to these needing to be replaced.	£1,000 £200	Pupils have access to PE equipment to support regulation.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Allocated in other areas.
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: Funding Spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Further improve the provision of PE across the school so pupils develop their skills linked to different sports by following the new PE scheme Get Set 4 PE.	Subject leader to monitor the quality of teaching and learning within PE and assess the impact of CPD.	Paid in the last academic year.	New staff are supported in provided high quality PE. Throughout the academic year, there is an improved consistency related to the quality of education in PE. Sporting success proving quality of PE is good.	Money allocated through the school budget to pay for the subscription.
Teachers have an improved understanding on how to effectively assess pupils in PE.	Subject Leader to lead CPD during the Spring Term. This is to be focused on assessing core skills in PE across the curriculum.	SL time allocated above.	Following previous observations there is greater consistency in the teaching of PE, which is inline with the 'Get Set 4 PE' approach. Teachers are using SONAR to assess PE. Monitoring shows that there is a consistent approach to assessing pupils in core skills.	
Through effective CPD, ensure greater consistency of the teaching of PE which provides better outcomes and experiences for pupils.	Key year groups supported by a cricket coach during the Spring Term. Chelsea FC coaches- supported with KS1 ball skills CPD		New teaching staff are supported in the teaching of golf. Key skills are developed to support pedagogy. "Thank you for organising those sessions, the coaches were fantastic and the children enjoyed, clear progress seen" Ks1 staff	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13%
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 pupils with the opportunity to participate in inter school events.	Purchase the SSP package.	Accounted for as part of SSP package	A greater number of pupils access events through the SPP than in 2024 – 2025. KS1- 45% KS2- 62%	The school will buy into the SSP package for the 2026 – 2027 academic year.
Through the SSP Package ensure pupils across the school have the opportunity to experience a range of sports.	PE lead to identify key sports for pupils to engage and compete it (both competitive and festival based events).		2025-26- Ks1- 17/60 Y1 and Y2 pupils- 28.3% KS2-60%	
Provide pupils with a wider range of sporting opportunities through after school clubs.	Fun Premier Sports afterschool clubs: Autumn: Yrs 5 and 6 Spring: Yrs 3 and 4 Summer: EYFS, Yrs 1 and 2.	Allocated as part of KI 1.	A greater number of pupils have access to an after school club. “I love Friday club, we play lots of games” Mylah EY “We play bench ball it is so fun” Brendan Y1	

Pupils have the opportunity to learn about golf and engage in lessons through JOLF.	Fund 5 week units for EYFS and Key Stage 1 to learn and develop the skills of golf. which leads into an afterschool club.	£1,300	Pupils in EYFS engage in a new sporting opportunity, Year 1 and 2 develop their skills from last year. Sometimes there are tricky ones and we never give up! Mabel Y1 It is good because maybe when I am older I will play golf! Amelia Y2	Free community lessons have been booked for the Spring Term. A paid after school club will be in place for Spring 2027.
Pupils have the opportunity to experience and learn quidditch.	Fund a whole school activity day that exposes pupils to a new sport.	£500	A whole school event day exposes pupils to the new sport and pathways are presented. Event did not take place due to timetabling a number of other events taking place.	
The school becomes a Parkrun school.	The school signs up to become a Parkrun school engaging in the actions to encourage pupils to engage in a wider range of sports.	Allocated as part of KI 1 and subject release time. £1,200	Baseline identifies pupils and staff that engage in parkrun, following becoming a Parkrun school a questionnaire in Summer 2026 shows that a greater number of children and staff are engaging in Parkruns. It was really fun, I ran with my brother. I got a bit tired but I still did really well" Arthur Y. Dojo messages and pupil voce during worship shows the impact of Park Run events.	Whole school event to be booked for Autum 2026 to celebrate the benefits for Park Run.
Pupils have broaden experiences in deepening their understanding of keeping themselves and others safe.	The school funds the Ten 10 event, which aligns to the Junior Medic Programme.		Through pupil voice and lesson observations, pupils across KS 2 develop their understanding of how to keep themselves and others safe both in water and on land. We learnt how to	The school will fund this is the 2026 – 2027 academic year.

			<i>save peoples' lives if they are in danger and how to put people in the recovery position. We also learnt what to do if we are in danger or need of help". Alisa Y6</i>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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: Funding Spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Use SSP package to provide opportunities for pupils to participate in competitive events.	Purchase the SSP package.	Allocated last year.	Pupils engage in a new sporting opportunity. <i>Children have attended extra events in Chichester, Angmering and Felpham</i>	<i>Purchase the SSP package.</i>
Hire and share a minibus with FCC to ensure children are attending events.	Access to a mini bus increases participation.	£1,000	More events attended. More opportunities for pupils. Number of events attended this year-26	<i>See above.</i>
Continue to embed intra-school events so pupils are provided with greater opportunities to compete against each other in a range of sports and to applying their learning from PE lessons.	Subject leader to attend the SSP meeting and share information with staff when needed. Subject leader to identify key events and sign up for them.	Allocated K1 release time.	Pupils have to opportunity to take part in a range of sports (festival and competition) "It was fun because we got to play against other schools doing New Age Kurling and we came fourth" Leo Y4 The school will maintain Gold standard in School Games mark, aiming to achieve Platinum is 25/26 and maintain Platinum in Quality Start for KS1. <i>We achieved Platinum School Games Mark 25-26. Platinum Plus Quality Start Gold Girls Football Award</i>	

	Use the new Active Sussex tracking document that identifies the progress in competitive events (see key indicator 4). Plan opportunities for pupils to compete in games during PE lessons inline with the subject's vision and school values. Link the attainment to the school House System and the school value of Koinonia. Promote the events/ results on the school's website, newsletters and collective worship with the allocation of House Points to promote the school values of Koinonia and Endurance.		ongoing ongoing Shared on our termly sports newsletters to promote sport at South Bersted. Also shared on facebook, instagram , website and our weekly Newsletters sent out every Friday.	
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Signed off by	
Head Teacher:	N Goodwin
Date:	22 nd September 2026
Subject Leader:	A Stanton
Date:	20 th September 2026
Governor:	R Topley
Date:	23 rd September 2026