





The Primary PE and sport premium

Planning, reporting and evaluating website tool

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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 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 2025/2026

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

Activity/Action	Impact	Comments
Children have engaged in PE learning that is high quality with appropriate differentiation both indoors and outdoors.	Providing PE opportunities both in the hall and outside continues to widen children's opportunities within sport. Children are developing an understanding of how to use equipment in an appropriate way linked to the environment and the sport.	The long term PE plan will be reviewed and updated accordingly to meet the needs of each cohort taking account of social, emotional and physical development.
Children in Year 1 and Year 2 have engaged in high quality water experiences this year.	Children are feeling more confident in the water and developing life skills during these sessions.	Children in Key Stage 1 to continue to engage in 5 swimming sessions per year.
Activity mornings joining Herne and St Alphege schools together have continued.	Children in Year R, Year 1 and Year 2 have had opportunities to engage in activity mornings with our partner school. These events have focused on high levels of inclusion, including PP, SEND and hidden vulnerable children.	PE lead to continue to organise events with link school to support children with social, emotional and physical development.
Competitions, festivals and enrichment events within school have been highly successful.	Children have been provided with a wide range of opportunities to develop new skills and immerse themselves in new challenges.	Highlights have included an intra-school wake and shake festival at the beginning of the year and an Olympic themed dance competition at the end of the year. We have also hosted visitors who have provided workshops such as skateboarding day, bounce workshops, surfing lessons and dance workshops.
High quality learning links have been made to the Olympics in a cross curricular way.	Children have developed an understanding of the Olympic games through a range of subjects including history, geography and PE. Children immersed themselves in an Olympic themed sports week to recognise the significance of this event.	Future planning will continue to mark significant sporting events in cross curricular ways.
Children have continued to participate in external competitions organised by East Kent School Games.	Herne have attended a variety of competitions and experiences throughout the year which have boosted children's confidence and led to new interests in sports. This has included:	Children continue to thrive with these experiences, mainly involving Year 2 children. This will continue in 2026-2027.

	Wake & Shake Year 2/3 Active Stacking Cross Country Yr2 Football Yr1/2 Tennis Dance Competition Athletics x 2 teams	
35 clubs offered to children during 2025-2026 with 78% of children in KS1 attending. (140 children out of 180)	74% engagement across Year 1 and Year 2 is a significant achievement. Inclusion is a priority with school clubs ensuring all children have the opportunity to attend.	PE lead to continue to organise a range of clubs throughout the year in 2026-2027 to ensure high levels of participation continue.
Inclusive Sport have been facilitating active play during lunch times.	Children in KS1 have been provided with a range of ideas and opportunities to engage in during lunch times with positive, male role models.	Midday supervisors have been involved with lunch time active play provision. We are planning to build on this in 2026-2027.

Key priorities and Planning

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
Children in Key Stage 1 to engage in two high quality 40 minute PE lessons during curriculum time every term. Children in Year R to build up to this by Term 4.	*Pupils* *Staff*	**Key indicator 1:** The engagement of all pupils in regular physical activity.	Sustainability will be achieved by adapting the long term PE curriculum map to meet the needs of different cohorts. Being adaptable and flexible will ensure inclusion for all through PE.	*x*
Children to engage with a minimum of 30 active minutes per day.	*Pupils* *Staff*	**Key indicator 1:** The engagement of all pupils in regular physical activity.	PE lead to provide refreshers to all staff about how to incorporate active learning and challenges within the school day. PE lead to recognise any barriers staff may be experiencing in order for this to be sustainable.	*x*
Children in KS1 to continue to engage in high quality water experiences.	*Pupils* *Staff* *Local swimming pool*	**Key indicator 1:** The engagement of all pupils in regular physical activity. **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.	At Herne we believe swimming is a life skill, therefore we provide water experiences in KS1 although this is not a curriculum requirement.	*£3000*
Active playtimes to be reviewed and adapted moving forward to meet the needs of all children.	*Pupils* *Staff* *Midday supervisors*	**Key indicator 1:** The engagement of all pupils in regular physical activity. **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.	In order for active play to be sustainable, changes are going to take place. This will involve CPD sessions and working as a school to develop this time together.	*£6000*
Target children to attend Fizzy and Sensory circuits.	*Pupils* *Staff*	**Key indicator 1:** The engagement of all pupils in regular physical activity.	Assessment for Learning is an ongoing process that teachers will use to identify any children who require additional support through Fizzy and Sensory circuits.	*x*

Children will be provided with a variety of clubs each term.	*Pupils* *Staff*	**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.	Clubs at Herne will continue to be inclusive with opportunities for all KS1 children. Offering a range of sports and activities aims to invite a range of children across the cohort.	*£1000*
Website, Facebook and corridor display to be updated regularly to enable children to share/reflect/celebrate PESS (PE AND SCHOOL SPORT)	*Staff* *Parents*	**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement	Using social media continues to have the most significant impact on parents becoming aware of events taking place. Photos will continue to be shared in this way as well as on the school website and on the school display.	*x*
Meet with governor to discuss current successes and focuses for PE.	*Staff* *Governors*	**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement	Governors to be aware of PE priorities and how money is being spent with a focus on creating a sustainable impact.	*x*
Staff in all year groups to be aware of PE priorities and targets with training provided where required.	*Staff*	**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport	PE lead will provide necessary training to staff across the school to ensure all staff feel confident to deliver the teaching of PE and sport. PE lead to take on feedback and adapt learning where appropriate in order to maintain sustainability.	*x*
Celebrate achievements of competitions during whole school worship.	*Pupils* *Staff*	**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement **Key indicator 5:** Increased participation in competitive sport.	Children are encouraged to celebrate their success and participation in events during school celebration assemblies. This often motivates others to want to participate in competitions and events.	*x*
Children to be provided with a range of opportunities from external visitors to enrich sports/active opportunities.	*Pupils* *Staff*	**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils	External visitors will be booked based on maximum impact and cost effectiveness to engage children. For many children, these enrichment opportunities are first time, memorable experiences.	

Continue to provide opportunities for children in Year R, Year 1 and Year 2 to engage in events with link school St Alphege.	*Pupils* *Staff* *St Alphege school pupils and staff*	**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils **Key indicator 5:** Increased participation in competitive sport.	By providing a safe space for children to engage in events with link school, this has potential to positively impact socially, emotionally and physically. In turn, children may feel more confident to engage in competitive sport.	*x*
Ensure staff are teaching high quality PE lessons both indoors and outdoors, meeting the needs of all learners.	*Pupils* *Staff*	**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff to differentiate lessons and seek support from PE lead if they have any questions. PE lead to observe lessons both indoors and outdoors to ensure high quality delivery of PE lessons.	*x*
Children in Year 2 to be selected to participate in competitions against local schools through East Kent Coastal Sports Partnership.	*Staff* *Children*	**Key indicator 5:** Increased participation in competitive sport.	PE lead to work closely with Year 2 team to select children throughout the year to participate in Sports Partnership competitions. Consideration of how to maintain high levels of success will be discussed.	*£525 to pay for the Sports Partnership activities*
Resources used internally and externally to be reviewed, organised and orders placed.	*Staff*	**Key indicator 1:** The engagement of <u>all</u> pupils in regular physical activity.	Ordering necessary resources and equipment will ensure that every child can get the maximum learning from their PE sessions.	*£1000*

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
Competitive sports The children have experienced a full programme of competitive sports and as a result have been able to compete in a range of sports and at a range of levels.	All children by the time they leave year 2 have represented the school- this	
Swimming Year 1and 2 went swimming throughout the year. The swimming lessons enabled good water confidence and early skills. As a result children made better progress. We aim for this to continue into the next academic year but staffing may be abarrier for this as more children are requiring extra support	Water confidence has adirect impact upon general confidence. As a school we value the time allocated to this activity. Community links are strengthened by using local pool and public transport.	
Teaching Teaching and Learning in PE continues to be of a high standard- due to Sports coach support, CPD, external training. Skills are carefully progressed. Nurture Nurture provision and support are at the heart of our provision. This is through the nurture lead who leads extra support at lunchtime and afterschool. Children are assessed through the Boxall profile and provision is planned accordingly. There is a very sound understanding of mental health, well being and the importance that physical activity has on this	Staff are confident at teaching PE and have benfitted from expert support from colleagues at other schools All children from Nursery to Year 2 access high quality PE lessons and opportunities All chil;dren access nurture activities and access to the impressive resources that herne have such as The hive, The Nest, Sensory Garden, Wildlife Area, Outdoor classrooms	

Signed off by:

Head Teacher:	*Lucy St John*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Alice Packer – PE Lead*
Governor:	*James Browning*
Date:	July 2026