



Review of 2026

What went well?	How do you know?	What didn't go well?	How do you know?
A lot of our tipper students progress to the success criteria above. We established a successful sports council. The profile of Pe has increased, as well as the profile of our marking and assessment policy. Disadvantaged, SEND and focus groups have participated more in extra-curricular activities.	Through our summative and formative data Students wrote a manifesto to apply and we hold termly meetings and have presented assemblies. A working wall and What a good one looks like has been implemented. Through a pupil's voice confidence in assessment has developed. Through pupil voices, sports council and attendance records we can see our focus groups have increased their attendance.	The gap between our SEND cohort and non-SEND cohort still needs to be a focus.	Data captures, summative and formative data.

Intent for 2027	How are we going to achieve this?
We will look to continue to focus on our focus groups (girls/ FSM/ dis/ SEND). We aim to close the gap in progress and attainment.	We will begin the year with a pupil voice and see where gaps of learning lie. We will then use this information to either discuss strategies in meetings, CPD, sport council meets or buy specific equipment or create more extra-curricular opportunities depending on the needs.

PE and Sport Premium digital reporting form

Before you start, make sure you have:

- ✓ an account with the DfE sign-in service. If you have not used DfE sign-in before you will need to create a DfE sign in account.
- ✓ read the PE and sport premium conditions of grant and guidance.
- ✓ details of how much PE and sport premium funding your school received, and how it has been spent
- ✓ discussed your PE and sport premium assurance form return with your headteacher and chair of governors or trustees, ensuring they are content to sign-off.

Section 1 of 9 - your school

Question	Answer options
Is your school a maintained school, an academy, or a non-maintained special school Select one option	• Maintained school (including pupil referral units (PRU) and hospital schools) • Academy • Non-maintained special school

Section 2 of 9 - your school's PE and sport premium funding

In this section we will ask you questions related to funding received; please be aware only positive numeric values are permissible. If no spend needs to be communicated, please use numerical '0' and not 'zero'.

Question	Answer
How much PE and sport premium funding did your school receive for the current academic year?	Free text box - £ 17799
Does the school have any unspent funding from its allocation for the current academic year?	Yes / No
If yes, how much?	Free text box - £ 0
Of the PE and sport premium funding your school received last year did the school carry forward any funding for use in the current academic year?	Yes / No (Planned to spend)
If yes, how much?	Free text box - £ 19000

Section 3 of 9 - using the PE and sport premium grant

In this section, we will ask you to provide a full breakdown of how your school has spent the PE and sport premium funding it received, across a series of categories. As per the PE and sport premium conditions of grant, schools are required to provide a full breakdown of how they have spent the PE and sport premium grant.

Question	Answer
How much funding has been spent on equipment and resources? Please note that this is considered capital expenditure, and any spending should fall within your school's de minimis value	Free text box - £ 21,801.24

On which of the following categories has your school spent its PE and sport premium?	• Continuing professional development (CPD) • Extra-curricular opportunities • Sports competitions • Active travel • Top-up swimming lessons • Equipment and resources • Coaching staff • Membership fees • Online training and educational platforms • School sports days • Other
How much funding has been spent on coaching staff? Please note that coaches should not replace the need for primary teaching staff and schools should not use the grant to fund annually repeated coach-led initiatives	Free text box - £ 15066.74

Section 4 of 9 - opportunities in sport

We are aware that every school has a diverse pupil population, where some pupils require more support and assistance than others. Although the PE and sport premium should be used to support all pupils in your school, we are interested to understand whether you have targeted any of your spending on certain pupils. These findings will allow us to understand whether further support is needed, whilst also ensuring our PE and sport premium guidance is as helpful as possible. In the next section we will ask you questions about providing or improving opportunities in sport and physical activities in your school.

Question	Answer
Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with special educational needs and disabilities (SEND) or long-term medical conditions?	Yes / No
How has your school targeted spending on providing or improving opportunities in sport and physical activities for pupils with special educational needs and disabilities (SEND) or long-term medical conditions?	• Training or continuing professional development (CPD) to support inclusive PE sport and physical activity provision ○ Supporting participation in extra-curricular opportunities or competitions • Top-up swimming lessons for pupils requiring additional assistance • Specialist coaches to assist children with special educational needs and disabilities (SEND) • Specialist coaches to assist children with long-term medical conditions • Specialist equipment and resources for children with special educational needs and disabilities (SEND) (please note this is considered capital expenditure and any funding should be below the agreed 'de minimis' value) • Specialist equipment and resources for children with long term medical conditions

	(please note this is considered capital expenditure and any funding should be below the agreed 'de minimis' value)
Other:	Free text box
Has your school targeted any spending on increasing or improving girls' access to PE lessons?	Yes / No
Has your school targeted any spending on increasing or improving girls' access to extra-curricular sport and physical activities?	Yes / No
Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?	Yes / No
How has your school targeted spending to provide or improve opportunities in sport and physical activities for disadvantaged pupils?	• Before school sport and physical activity groups - free of charge for all pupils • After school sport and physical activity clubs - free of charge for all pupils • Subsidised sport and physical activity clubs for disadvantaged pupils • Stronger parental engagement - school assemblies to promote sport and physical activity where parents can attend • Stronger parental engagement - leaflets and at home support to help parents to better support their children on achieving 60 active minutes a day • Staff training and continued professional development (CPD) specific to tackling inequalities in relation to sport and physical activity • Community club engagement or pathways • Peer to peer led activity • Youth leadership and volunteering opportunities • Insight and data capture to better understand and support these pupils • Other (please describe below)
Other:	

Section 5 of 9 - impacts and improvements

As part of the PE and sport premium conditions of grant, schools are expected to outline the impact that PE and sport premium funding has had on pupils' PE attainment, physical activity and sport participation. To allow the department to fully understand the impact, schools should aim to outline any relevant data where possible. In the next section we will ask you to describe the impact of your school's use of the PE and sport premium grant.

Question	Answer
Which of the 5 key areas for improvement has your use of the PE and sport premium grant spending contributed to?	• Increasing all staff's confidence knowledge and skills in teaching PE and sport • Increasing engagement of all pupils in regular physical activity and sport • Raising the profile of PE and sport across the school to support whole school improvement

	• Offer a broader and more equal experience of a range of sports and physical activities to all pupils • Increase participation in competitive sport • None of the above
Has your school's PE and sport premium spending achieved any of the following?	Select all that apply • An improvement in PE attainment • An improvement in pupil physical activity levels • An improvement in school sport participation • An improvement in participation in extra-curricular activities • An increase in staff training and continuing professional development (CPD) • An increase in staff participation in extra-curricular activities and school sports competitions • An improvement in swimming attainment • An improvement in water safety awareness • Other
How has your school's spending improved PE attainment?	The school's PE funding has improved attainment by providing high-quality equipment, specialist coaching, and professional development for staff. This has helped deliver more engaging and effective PE lessons, allowing pupils to develop their physical skills, confidence, and understanding across a wider range of sports and activities.
How has your school's spending increased school sport participation?	The funding has enabled the school to offer a broader range of sporting opportunities, including competitions, festivals, and taster sessions. Improved resources and access to specialist coaching have encouraged more pupils to take part in sport, increasing participation across all year groups.
How has your school's spending increased pupil participation in extra-curricular activities?	The school's investment has expanded the range of after-school sports clubs and physical activity opportunities available to pupils. By offering a variety of inclusive activities and reducing barriers to participation through improved equipment and staffing, more pupils are regularly attending extra-curricular clubs and leading active lifestyles.

Section 6 of 9 – sustainability

Achieving sustainable outcomes is key to any spending of the PE and sport premium grant. The conditions of grant and guidance describe how the grant must be used. This includes:

- build capacity and capability within the school and ensure that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years

Question	Answer
How is your school going to ensure that the improvements made through its spending of the PE and sport premium are sustainable?	The school's PE and sport premium funding is being used to create long-term improvements by investing in staff training, high-quality equipment, and sustainable programmes that can continue beyond the funding period. Developing teachers' confidence and skills in delivering PE, maintaining equipment, and embedding a broad range of physical activities into the school curriculum will help ensure that high-quality PE and sporting opportunities remain available for future pupils.

Section 7 of 9 – swimming

As part of the National Curriculum schools must provide swimming and water safety lessons either in key stage 1 or key stage 2. National curriculum requirements are pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

Within this form, we ask that schools provide data on the percentage of pupils within its year 6 cohort in the current academic year who met the national curriculum swimming and water safety requirements. Schools should provide attainment data for year 6 pupils from their most recent swimming lessons. This may be data from previous years, depending on the swimming and water safety programme at the school. Schools must keep attainment data from swimming and water safety lessons in years 3 to 5 to be able to report this accurately in year 6.

Question	Answer
What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently, over a distance of 25 metres?	% 78 If the answer is none, please enter zero (0) into the box
What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)?	% 66 If the answer is none, please enter zero (0) into the box
What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations.	% 50 If the answer is none, please enter zero (0) into the box

Section 8 of 9 – declarations

Question	Answer
1. I confirm that:	the information contained in this PE and sport premium assurance return is accurate and has been signed-off by the headteacher and the Chair of Board of Governors or Trustees
2. I confirm that:	the reported spending detailed within this return will be published on our school's website
3. I confirm that:	I am authorised to submit this PE and sport premium assurance return on behalf of my school

Section 9 of 9 – feedback

Question	Answer
How long did it take you to gather the relevant information to complete this form?	• 0 to 1 hour • 1 to 2 hours • 2 to 3 hours • More than 3 hours • Don't know
How long did this form take you to complete?	• 0 to 30 minutes • 30 minutes to 1 hour • 1 to 2 hours • More than 2 hours • Don't know
In comparison to the current requirement to produce a written report, how much time did it take to complete this form? Please consider the time it took you to gather the relevant information to complete the form	• It took significantly less time • It took less time • It took about the same amount of time • It took more time

	• It took significantly more time • Don't know
In comparison to the current requirement to produce a written report, how straightforward did you find completing this form?	• It was significantly more straightforward • It was more straightforward • It was no more or less straightforward • It was less straightforward • It was significantly less straightforward • Don't know
Can you provide any further information on your experience completing this form; is there anything we could do to improve it?	NA

Please download a copy of this completed form for your records.

Submitted reports must be converted to HTML version prior to upload to school websites to meet reporting requirements.