





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2025 / 2026

Commissioned by

Department for Education

Created by

association for Physical Education

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 2023/2024, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

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 2025. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education | Active Partnerships | YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED | UK COACHING | UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£17,320
How much (if any) do you intend to carry over from this total fund into 2026/27	£0

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 2021. Please see note above	62% (27% did not attend)
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	62% (27% did not attend)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73% (27% did not attend)
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?	No

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: 2025/26	**Total fund allocated: £17,320**	**Date Updated: July 2026**	
Key indicator 1: The engagement of all 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: 68.5%
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 achieveare linked to your intentions:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
1. Continue to offer a large area for children to play a number of different sports and physical activities during lunchtime due to the extra adult supervision and use of sports leaders. 2. Each teacher will lead an active school club at lunchtimes once a year, aiming for an active club each half term. P.E lead to do two a year (or Head to do one) – Golf, cricket, Lacrosse, classroom yoga, tag rugby, football, daily mile, sports leader activities. 3. Continue training for Inspired schools – Clothing and training for new sports leaders	• Fund additional staffing over lunchtime to free up staff to run club and open up larger areas like the field for sport. • Install new basketball hoops of the playground • Sport Leader training days • Physical and online resources • Targets to improve behaviour and responsibility, develop sports leaders, increase physical activity • Introduce 'Grab Bags' at break time. Sports leaders bring out bag full of fun active equipment to ensure the playground is safe and open for everyone.	1. Funding to cover additional staff over lunchtimes 2. Resources for Grab Bags £100 Total: £11,851	Sports leaders have been running lunchtime sporting activities over the Autumn and spring terms with engagement seen across the years groups. Class teachers ran a series of clubs throughout the year, with many targeted children attending. Incidents of negative behaviour reduce when lunchtime clubs and sports leader sessions are running.	Continue with sports leaders next academic year with more training provided. Teachers to continue running lunchtime clubs. Evaluate how to support positive behaviour and reduce incidents when clubs aren't being run (general playtime offer).

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25%
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 achieveare 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 suggestednext steps:
1. Ensure that all children have access to high quality, updated and engaging equipment for both PE and lunchtime provision – equipment provides and support a wide range of skills	• EYFS to purchase gross motor skills and coordination equipment – in line with new EYFS framework • KS1/2 to continue equipment update – Bags for kit and special gear kept in Hall cupboard. • In partnership with the BLSA, purchase two new basketball hoops for the playground.	1. £200 to update EYFS equipment 1. £532 to continue updating KS1 and KS2 equipment 3. £3600 contribution towards new basketball hoops Total: £4332	Sufficient high-quality equipment has allowed teachers and students to get the best out of lessons.	Instil the need to look after and appreciate the equipment that we have in school in order to prolong its life and quality. Children able to complete basketball units of study, enjoy their use at lunchtimes and potentially be used for extra-curricular clubs in the future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6.5%
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:
1. Teachers to lead the running of high quality PE across the school 2. Ensure that the PE Lead has a good knowledge on the quality of teaching and engagement of pupils across all year groups 3. Provide an opportunity for pupils to respond, share and develop ideas on how PE should look at Bishops Lydeard Church School 4. TA allocated in playground to support Sports Leaders 5. Somerset Cricket coaches to deliver sessions across the school (Teacher CPD)	• Continue Sports leader program • PE Lead to observe and support teachers in the teaching of PE across all year groups. • More pupil voice opportunities about break and lunch times, Sports Day and active opportunities in school. • Time in Subject Leadership to be used to check, respond and develop PE skills and knowledge	£1137	Teachers making use of the high-quality planning provided but have regular opportunities to tailor the skills taught to sports or activities that they are most effective at teaching. Pupil voice around playtimes highlighted the need for more variation in playtime games (incorporate in sports leaders and general offer). Somerset Cricket coach upleveled the knowledge of the staff working alongside.	PE lead to continue dialogue and observations in PE to ensure high quality. Incorporate new activities in sports leader rotation and install basketball hoops on the playground. Continue buy in to the coaching program which offers great value for money when impact is considered.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
1. Increase the variety and opportunities for children to trial new sports. 2. Install new basketball hoops on the playground.	• Host and intra-schools ultimate frisbee competition across year 5/6 this year.	N/A (included in other sections)	New sports added to curricular and extra-curricular sessions (Lacrosse, golf, ultimate frisbee)	Resources available to continue running these newly introduced sports over the coming years.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
1. Bishops Lydeard to offer competitive sporting opportunities within the school setting. 2. Children participate in competitive activities within their structured PE lesson.	• Sports day competitions to be recorded and competitive within class groups and year groups • Class teachers build up skills toward a competitive activity within their units of study	Included in the roles and responsibilities of PE lead	Children participate in competitive situations within their class lessons. They are able to keep score within sports and understand that as skills develop so will their outcomes. Children to use new Ultimate Frisbee game to take scores and build competitive nature of play.	To encourage competitive sport within a PE lesson, supported by the CT To develop inter-schools competitive sport opportunities within Partnership.

Signed off by	
Head Teacher:	James Dakin
Date:	15/07/26
Subject Leader:	George Giles
Date:	15/07/26
Governor:	D Williams
Date:	15/07/26