



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

2025-26



Commissioned by



Department
for Education

Created by



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](#).

All funding must be spent by 31st July 2025.



Coleshill CE Primary School: Review of last year's spend and key achievements



Key achievements to date: July 2026

Coleshill CE Primary School has maintained its strong commitment to delivering high-quality PE and sport throughout 2025–26. Despite continued pressure to support pupils' progress across the core curriculum, the school has protected its provision of two hours of high-quality PE and sport each week for every child. The school also promotes active, healthy lifestyles throughout the wider curriculum, encouraging pupils to understand the physical, social and emotional benefits of regular activity.

Lessons are well resourced with suitable, up-to-date equipment, enabling all pupils to remain active throughout each session without having to wait for equipment. Lesson observations show children wear sports kit, supported by the arrangement for pupils to attend school wearing their PE kit on PE days. Pupils who are temporarily unable to participate physically for medical reasons remain meaningfully involved through appropriate roles such as coaching, officiating, observing or providing feedback on performance.

Inclusion is central to our PE and sport provision. We are committed to ensuring that pupils with disabilities and those with special educational needs and disabilities (SEND) can access, participate in and enjoy physical activity alongside their peers. Activities, equipment, rules, groupings and levels of challenge are adapted where appropriate to meet individual physical, sensory, communication and learning needs. Staff use their knowledge of each pupil, alongside relevant support plans and professional guidance, to remove barriers and provide appropriate encouragement and assistance. Where necessary, reasonable adjustments are made to the environment and the organisation of activities to support safe disability access. This enables pupils with SEND and disabilities to develop confidence, coordination, independence, teamwork and a positive attitude towards physical activity. Success is recognised through individual progress, effort and participation, as well as through sporting performance.

Our sports teams have continued to achieve success in competitions across Warwickshire and Solihull, as well as within the BDMAT Trust. Strong performances in team sports, including football, netball and tag rugby, have resulted in a number of trophies during 2025–26. Pupils have also enjoyed individual success in local athletics and cross-country events. We encourage children to share their sporting achievements outside school and regularly celebrate success in activities such as taekwondo and dance competitions.

Our lunchtime provision continues to offer organised ball games led by our sports coach, designated activity areas with equipment, and access to the trim trail. This provision is available to all pupils and is complemented by healthy-lifestyle interventions and additional

extracurricular clubs that promote participation, fitness and enjoyment. Teacher-led enrichment activities have also been offered after school, including rounders and running club.

Together, PE lessons, active lunchtimes and extracurricular activities help pupils establish positive habits and recognise the importance of leading healthy, active lifestyles. These opportunities have been particularly successful in engaging previously less-active pupils and encouraging all children, regardless of ability or additional need, to experience a broad range of sports and physical activities.

Key priorities and Planning

Expected amount of grant funding for 2025-26: £18,730



Key indicator 2: The profile of PE and sport is 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				Percentage of Funding:
				67%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Regular experience of high quality school sport and PE. All pupils: Year 1 – Year 6	To ensure that a sports coach is able to team teach along with the class teachers for every games session across the school from Y1 – Y6	£12, 500	- All lessons in PE are at least good - Pupil attainment in PE is at least in line with our 80% target. - Close to 100% engagement in lessons (those without kits actively involved note taking or peer evaluating)	Flagship spending which develops professional skills in teaching staff which will support quality of teaching improvements for future years.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Competition To continue to increase the number of competitive opportunities for all pupils Covering transport and competition fees (predominantly mini-bus hire)	Calendar of competitions clearly mapped out and planned to see how this fits into current curriculum overview and extra-curricular clubs offered. Staff offering pupils opportunities to be competitive or take part in performances at the end of the unit of work.	£1,250	- Multiple teams entering in a wide range of sports - Success at level 2 and level 3 competitions across multiple sports.	Pupils' wider skills learnt though competitive situations and collaborating with others will stay with them. Calendar of events and opportunities will carry on in future years so others will have similar experiences and opportunities.
Key indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school. Key indicator 2: The profile of PE and sport is 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				Percentage of total allocation: 2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To support children in the acquisition of basic skills.	Continuing in rolling programme to investing in new equipment to facilitate high quality PE and Sport. Rolling programme to replenish PE resources, e.g. tennis racquets/nets, cricket sets, new football goals, lunchtime equipment and toys.	£400	- PE cupboard is fully stocked of all items needed to deliver school curriculum. - Lessons observed are 'resource rich'. - No child 'waiting' during a lesson to access learning because of lack of equipment.	These improvements and the legacy will last in future years.
Key indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school. Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement				Percentage of total allocation: 21%

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To raise the profile of PE across the school and wider school community To showcase a wider variety of individual and team sports which promote the benefits of health and well-being for pupils To support children in the acquisition of basic skills.	Multi-sports Coaching (including tennis and lunchtime clubs and working alongside MDS to model good practice). Delivery of lunchtime/ afterschool sports clubs. Continue multi-sport groups for our vulnerable children with low levels of weekly activity.	£4000	- Sports clubs happening across the week after school - Dance and gymnastics clubs happening for all ages in school.	These improvements and the legacy will last in future years. Changed attitudes and perceptions towards PE lead to higher outcomes and opportunities for pupils. Pupils' skills as lunchtime leaders are passed on year upon year ensuring the legacy in the future.
Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement				Percentage of total allocation:
Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				3%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improving and embedding the quality of teaching and learning. Build upon and embed staff confidence and ability to teach PE.	- Support PE Co-ordinator in improving the quality of teaching through release time to observe sports coaches delivering PE 6 half day cover release (2 per term) to allow observations of all age groups taught	£580	- All lessons in PE are at least good - Pupil attainment in PE is at least in line with our 80% target. - Close to 100% engagement in lessons (those without kits actively involved note taking or peer evaluating)	Staff knowledge and confidence is built upon yearly.

Swimming Data



Meeting national curriculum requirements for swimming and water safety	July 2026
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year? (Taken from Y5 data July 2025)	79%
Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? (Taken from Y5 data July 2025)	62%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? (Taken from Y5 data July 2025)	38%
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.

Signed off by:

Head Teacher:	Alison Currin
Subject Leader or the individual responsible for the Primary PE and sport premium:	Wade Jolley (Subject Champion) and Stuart Barnes (Sports Coach)
Date:	31 st July 2026