



Question	Answer options
Is your school a maintained school, an academy, or a non-maintained special school Select one option	<input type="radio"/> Maintained school (including pupil referral units (PRU) and hospital schools) <input type="radio"/> Academy <input type="radio"/> 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 - £ 17,700
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
If yes, how much?	Free text box - £ 0

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	Free text box - £10,900 Extra-Curricular - £900 Equipment (for sports day, after school clubs, sports leaders and lunchtime provisions and to support teaching the PE curriculum) - £9700 Education resources - £300
minimis value	

On which of the following categories has your school spent its PE and sport premium?	<ul style="list-style-type: none"> ○ 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	<p>Free text box – £ 6,800</p> <p>Inter school (specialist teacher to provide CPD and training to teachers in school through PE lessons) - £3000</p> <p>Online resources - £300</p> <p>External coaches (Newcastle Eagles providing specialist basketball coaching, CPD to staff) - £500</p> <p>External Training (access coaching to deliver part of our extra-curricular offer, coaches to deliver dance unit support to teachers) - £3000</p>

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?	<ul style="list-style-type: none"> ○ 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:	
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?	<ul style="list-style-type: none"> ○ 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:	

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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?	<ul style="list-style-type: none"> <input type="radio"/> Increasing all staff's confidence knowledge and skills in teaching PE and sport <input type="radio"/> Increasing engagement of all pupils in regular physical activity and sport <input type="radio"/> Raising the profile of PE and sport across the school to support whole school improvement <input type="radio"/> Offer a broader and more equal experience of a range of sports and physical activities to all pupils
	<ul style="list-style-type: none"> <input type="radio"/> Increase participation in competitive sport <input type="radio"/> None of the above
Has your school's PE and sport premium spending achieved any of the following?	<p>Select all that apply</p> <ul style="list-style-type: none"> <input type="radio"/> An improvement in PE attainment <input type="radio"/> An improvement in pupil physical activity levels <input type="radio"/> An improvement in school sport participation <input type="radio"/> An improvement in participation in extra-curricular activities <input type="radio"/> An increase in staff training and continuing professional development (CPD) <input type="radio"/> An increase in staff participation in extra-curricular activities and school sports competitions <input type="radio"/> An improvement in swimming attainment <input type="radio"/> An improvement in water safety awareness <input type="radio"/> Other
How has your school's spending improved PE attainment?	<p>Targeted spending has supported the delivery of high-quality PE lessons through specialist coaching and staff training, resulting in higher levels of participation, engagement and therefore overall performance of the children in PE. As physical literacy has improved, so too has focus, behaviour, and readiness to learn in the classroom.</p> <p>Staff confidence – CPD and quality PE resources. Feedback from Staff. Increase in confidence through observational improvements from staff teaching PE lessons. As well as this, performances in school competitions have also improved from last year.</p> <p>Access to a broader range of sports, inclusive clubs, and competitive opportunities has also promoted resilience, teamwork, and leadership—key skills that positively influence learning outcomes. Meaning that children who compete at a high level are challenged and pushed by opportunities for competition at a higher level, and resources allow children in lessons to be engaged and challenged at their own levels in lessons. For disadvantaged and SEND pupils, using specialist equipment and enrichment activities such as adapted lunchtime clubs and</p>

	<p>activities have helped close gaps in both participation and progress and therefore attainment.</p> <p>Buying into the SLA scheme to further develop the knowledge of the PE lead. This ensures staff are confident in any changes and updates to the national PE guidance, curriculum and can pass on expert knowledge, leading to a higher level of attainment from the children due to an increase in subject knowledge.</p>
How has your school's spending increased school sport participation?	<p>By investing in high-quality coaches especially for clubs and enrichment activities, updated equipment, and enriching PE experiences, we have created a more engaging, inclusive, and enjoyable PE curriculum.</p> <p>From a parent survey, 39.1% of parents determined that their child had an increased interest in physical activity and sport. This evidences how our increased in school participation through quality equipment, CPD and resources has increased the quality of our provision, to have a lasting impact outside of school.</p> <p>Access to a wider variety of modern, age-appropriate equipment ensures all children can participate successfully. This has led to higher levels of engagement in lessons and a noticeable improvement in pupil attitudes toward physical activity.</p> <p>Increased enjoyment and confidence gained through these improvements have also inspired more pupils to join after-school clubs and take part in external sports opportunities. Overall, the funding has been instrumental in fostering a lifelong interest in physical activity, raising participation rates, and promoting healthier, more active lifestyles among all pupils.</p>
How has your school's spending increased pupil participation in extra-curricular activities?	<p>The allocation of PE funding has significantly enhanced pupil engagement in extracurricular activities by enabling the provision of high-quality equipment, effective planning, and targeted resources. These strategic investments have created more inclusive and appealing opportunities for physical activity, fostering increased participation across a wider range of students. Access to improved resources has not only raised the standard of delivery but has also supported staff in offering a broader, more engaging programme of activities beyond the school day, contributing positively to pupils' physical well-being and overall school experience. This, supported with pupil voice has allowed our number of children in an after-school club to increase. With 47% of children trying an extracurricular activity that they had not tried in the previous academic year showing that our extended and broadened provision due to funding has increase participation in extra-curricular activities. A parent survey confirmed that from our whole school PE offer 34.4% of children enjoy our extracurricular offer the most.</p>

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?	To ensure the sustainability of improvements to both the curriculum and extracurricular provision made possible by the PE funding, the school is focusing on long-term investment in staff development through CPD and guidance from high level coaches and teachers to support the delivery of our curriculum, durable equipment, and structured planning through a quality planning scheme. By providing ongoing professional development for teachers and support staff, the school is building internal capacity to deliver high-quality PE and extracurricular activities independently of future funding fluctuations. Additionally, the purchase of robust, high-quality equipment ensures lasting value and continued use over time. The school is also embedding physical activity into its whole-school ethos through well-planned schemes of work and partnerships with local sports organisations (JSHS and PESSPA), ensuring that the benefits of the funding continue to impact pupils for years to come.

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?	92% 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)?	67% 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.	40% If the answer is none, please enter zero (0) into the box