



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



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](#).

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)

2025/2026 – strategic impact and key achievements

During 2025/2026, Beacon Academy used its full £19,340 allocation to strengthen the quality, breadth, inclusion and sustainability of PE, school sport and physical activity. The school's priorities were to increase participation, widen competitive opportunities, develop staff expertise, modernise resources, provide experiences beyond the core curriculum and ensure that pupils with different starting points and needs could participate successfully.

Priority / action	Evaluated impact
Specialist coaching and staff development	Plymouth Argyle football and Cornish Pirates rugby coaching broadened pupils' experience and simultaneously provided CPD for teachers working alongside specialists. Staff developed subject knowledge, confidence and a wider repertoire of activities that can now be used independently with future classes.
Resources and active provision	£9,164 of recorded expenditure related to PE/sport resources and provision. The school refreshed equipment including footballs, basketballs, goals, netball posts and playtime equipment, supporting curriculum PE, clubs and active break/lunchtime opportunities.

Participation and extracurricular provision	A broad offer included mountain biking, football, basketball, cricket, dance, yoga, tennis, cross-country and multi-sports. Clubs were consistently well attended and the breadth of choice enabled less-active pupils and pupils with additional needs to find activities that matched their interests and strengths.
Competition and partnerships	Pupils participated in cricket, dodgeball, football and other competitive events. Beacon remained involved with the Cornwall School Games Network and strengthened links with Bodmin College through football, rugby, rounders, dodgeball and young sports leaders.
Swimming and water safety	Top-up swimming was targeted according to assessed Year 6 need. Priority was given to safe self-rescue and swimming at least 25 metres competently and confidently; more proficient swimmers developed a range of strokes.
Broader experiences	Bikeability, school mountain biking, a visiting judo champion, active residential/enrichment opportunities, Sports Day and professional-football experiences broadened pupils' physical and cultural experiences beyond normal curriculum provision.

Curriculum, inclusion and personal development

Area	What was delivered	Impact	Sustainability / next step
Get Set 4 PE curriculum	Get Set 4 PE remained the foundation of curriculum delivery. Teachers used progression, lesson resources and assessment materials while adapting content, equipment, challenge and support to individual starting points.	A coherent curriculum supports sequencing and progression while professional judgement enables pupils with SEND, disadvantaged pupils, pupils with medical needs, girls and less-active pupils to participate meaningfully.	Subject leadership will continue to monitor implementation, participation and progression and refine provision where evidence identifies need.
Residential and active enrichment	Active experiences remained embedded in personal development and residential/enrichment provision, including balance bikes, beach activities, forest school, rock pooling, hiking/orienteering, adventure/high-ropes experiences, surfing and other physical challenges.	Pupils applied resilience, teamwork, confidence, perseverance, problem-solving and physical skills in unfamiliar contexts. This supports wider personal development and cultural capital.	Continue to map physical-development opportunities across year groups so experiences remain progressive, inclusive and appropriately challenging.
Sports Day	The annual Sports Day included team and individual competition alongside field and track events and achieved very strong family attendance.	All pupils were able to participate and experience challenge, teamwork, sportsmanship and success. The event also raised the profile of physical activity within the wider school community.	Maintain an inclusive format combining participation and competition and continue to use the event to celebrate school sport.
Inclusive participation	Teachers adapted PE according to pupils' needs and the school continued to address practical barriers such as kit and access.	Pupils with different needs and starting points were supported to participate safely and successfully rather than being excluded from curriculum or wider opportunities.	Continue monitoring participation and respond to identified barriers, particularly for pupils who are less active or disadvantaged.

Physical activity, clubs and competitive sport

Area	2025/26 provision	Impact	Sustainability / next step
Active breaktimes and lunchtimes	Investment in modernised equipment supported more purposeful physical activity outside formal PE. Resources included footballs, basketballs, goals, netball posts and playtime equipment.	More pupils have access to appropriate resources for active play across the school day.	Durable equipment remains available to future cohorts and supports PE, clubs and social times.
Extracurricular programme	Mountain biking, football, basketball, cricket, dance, yoga, tennis, cross-country, multi-sports and other activities were offered.	Clubs were consistently full/well attended. Variety created multiple routes into physical activity, including for pupils less engaged by traditional team sports.	Continue monitoring attendance and pupil voice, targeting pupils who participate less frequently.
Competitive sport	Pupils took part in cricket, dodgeball, football and other events through local networks and school partnerships.	Pupils developed teamwork, resilience, confidence, sportsmanship and the experience of representing Beacon.	Increasing the number of pupils accessing competition remains a priority for 2026/27.
Cornwall School Games	Beacon remained part of the Cornwall School Games Network and regularly accessed PE and sporting events.	The network increased access to organised competition and experiences beyond the school setting.	Maintain the relationship and use it strategically to broaden competitive participation.
Bodmin College partnership	Pupils accessed dodgeball, football, rugby, rounders and other opportunities; young sports leaders supported Beacon pupils where possible.	Alongside sporting impact, older role models and familiarity with the secondary setting supported transition for Year 6 pupils.	Continue and deepen the feeder-school partnership and use young leaders where appropriate.

Specialist provision, staff capability and broader experience

Provision	What happened	Impact	Sustainability
Plymouth Argyle	Specialist football coaching broadened pupils' football experiences. Some pupils also received tickets to attend a professional match.	Pupils developed skills and aspiration. Teachers working alongside coaches gained practical CPD and approaches they can apply independently.	Staff expertise remains within school and supports future curriculum delivery without dependence on the same level of external provision.
Cornish Pirates	Specialist rugby coaching provided high-quality pupil sessions and opportunities for staff to observe and work alongside expert coaches.	Pupils developed rugby skills and confidence; staff strengthened subject knowledge and teaching repertoire.	Transferable staff knowledge supports future cohorts and improves internal capacity.
Judo champion visit	A judo champion introduced pupils to judo alongside fitness and movement challenges.	The visit broadened pupils' understanding of sport, raised aspiration and provided a positive sporting role model.	Continue to use carefully selected visitors and partners where they add experiences not routinely available through the core curriculum.
Bikeability and mountain biking	Years 5 and 6 accessed Bikeability. The school maintained mountain bikes and its dedicated track.	Pupils developed cycling competence, confidence and road-safety awareness. Mountain biking provides an alternative route into sustained physical activity.	School-owned bikes and the established track create a sustainable resource for future cohorts.
PE subject leadership	The PE leader continued curriculum monitoring and review, supported staff and evaluated the wider PESSPA offer.	Leadership oversight supported consistency, inclusion and curriculum development. External coaching was deliberately used to build staff capability as well as pupil skills.	Continue evidence-led monitoring, staff development and curriculum refinement during 2026/27.

Swimming and water safety

Swimming provision was targeted according to identified need. The school's priority was to develop essential water safety and self-rescue, enable pupils to swim at least 25 metres competently and confidently, and extend more proficient swimmers through effective use of a range of strokes. Additional/top-up swimming was provided for Year 6 pupils who had not yet met National Curriculum expectations. Class teachers worked alongside qualified instructors, supporting professional knowledge and confidence.

National Curriculum / reporting measure	2025/26 position	Context
Swim competently, confidently and proficiently over at least 25 metres	Awaiting verified 2025/26 cohort data	Top-up provision focused on pupils identified as not yet meeting this requirement.
Use a range of strokes effectively	Awaiting verified 2025/26 cohort data	More proficient swimmers were supported to develop and apply a range of strokes.
Perform safe self-rescue in different water-based situations	Awaiting verified 2025/26 cohort data	Safe self-rescue was treated as a priority within swimming provision.
Additional top-up swimming provided?	Yes	Provision was targeted to identified Year 6 need.
Staff CPD / professional development	Yes	Class teachers worked alongside qualified swimming instructors.

Financial summary and sustainability

Financial measure	2025/26
Total Primary PE and Sport Premium received	£19,340
Total spent	£19,340
Percentage of allocation spent	100%
Recorded PE/sport resources and provision expenditure	£9,164

Sustainable impact

- Investment in equipment provides a lasting resource for curriculum PE, extracurricular clubs and active break/lunchtime provision.
- Teachers have been upskilled through working alongside specialist football, rugby and swimming professionals; this expertise remains within school and can be applied to future cohorts.
- Established relationships with the Cornwall School Games Network and Bodmin College provide ongoing routes into competition, enrichment and transition support.
- The school's mountain bikes and dedicated track sustain cycling opportunities beyond a single funding year.
- Get Set 4 PE, subject-leader monitoring and an embedded culture of curriculum adaptation support consistency, progression and inclusive participation.

Priorities for 2026/2027

- Increase the number and range of pupils taking part in competitive sport and representing Beacon Academy.
- Continue to provide a broad, inclusive extracurricular offer and use participation information to identify pupils who need additional encouragement or opportunity.
- Embed the benefits of the 2025/26 resource investment across PE lessons, clubs and active social times.
- Continue staff development through internal expertise and carefully selected external partners.
- Maintain and strengthen Cornwall School Games and Bodmin College links.
- Continue curriculum monitoring so that provision remains progressive, inclusive and responsive to pupil need.

Sign-off

Role	Name / date
Head Teacher	Kaye Haywood
PE / Sport Premium Subject Leader	Luke Herman
Governor	Gerry Curry
Report date	30 September 2026

Beacon Academy is committed to ensuring that PE, school sport and physical activity are visible, inclusive and ambitious parts of school life, enabling pupils to participate, compete, develop confidence and discover forms of physical activity they can continue to enjoy.