



## Strategy for Primary PE and Sports Funding 2025-2026

In 2025-2026 the Primary Premium Sports Grant (PPSG) funding for PE and Sport continues to be received. This will continue to be spent on developing sport and well-being across school in the following ways:

|                                                |                |         |
|------------------------------------------------|----------------|---------|
| Total amount of funding for 2025/26.           | TOTAL FUNDING: | £19,320 |
| To be spent and reported on by 31st July 2026. | TOTAL SPEND:   | £19,343 |

## Review of last year's spend and key achievements (2024/2025)

*Reflections on the impact of current provision and a review of last year's spend.*

| Activity/Action                                                                                                                                                                                                    | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Comments                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>LSAs disseminated CPD to train play leaders and provide resources for lunchtime and playtime activities. Additionally, sports equipment was purchased to sustain active play at lunchtimes and break times.</b> | LSA's alongside the PE Lead have supported the development of pupil play leaders—Year 2 for KS1 and Year 6 for KS2—successfully enhancing the quality of lunchtime and playtime activities, resulting in more structured, inclusive, and engaging sessions. A total of £1,000 per key stage was invested in child-led play leader resources and training, which ensured that pupils had access to high-quality equipment and well-organised activities. Sports equipment was maintained and updated, allowing for a broader range of physical activities to be offered safely and effectively. This initiative positively impacted Key Indicator 1 by increasing pupil engagement in daily physical activity, supported the raising of PESSPA's profile across the school (Key Indicator 2), expanded the variety of sports and activities available (Key Indicator 4), and contributed to increased participation in competitive sport (Key Indicator 5). Overall, these developments created a more active, inclusive, and physically engaging school environment. LSA staff state they are more confident in some games and feel like more structure helps. Staff stated they struggled with children joining and leaving games. They use games such as chaos and chicken and hero. | <i>Structure the play leaders next year with LSA support and a timetable of games to encourage participation for longer periods.</i> |
| <b>In line with the school's</b>                                                                                                                                                                                   | In line with the school's improvement priority, the PE curriculum was successfully                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Use Arbor system to analyse and monitor club attendance. Target misrepresented groups.</i>                                        |

|                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>improvement priority, review the PE curriculum with a focus on equity, diversity, and justice. Ensure that all extracurricular clubs are inclusive and accessible to all pupils.</b></p> | <p>reviewed with a focus on equity, diversity, and justice (EDJ), resulting in a more inclusive and representative programme. All teaching staff engaged in CPD, supported by a £500 investment, which deepened their understanding of EDJ principles and how to embed them within PE lessons and extracurricular activities. Office staff effectively used Arbor to record club attendance, allowing for better tracking of pupil participation across different groups. As a result, extracurricular clubs became more accessible and inclusive, encouraging diverse participation and reducing barriers for underrepresented pupils. The emphasis on equity and justice ensured all students had fair opportunities to engage, achieve, and feel a sense of belonging. This initiative raised the profile of PESSPA across the school (Key Indicator 2) and broadened the range of sports and activities offered (Key Indicator 4), contributing to a more inclusive school culture and supporting whole school improvement. Clubs have been arranged so that everyone participates, including those on the SEND register. Competitions have also been organised so children have the same opportunities.</p>                                                                                     | <p><i>Ensure extra-curricular clubs have a mix of competitive sport and also clubs of encouraging being active for enjoyment.</i></p> |
| <p><b>Utilise the School Games Organisers (SGO) network and ELOs to expand competitive sports opportunities in school, ensuring equal access and participation for all pupils</b></p>          | <p>Through effective use of the School Games Organisers (SGO) network and External Learning Opportunities (ELOs), the school successfully expanded its range of competitive sports, ensuring equal access and participation for all pupils. The PE lead and SLT worked collaboratively to implement this initiative, supported by £1,000 funding for ELO events and £500 for transport to and from competitions. As a result, pupils were offered broader opportunities to engage in competitive sport, in line with Key Indicator 5. These included to Y5 and 6 children attending cricket competitions and the SEN Curling competition. Participation increased across year groups, with a particular focus on inclusivity, ensuring that pupils of all backgrounds and abilities could take part. This also contributed to Key Indicator 1 by encouraging more regular physical activity, helping pupils meet the recommended 30 minutes of activity within the school day. Additionally, the introduction of a wider variety of sports supported Key Indicator 4 by allowing pupils to develop a range of physical and interpersonal skills. These efforts not only enhanced individual pupil development but also fostered a greater sense of teamwork, school spirit, and community pride.</p> | <p><i>Continue with SGO next year.</i></p>                                                                                            |
| <p><b>Support the Year 6 residential trip to Robinwood by subsidising costs to ensure all pupils can participate in adventurous activities and/or Year 6 to attend</b></p>                     | <p>The school successfully supported outdoor and adventurous learning by subsidising the Year 6 residential trip to WhiteHoe, ensuring all pupils had the opportunity to participate regardless of financial background. In addition, a Year 6 Outdoor Adventurous Activities Day to Outdoor Education and a Year 5 day trip to Bowley Scout Camp were organised, funded by £3,000, £1,000, and £2,500</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>an Outdoor Adventurous Activities Day Trip. For Year 5, organise a day trip to Bowley Scout Camp to provide additional outdoor adventure experiences beyond school grounds.</b></p>                                                                                                                                                                                                    | <p>respectively. These experiences significantly enriched pupils' education by offering engaging, physically active opportunities beyond the school environment. They promoted teamwork, resilience, and problem-solving, aligning with Key Indicator 1 by encouraging regular physical activity and meeting the Chief Medical Officer's guidelines. The variety of adventurous activities offered supported Key Indicator 4 by broadening pupils' experiences and exposing them to sports and challenges not typically available within the standard curriculum. The trips also fostered a greater sense of inclusion and community, ensuring every pupil could benefit from these valuable learning experiences. Overall, the initiative contributed to a more inclusive, enriching, and holistic educational journey for Year 5 and Year 6 pupils. Pupil voice from the Y6 residential suggests that they enjoyed the different opportunities involving making smores/making camp fires, high climbing and orienteering. Children commented on how they felt more independent after the trip. Y5 enjoyed Bowley Scout Camp and the different activities they completed such as grass sledging because of the speed and crate stacking which helped relationships within class.</p> | <p><i>Continue to support pupils, including disadvantaged, pupils to experience OAA and residential.</i></p>                                             |
| <p><b>Ensure the PE Lead's has time to support staff CPD by ensuring ongoing professional development, mentoring, training, and resources. This will enhance staff's ability to teach PE and sport more effectively, and help embed physical activity across the school, such as through the PE Passport. Focus on Dance and Gymnastics CPD as highlighted by staff audit last year.</b></p> | <p>The PE Lead had dedicated time and resources to support staff CPD, focusing on identified areas such as Dance and Gymnastics, as highlighted by last year's staff audit. With an investment in external CPD through Dance2Schools linked with the PE Passport, this significantly improved staff confidence, knowledge, and skill in delivering high-quality dance lessons, directly impacting Key Indicator 3. As a result, physical activity became more embedded across the school day through tools like the PE Passport, supporting Key Indicator 1. The profile of PESSPA was raised (Key Indicator 2), and pupils benefitted from a broader and more engaging PE curriculum, especially in Dance and Gymnastics (Key Indicator 4). Overall, these efforts led to improved teaching quality, increased pupil engagement, and a more inclusive and effective physical education program. Staff found the dance CPD very informative because it was engaging and it encouraged adult participation. It also introduced a clear scheme of work to support planning. Staff are now more confident in planning and delivering a unit of dance.</p>                                                                                                                                | <p><i>New PE Subject Lead – organise appropriate CPD next year.</i></p> <p><i>CPD next year to focus on Gymnastics and explore PE Passport Unit.</i></p> |
| <p><b>To ensure all pupils meet NC requirements in swimming (25m by the end of KS2) and develop water competence, the school will enhance its swimming</b></p>                                                                                                                                                                                                                               | <p>'Pools for Schools' program in July 2025, ensured a structured approach aligned with the Swimming Scheme of Work. Year 4 pupils continued to receive curriculum swimming lessons, while additional sessions were provided for Year 5 and 6 pupils who had not yet met the National Curriculum requirement of swimming 25m. These actions supported Key Indicator 1 by promoting regular</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><i>Pools for School £7150 2026</i></p>                                                                                                                |

|                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| curriculum in preparation for 'Pools for Schools' lessons in July 2025. The Swimming Scheme of Work will be linked with the Pools for Schools programme. | physical activity, Key Indicator 3 by improving staff confidence in delivering swimming education, and Key Indicator 4 by broadening pupils' experiences. This ensured improved water competence, greater pupil safety, and progress toward meeting statutory swimming outcomes. <i>(see impact on swimming data below)</i> . Children when asked stated they enjoyed the safety element of swimming and liked the pool for schools because it is shallower. They found the teaching is helpful as children are in smaller class sizes. Children have learnt different types of swimming and how to float in emergencies. |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

#### Key Priorities and Planning for 2025/2026

| Action – what are you planning to do                                                                                                                                                      | Who does this action impact?                                                       | Key indicator to meet                                                                                                                                                                                                   | Impacts and how sustainability will be achieved?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Cost linked to the action                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| In line with the school's improvement priority, ensure that all extracurricular clubs are inclusive and accessible to all pupils and that there is a wide range of choice for all pupils. | All teaching staff<br><br>Office staff to use Arbour to record attendance at clubs | <i>Key Indicator 2: The profile of PESSPA being raised across the school for whole school improvement.</i><br><br><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> | <i>The impact will be:</i><br><br><b>1. Improved Pupil Engagement and Participation:</b> Wider range of clubs will appeal to more students, increasing the likelihood they find something that interests them. Making clubs inclusive and accessible ensures that all pupils (regardless of ability, background, or needs) feel welcome to participate. This leads to higher participation rates, especially from groups who may have previously felt excluded.<br><br><b>2. Enhanced Pupil Wellbeing:</b> Participation in extracurricular activities is linked to better mental health, confidence, and social development. Inclusive clubs help foster a sense of belonging, which is vital for emotional wellbeing. Pupils with SEND, EAL, or from disadvantaged backgrounds will benefit from feeling seen, supported, and valued.<br><br><b>3. Development of Wider Skills:</b> A broader club offering helps develop skills beyond the academic, such as teamwork, leadership, resilience, and creativity. These | <i>£500 for adapted equipment for SEND pupils and resources and staff training/ support for clubs</i><br><br><i>e.g. balance bikes, wobble boards</i> |

|                                                                                                                                                                          |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|                                                                                                                                                                          |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>are crucial for pupils' personal development and align with the Ofsted personal development judgement.</p> <p><b>4. Promotion of Equality and Diversity:</b> Inclusive practices send a clear message about the school's commitment to equity and inclusion. Representation in clubs (e.g., cultural clubs, girls in STEM, LGBTQ+ support groups) promotes diversity awareness and respect. Helps reduce stigma and stereotypes among pupils.</p> <p><b>5. Stronger School Culture and Community:</b> A varied and inclusive extracurricular program fosters a positive school ethos where differences are celebrated. It encourages inter-year and cross-group friendships, building a stronger sense of community. Parental engagement may also increase when families see inclusive opportunities being offered.</p>                                         |                                                                           |
| Utilise the School Games Organisers (SGO) network and ELOs to expand competitive sports opportunities in school, ensuring equal access and participation for all pupils. | <p>PE lead</p> <p>SLT</p> | <p><i>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 per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p> | <p>This will impact several areas:</p> <ol style="list-style-type: none"> <li><b>Competitive Sports Opportunities:</b> Expanding the range of competitive sports will provide more options for pupils, increasing engagement and participation in various activities.</li> <li><b>Equity and Inclusion:</b> Ensuring equal access to competitive sports will promote fairness and inclusivity, allowing all pupils, regardless of background or ability, to take part and excel.</li> <li><b>Skill Development:</b> A broader range of sports will help pupils develop diverse skills and interests, contributing to their overall physical and personal development.</li> <li><b>School Spirit:</b> Enhanced competitive sports offerings can boost school spirit and community, fostering teamwork and school pride through participation and events.</li> </ol> | <p>£250 transport to and from sporting events</p> <p>£1000 ELO Events</p> |



|                                                                                                                                                                                                                                                                                                                             |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                             |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                        | Overall, these efforts will lead to a more inclusive and dynamic sports programme, benefiting the entire school community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| Support the Year 6 residential trip by subsidising costs to ensure all pupils can participate in adventurous activities and/or Year 6 to attend an Outdoor Adventurous Activities Day Trip. For Year 5, organise a day trip to Bowley Scout Camp to provide additional outdoor adventure experiences beyond school grounds. | Year 5 and Year 6 pupils.<br><br>Staff in attendance on the trips and residential. | 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 per day, of which 30 minutes should be in school.<br><br>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. | <p>This will impact several areas:</p> <ol style="list-style-type: none"> <li><b>Pupil Experience:</b> Subsidising the Year 6 residential trip and organising the Year 5 day trip will ensure that all pupils have the opportunity to participate in adventurous outdoor activities, enriching their school experience and promoting personal growth.</li> <li><b>Inclusivity:</b> By subsidising the trip costs, financial barriers are reduced, making these experiences accessible to all pupils, regardless of their financial background.</li> <li><b>Outdoor Learning:</b> The trips will enhance pupils' engagement with outdoor and adventurous activities, fostering skills such as teamwork, resilience, and problem-solving in real-world settings.</li> <li><b>Curriculum Enrichment:</b> The residential and day trips will complement the curriculum by providing practical, hands-on experiences that support learning beyond the classroom.</li> </ol> <p>Overall, these actions will contribute to a more inclusive and diverse educational experience, promoting personal development and broader learning opportunities.</p> | <p>£2500 for Bowley Scout Camp Year 5 Trip</p> <p>£3500 for Residential</p> <p>£1500 for Year 6 Outdoor Adventure Activity Day</p>                                                                                   |
| Ensure the PE Lead has effective CPD in their new role by ensuring ongoing professional development, mentoring, training, and resources. This will enhance staff's ability to teach PE and sport more effectively, and help embed physical activity                                                                         | PE lead<br><br>All teaching staff                                                  | 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 per day, of which 30 minutes should be in school.                                                                                                       | <p>This will impact several areas:</p> <ol style="list-style-type: none"> <li><b>Staff Development:</b> Increased support and professional development will enhance staff skills and confidence in teaching PE and sport, leading to improved instruction and student engagement, particularly in Dance and Gymnastics.</li> <li><b>Teaching Quality:</b> Enhanced training and resources will help staff deliver PE lessons more</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>£450 for cover costs to release PE Lead for CPD</p> <p>£94 LCC PE Network Meetings per term</p> <p>£799 PE passport</p> <p>£150 PE passport conference</p> <p>£100 AfPE Annual Membership</p> <p>£850 Bwd SSP</p> |

|                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <p>across the school, such as through the PE Passport.</p> <p>Focus on Gymnastics CPD as highlighted by staff audit last year.</p>                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          | <p><i>Key Indicator 2: The profile of PESSPA being raised across the school for whole school improvement.</i></p> <p><i>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>                                                                                                                                                                              | <p>effectively, ensuring a higher quality of education in physical activities.</p> <ol style="list-style-type: none"> <li><b>Physical Activity Integration:</b> With better-supported staff, physical activity can be more effectively integrated across the school, including through initiatives like the PE Passport.</li> <li><b>Student Outcomes:</b> Improved teaching and a greater emphasis on physical activity will positively affect student participation, skills development, and overall physical fitness, and more extra-curricular opportunities.</li> </ol> <p>Overall, these actions will contribute to a more effective PE programme, benefiting both staff and pupils.</p>                                                                                                                                                                                                                                                                                                                                  | <p>£500 External Gymnastics CPD Max Whitlock Gymnastics 2-2.25 hrs £499 10 teachers</p> |
| <p>To ensure all pupils meet NC requirements in swimming (25m by the end of KS2) and develop water competence, the school will enhance its swimming curriculum in preparation for 'Pools for Schools' lessons in July 2025. The Swimming Scheme of Work will be linked with the Pools for Schools program.</p> | <p>Year 4 pupils will continue to receive curriculum-required swimming lessons, with costs not covered by the Sports Premium.</p> <p>Additional swimming for Year 5 and 6 pupils who did not gain their end of key stage 2 National Curriculum requirements of 25m and water safety.</p> | <p><i>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 per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> | <p>This will impact several areas:</p> <ol style="list-style-type: none"> <li><b>Pupil Achievement:</b> It will help ensure that all pupils meet the National Curriculum requirement of swimming 25m by the end of KS2, enhancing their water competence and safety skills.</li> <li><b>Curriculum Delivery:</b> Enhancing the swimming curriculum and integrating it with the Pools for Schools programme will provide a structured and cohesive approach to swimming education.</li> <li><b>Water Safety:</b> Developing pupils' water competence will improve their overall safety around water, which is a crucial life skill.</li> <li><b>Preparation and Planning:</b> The preparation for 'Pools for Schools' lessons will ensure that the school is well-equipped and organised to deliver effective swimming instruction starting in July 2025.</li> </ol> <p>Overall, these actions will contribute to meeting curriculum requirements, improving water safety, and delivering a high-quality swimming education.</p> | <p>Pools for Schools £7150</p>                                                          |

## Key Achievements 2025-2026

*To be completed at the end of the academic year and will showcase the key achievements made using the Primary PE and sport premium spending.*

| Activity/Action | Impact | Comments |
|-----------------|--------|----------|
|                 |        |          |



## Swimming Data

Meeting national curriculum requirements for swimming and water safety.

**Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study**

| <u>Question</u>                                                                                                                                                                                                                                                                         | <u>Statistics</u> | <u>Further Context</u>                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                         |                   | <u>Relative to local challenges</u>                                                                                                                                                                                                                                                                                                                                  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? ( <i>able to swim unaided</i> )                                                                                                                     |                   |                                                                                                                                                                                                                                                                                                                                                                      |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?                                                                                                                                               |                   |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>                                                                                                                                                                      |                   |                                                                                                                                                                                                                                                                                                                                                                      |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | Yes/No            | <i>There is a high percentage of children in school who have never swam before curriculum lessons in Year 4. Many children do not swim/ receive swimming lessons outside of school. Therefore, Sports Premium money is spent to ensure that all children have the opportunity to access 'catch up' lessons during Year 5 and Year 6 to meet the NC requirements.</i> |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?                                                                                                                                                                   | Yes/No            | <i>School staff do not deliver the swimming curriculum. However, the planning is shared between staff and staff have the option to complete 'School Swimming and Water Safety Overview' course through Swim England.</i>                                                                                                                                             |

Signed off by:

|                                                                                    |                                          |
|------------------------------------------------------------------------------------|------------------------------------------|
| Head Teacher:                                                                      | <i>Mr D. Stitcher</i>                    |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Sultana Valli</i>                     |
| Governor:                                                                          |                                          |
| Date:                                                                              | <i>September 2025 Reviewed July 2026</i> |