



PE and Sports Premium Until April 2027



Strategy for Primary PE and Sports Funding 2027

For the 2026-2027 academic year, the Primary PE and Sport Premium is entering a transition period, with the existing school-level funding arrangement changing during the year and a new PE and School Sport Partnerships approach being introduced. The school has £8,000 available as transitional funding up to April 2027. Because this allocation is limited and the cost of swimming provision uses the full budget, the 2026-2027 plan will focus solely on additional swimming and water-safety provision. Funding will be targeted at pupils who have not yet met the National Curriculum swimming and water-safety outcomes, while curriculum swimming itself will continue to be funded through the school's core curriculum budget.

The full available allocation will be used for additional swimming and water-safety provision.	TOTAL FUNDING:	£8,000
	TOTAL PLANNED SPEND:	£8,000

Review of last year's spend and key achievements (2025/2026)

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

Activity/Action	Impact	Comments
In line with the school's improvement priority, the PE and Sport Premium funding was used to develop an inclusive and accessible extracurricular program that provides a broad range of sporting and physical activity opportunities for all pupils. Attendance at clubs was monitored through Arbor to identify participation levels and target underrepresented groups. Funding was also used to purchase adapted equipment, including balance bikes and wobble boards, and to provide resources and staff support	This action has successfully supported Key Indicator 2 (The profile of PE, Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole-school improvement) and Key Indicator 4 (Broader experience of a range of sports and physical activities offered to all pupils). Although some extracurricular clubs were offered during the year, the range and frequency of provision were more limited than planned. Where clubs were available, pupils who attended benefited from opportunities to develop their physical skills, confidence, teamwork and enjoyment of physical activity. Attendance monitoring through Arbor has provided a clearer picture of participation and highlighted groups of pupils who would benefit from increased opportunities.	An investment of £800 in adapted equipment and staff support has created lasting resources that will continue to benefit pupils in future years. Ongoing monitoring of attendance and pupil voice will continue to inform the development of the extracurricular program, ensuring it remains inclusive, sustainable and

to ensure pupils with SEND could access extracurricular provision successfully.	Steps were taken to improve accessibility through the purchase of adapted equipment and by considering the needs of pupils with SEND and other groups when planning activities. However, further work is needed to ensure that a wider range of inclusive clubs is available throughout the year and that participation increases across all pupil groups. Developing a broader and more sustainable extracurricular offer will remain a priority within the School Improvement Plan for next year. The attendance data collected this year will be used to inform planning, target underrepresented pupils and ensure that future provision is more varied, inclusive and responsive to pupils' interests and needs.	responsive to pupil needs while maintaining high levels of participation.
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PE and Sport Premium funding was used to access opportunities provided through the School Games Organiser (SGO) network and ELO events, with transport costs funded to enable pupils to attend inter-school competitions and festivals. The aim was to increase opportunities for competitive sport while ensuring that pupils of different abilities and backgrounds had the opportunity to participate.	Participation in SGO and ELO events supported Key Indicator 1 by encouraging pupils to take part in additional physical activity beyond curriculum PE. Pupils who attended competitions developed confidence, teamwork, resilience and sportsmanship through representing the school e.g. achieved first place in the Rounder's competition through determination, communication and strong team performance. The programme also contributed to Key Indicator 4 by providing pupils with opportunities to experience a broader range of sports and activities than those offered within the PE curriculum. For example, pupils experienced competitive and inclusive activities beyond the PE curriculum, including rounders competitions, athletics events and multi-skills festivals. Participation in competitive events supported Key Indicator 5, giving pupils valuable experiences of competition and encouraging continued engagement in physical activity.	The school has established positive links with the SGO network and ELO program, providing a strong position for future development. Continuing to increase the number of competitive opportunities and widening participation across all year groups will remain a priority next year to ensure more pupils can experience the benefits of representing the school and taking part in competitive sport.
PE and Sport Premium funding was used to subsidise outdoor adventurous activity (OAA) experiences for Year 5 and Year 6 pupils. Funding supported the Year 6 residential visit and an Outdoor Adventurous Activities Day, helping to reduce the cost for families and maximise participation. Year	These experiences supported Key Indicator 1 by increasing pupils' participation in sustained physical activity through a range of outdoor and adventurous challenges. They also contributed to Key Indicator 4 by providing opportunities for pupils to experience activities that are not typically available within the PE curriculum. For example, pupils experienced activities not typically taught within the PE curriculum, including curling, boccia and competitive rounders, broadening their sporting experiences and encouraging greater participation. The residential and day visits	The funding enabled the school to maintain access to high-quality outdoor adventurous activities despite increasing costs. Pupil feedback demonstrated that these experiences were highly valued and provided memorable opportunities to develop confidence and resilience outside the classroom. The school will continue to prioritise outdoor

5 pupils attended a day visit to Bowley Scout Camp, providing opportunities to experience a range of outdoor and adventurous activities beyond the school environment.	enabled pupils to develop important personal skills, including teamwork, communication, resilience, independence and problem-solving. Pupils were encouraged to challenge themselves in unfamiliar environments, helping to build confidence and self-esteem while promoting positive attitudes towards physical activity and outdoor learning. Subsidising the cost of the visits helped reduce financial barriers, ensuring that as many pupils as possible could access these valuable experiences regardless of their circumstances. The trips also strengthened relationships between pupils and staff, contributing positively to wellbeing and personal development.	adventurous activities within the PE and Sport Premium program to ensure future cohorts benefit from a broad and inclusive range of physical activity experiences.
PE and Sport Premium funding was used to support the professional development of the PE Lead in their new role through attendance at PE network meetings and the PE Passport Conference: • Enhanced the PE Lead's knowledge and confidence in curriculum planning, assessment and PE leadership. • Improved the PE Lead's knowledge of PE Passport, assessment and best practice. • Strengthened the PE Lead's confidence and subject knowledge, supporting improvements in PE provision. • Developed the PE Lead's understanding of PE Passport, assessment and effective PE leadership. AfPE membership and partnership working with the Blackburn with Darwen School Sport Partnership. The PE Passport platform was introduced to support curriculum planning, assessment and the promotion of physical activity across the school. In response to the previous staff audit, external gymnastics CPD was also provided to improve staff confidence and subject knowledge in delivering high-quality gymnastics lessons.	This action supported Key Indicator 2 by raising the profile of PE, School Sport and Physical Activity (PESSPA) across the school and strengthening the leadership of PE. The PE Lead has increased their confidence and subject knowledge through attendance at network meetings, professional development opportunities and partnership working, enabling them to support colleagues and continue developing the PE curriculum. The introduction of PE Passport has improved curriculum planning, assessment and the tracking of pupil progress, providing greater consistency in the delivery of PE across the school. Staff have begun embedding the platform into their teaching, supporting Key Indicators 1 and 4 by promoting high quality PE lessons and encouraging pupils to engage in a broad range of physical activities. Although the planned gymnastics CPD was not delivered this year due to scheduling constraints, it has been identified as a continuing priority following the staff audit and will be delivered next academic year to further develop staff confidence and subject knowledge.	The investment in professional development has provided the PE Lead with the knowledge and resources to continue driving improvements in PE across the school. PE Passport has been successfully introduced and will continue to be embedded next year to support curriculum delivery and assessment. The external gymnastics CPD has been rescheduled for the next academic year and remains a key priority within the school's PE action plan. Future staff audits will continue to identify professional development needs, ensuring that training is targeted effectively and contributes to sustained improvements in the quality of PE teaching and learning.

PE and Sport Premium funding was allocated to support the introduction of the Pools for Schools program, enabling the school to enhance its swimming provision and improve pupils' water competence. Preparatory work was undertaken to align the school's Swimming Scheme of Work with the Pools for Schools program ahead of implementation. Additional swimming opportunities were planned for Year 5 and Year 6 pupils who had not yet achieved the National Curriculum expectation of swimming 25 metres and demonstrating safe self-rescue skills.	This action supported Key Indicator 1 by increasing opportunities for pupils to engage in physical activity through swimming and Key Indicator 4 by providing access to a valuable life skill beyond the standard PE curriculum. Preparatory work completed this year has established a clear and progressive swimming curriculum that will support high-quality delivery through the Pools for Schools programme. The planned programme has created a framework for identifying pupils requiring additional swimming support and ensuring that future provision is targeted towards those who have not yet met the end of Key Stage 2 National Curriculum requirements. This will help improve water confidence, swimming ability and water safety knowledge for future cohorts.	The investment in the Pools for Schools program represents a significant commitment to improving swimming provision and ensuring that more pupils leave primary school meeting the National Curriculum expectations for swimming and water safety. Pupil progress has been carefully monitored to identify those requiring additional support. The school will continue to refine the swimming curriculum, monitor pupil progress and explore further opportunities to improve water confidence, competence and safety for all pupils.
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Key Priorities and Planning for 2026/2027

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
Provide additional/top-up swimming and water-safety sessions for pupils who have not yet met the National Curriculum expectations, with a particular focus on achieving 25 metres, developing a range of effective strokes and strengthening safe self-rescue and water competence.	Pupils requiring additional swimming support, particularly pupils in Years 5 and 6 who have not yet met the end-of-KS2 swimming and water-safety outcomes. Staff will monitor participation and progress.	Key Indicator 1: The engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	The provision will increase pupils' swimming ability, confidence and water competence and will support progress towards the National Curriculum outcomes. Swimming data will be used to identify pupils requiring additional support and to measure progress. The focus on water safety and safe self-rescue provides a sustainable life skill. The school will continue to monitor pupil outcomes and use the information to inform future swimming provision.	£8,000 – swimming and additional/top-up water-safety provision through April 2027.

Key Achievements 2026-2027

This section records the key achievements made using the Primary PE and Sport Premium during 2026-2027. The evidence below is retained as the previous year's impact evidence and baseline for the 2026-2027 plan. *Completed end of the year.*

Activity/Action	Impact	Comments

Swimming Data – 2026/2027

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>	Statistics	<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]?		
What percentage of your current Year 6 cohort perform safe self-rescue in different water based situations?		

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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

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:	September 2026