





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

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Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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 (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Miss Lynch will continue her 'Ready, Set, Move CPD' with a focus on the following targets… **To showcase physical activity taking place at school.** **To actively encourage all staff to use both indoor and outdoor environments to incorporate physical activity into learning and play.**	Achieved. Since joining Ready, Set, Move, our new motto of 'Sit Less, Move More and learn Better!' is now part of our daily life, our culture and our school personality. Active learning is embedded in our school development priorities and in all subject action plans. Pupil voice has been a massive influence as children stated that they learn best when… *"I'm having fun." "Up and active lessons." "Working with others." "When it's memorable." "Hands-on learning." "When I'm happy."* ALL staff, from teachers to welfare staff, have received training and practical resources to support them to confidently deliver purposeful active learning, indoors and outdoors. Movement is integrated into learning where appropriate and purposeful. Teachers are aware that it needs to be as much about learning as it does about moving. Parents and carers have been invited to active learning drop-in sessions where they've been encouraged to get involved and see how their children learn best. A Y6 parent stated *"I wish it was like this when I was at school. I would have learnt so much more!"* Whole school benefits: • Happier, healthier children • Increased engagement and concentration • Improved behaviour and attendance • Increased progress, knowledge retention and achievement • Increased confidence, resilience and self-esteem • Ofsted 'Outstanding' in all 5 areas in (October 2024)	Next year we need to embed our active learning approach across all subject areas. This will continue to raise the profile of PE and sport across the school, to support whole school improvement. This will be achieved by: • Actively modelling and promoting the "Sit less, move more and learn better!" ethos within all lessons. • Providing guidance and practical ideas for incorporating movement and active strategies into cross-curricular learning. • Collaborating with subject leaders to ensure the following 'Active Learning Statement' is included in all subject policies… *'At St. Peter's, we are committed to engaging pupils in active, purposeful learning across all subjects. We believe that children learn best when they are fully involved in their learning. Physical movement, collaboration, and hands-on experiences help to deepen understanding, improve focus, and promote lifelong learning.'*

	• Improvement in Creating Active Schools Score (76% to 91%) • Retaining Platinum School Games Mark <u>Positive feedback:</u> • *"St Peter's is an incredible school that really does understand the importance of physical activity and the health of their pupils. Pupils are given an unbelievable amount of opportunities to be active throughout the school day."* Nathan Bibby, SGO • *"Our PE subject leader (Dominique Lynch) has been the driving force for developing our active learning approaches across all areas of the curriculum and beyond. The impact of this on our children has been significant and is something we are really proud of and will continue to build on!"* Mrs Sullivan, Headteacher • *"As a GP in the area, I'm increasingly worried about children's health. I really feel a lot of schools in the area could learn from St. Peter's, their approach and their infective enthusiasm around health and well-being."* Dr Gladwinfield – Local GP • St Peter's was recognised within April's Active School's Newsletter: *'In this issue, we're shining a spotlight on St. Peter's incredible journey with Ready, Set, Move.'* It then gave a detailed description of our journey and the impact it has had on our children. • A selection of the wonderful comments from our yearly parental survey: - *'There is a really good range of activities and opportunities for children within the school and all levels and interests are accommodated.'* - *'I feel St Peter's go above and beyond to include everyone in their sporting activities, not just the most able, encouraging all to participate. We are very grateful for all the opportunities.'* - *'I think St Peter's gives every child the opportunity to partake in sport and exercise.'* - *'I think St Peter's offer a wide range of lunch / after school sports clubs and encourage healthy eating and lifestyles. Also, the mental health and wellbeing activities offered are great.'* - *'St Peter's provides so many PE opportunities whilst also teaching children about keeping healthy both physically and mentally.'* - *'You do a fantastic job of covering a variety of sports and activities. Our son loves how active he can be at school especially at break and lunch with friends.'* - *'St Peter's provides such an array of PE opportunities for all children as well as teaching children how to live healthier; physically and mentally.'*	**Wherever possible, we encourage lessons that allow pupils to get out of their seats - to move, think critically, explore, and interact with others both inside and outside the classroom. Across all subjects, active learning strategies are embedded to engage pupils, enhance progress, and make learning meaningful and memorable - supporting our simple but powerful approach: '*Sit less, move more and learn better*!'** **We will also host an open morning for other teachers across Lancashire to attend. We will showcase how we have embedded movement across the whole school.**

To increase children's ability and progress in striking and fielding games. **To increase teachers' confidence with teaching striking and fielding games.**	Achieved. This year, significant progress has been made in developing both teacher confidence and pupil attainment in the area of Striking and Fielding. Following focused support and strategic planning: Teachers are now more confident in delivering Striking and Fielding games. CPD opportunities, modelling, and shared planning have all contributed to improved subject knowledge and delivery. Children have made noticeable progress in Striking and Fielding, with improved skills and greater understanding observed across KS2 year groups (taken from July 2025 assessment data). Pupil enjoyment and participation have increased through both inter- and intra-school competitions and festivals in this area, providing valuable opportunities for applying skills in game situations. Targeted actions have including: Collaboration with specialist coaches including J. Cordingly and Joe from Lancashire Cricket, who delivered sessions to pupils and supported teacher development. A cricket professional, Chirag (Lancashire Cricket Foundation coach), worked directly with Class 3, 4, and 5 teachers to upskill staff and support high-quality delivery of Striking and Fielding. To address specific skill gaps, particularly in hitting with a bat, Miss Lynch provided adapted equipment (e.g. batting tees) and differentiated strategies for teachers to use in lessons. A high-quality physical education curriculum continues to inspire all pupils to succeed and excel in a range of physical activities, competitive sport and other physically demanding activities. Children have positive attitudes to PE and report that lessons are fun, exciting, enjoyable and engaging. Children are making good progress in PE (monitoring November 2024) with a high percentage of children achieving ARE or above (governors report 2024). PE monitoring in November 2024 evidences that all teachers have the confidence, knowledge and skills to ensure all of our pupils continue to receive High Quality teaching and learning in PE.	**Next year, we need to ensure that our Early Career Teacher (starting in September) is equipped with the knowledge, skills, and confidence to deliver high-quality PE lessons to her Year 2/3 class by:** **Providing mentoring and planning support focused on the PE curriculum and progression of skills.** **Offering opportunities to observe experienced staff and coaches delivering PE.** **Sharing clear guidance on effective PE lesson structure and behaviour management in practical settings.** **Signposting relevant CPD and modelling key areas such as warm-ups, skill development, and game application.** **Regularly checking in to provide feedback, answer questions, and build confidence throughout the year.**

To ensure every child in KS2 is given the opportunity to take part in at least 2 competitions, events and/or festivals. To ensure every child in KS1 is given the opportunity to take part in at least 1 competition, event and/or festival. To ensure every child is given the opportunity to take part in a variety of clubs (of which many will have a pathway to competitions and festivals).	Achieved. It's wonderful that we've continued to be awarded 'PLATINUM' in the School Games Awards for the 8th year running. Only schools who have maintained consistently high standards with their school sport provision are awarded platinum. This is the highest accolade possible and reflects the awesome range of sporting opportunities our children are provided with. We have continued to ensure that all children are provided with positive, memorable experiences in PE, sports and other physical activities. Children have been introduced to sports and activities that they have not done before. Every single child in KS2 has been given the opportunity to represent St. Peter's in at least 2 competitions, events and/or festivals. Every single child in KS1 has been given the opportunity to represent St. Peter's in at least 1 competition, events and/or festival. The maximum number of events a child has taken part in this year is 18. Wow! We have attended 65 events, festivals and competitions and were awarded 1st place on the Rossendale League table and 1st place on the small schools' league table. Every child in the whole school has been given the chance to take part in many extra-curricular clubs (before school, break time, lunch time and after school) including football, gymnastics, dance and drama, net and wall games (table tennis, badminton, tennis), athletics, fundamental movement skills, running, boxing, striking and fielding games (cricket, rounders), invasion games (dodgeball, handball, basketball) and tri golf. Many children took part in more than 5 clubs a week! Every single year 6 child will be leaving St. Peter's school with a passion or real love for a sport and/or physical activity.	Next year, we will apply for Platinum again for the 2025 - 2026 year as we continue to achieve/exceed all of the criteria. We also need to deepen the use of pupil voice by gathering feedback from pupils on what competitions or clubs they enjoy and what they'd like more of. We will use this feedback to shape the next year's calendar of clubs and events. Our Sports Crew, Sports Captains, Playleaders and Caring Champions will continue to help lead, plan and evaluate activities. We will continue to: Ensure every child in KS2 is given the opportunity to take part in at least 2 competitions, events and/or festivals. Ensure every child in KS1 is given the opportunity to take part in at least 1 competition, event and/or festival. Ensure every child is given the opportunity to take part in a variety of clubs (of which many will have a pathway to competitions and festivals). Provide positive, memorable experiences in PE, sports and other physical activities.

To continue to deliver a variety of martial arts clubs and opportunities.	Achieved. This year, we continued to offer a variety of martial arts clubs and enrichment opportunities to support pupils' physical development, mental wellbeing, and personal growth. Alexis Kyme (WFMA / IBKO 1st DAN Black Belt Kickboxing & WFMA Kickboxing Instructor) delivered Kickboxing and boxing after-school clubs for both KS1 and KS2. These sessions focused not only on developing core skills and techniques, but also on teaching the discipline and respect central to the sport - qualities that pupils were able to transfer into their behaviour and learning in the classroom. Mrs Searle (previously world champion) led Taekwondo sessions for all classes as part of Health and Wellbeing Day. These whole-school experiences gave all children the chance to try a new sport while promoting physical fitness, resilience, and self-discipline. During these events, information about local martial arts clubs was shared with pupils and families to encourage further participation outside of school. These sessions provided wide-ranging benefits, from improved physical and mental health to increased confidence, teamwork, and motivation. They also gave children opportunities to socialise with peers who shared similar interests, helping them stay active and inspired through sport.	Next year, we need to further strengthen inclusive PE provision. We need to ensure that all Pupil Premium children as well as those with SEN and/or physical disabilities have not only access to, but also progress and thrive in, a wide range of meaningful physical activities, with increased opportunities for participation, challenge, and celebration. We need to: Broaden Participation Opportunities: Increase access to inter- and intra-school events designed to be inclusive (e.g., Boccia, Panathlons, multi-skills festivals). Liaise with local school games organisers and SEND sports providers to identify suitable events and opportunities. Ensure these events are promoted and prioritised within school planning. Personalised Support and Adaptation: Work with class teachers and teaching assistants to adapt PE activities using inclusive strategies (e.g., modified rules, adult support, space, adapted task, equipment, grouping). Ensure that all SEN children have appropriate scaffolds to access and engage with PE lessons confidently and safely. Purchase or make use of inclusive PE equipment (e.g., softer balls, larger targets, visual prompts, ramps, etc.) where needed. Gather regular pupil feedback (pupil voice) from children with SEN/physical disabilities about their experience in PE, clubs, and physical activities. Use this feedback to adapt teaching approaches, inform CPD needs, and develop a more pupil-centred approach to planning inclusive PE. Provide CPD opportunities for staff around inclusive PE strategies, adapted games, and creating a supportive, accessible environment for all pupils. We want all children with SEN and/or physical disabilities to continue to feel included, supported, and able to succeed in PE and physical activity.
To continue to ensure all children with SEN and/or physical disabilities (including children with long-term medical conditions), disadvantaged children and girls are given regular, meaningful and positive experiences of sport, PE and physical activity.	Achieved. All children with SEN and/or physical disabilities are given regular, meaningful, memorable and positive experiences of sport, PE and physical activity. This was evidenced during PE monitoring in November and was reported in the Governor's report for PE. Data collected (see PE governors report – End of Autumn 2024) shows: • Both boys and girls are performing well in PE. • Pupil premium, disadvantaged and EAL are performing well in PE. • SEND is not preventing some pupils from achieving expected levels in PE. 19 out of 31 SEN pupils are at age related expectations or above. 2/31 SEN pupils are working above age related expectations. All children with SEND have represented school in at least 1 physical activity/sporting event this year. This has included inclusion events, festivals, competitions, Panathlon events, transition events and other opportunities. Most SEND children, have taken part in many more.	

To increase the number of children achieving the statutory requirements for swimming. **To increase the percentage of children who are able to perform safe self-rescue in different water-based situations**	Achieved. This year, we have made strong progress towards increasing the number of children achieving the statutory requirements for swimming, as well as improving their ability to perform safe self-rescue in different water-based situations. Our swimming results are exceptional. Swimming is taught as a vital life skill, with a strong emphasis on both technique and safety. Pupils are taught that swimming not only supports physical and mental wellbeing but is also a key skill for life - one that could potentially save their own or someone else's life. Lessons actively promote the message that swimming is a lifelong activity, accessible to all, and linked to fun, fitness, and safety. This helps to build motivation, confidence, and long-term engagement. We participated in Water Safety Awareness Week (week commencing 19th May), providing pupils with age-appropriate knowledge and practical strategies for keeping safe in and around water. Activities focused on recognising risks, making safe choices, and developing the skills needed for safe self-rescue in a range of scenarios. Through these approaches, children gained not only technical swimming competence but also a clear understanding of the importance of water safety, resulting in increased achievement in both statutory swimming outcomes and self-rescue skills. The pool has ensured we now have 100% of children participating in swimming and the children are active for a sustained period of time. We have inspired a love for swimming at an earlier age and children have really enjoyed this memorable, fun learning experience. All children have had positive, memorable experiences in swimming. All children enjoyed the pool. All children have improved their swimming techniques. All children have been taught how to be safe in and around water. The percentage of children achieving the statutory requirements for swimming has increased: 2021/22 – 40.9% (this is the year group that has been most affected by covid19) 2022/23 – 56% 2023/24 – 76.9% (New intense swimming sessions - pool onsite) 2024/25 – 97%	**Next year, we need to sustain and further improve swimming outcomes by ensuring that all pupils have high-quality swimming provision and that water safety remains a key priority across the curriculum.** **We will:** **Identify pupils at risk of not meeting the statutory swimming requirements early in the year and provide targeted booster sessions or catch-up swimming.** **Continue to embed water safety education throughout the year, not just during Water Safety Awareness Week, through cross-curricular links (e.g. PSHE, Science).** **Strengthen links with external swimming providers to ensure teaching remains progressive, inclusive, and aligned with national curriculum expectations.** **Continue to closely monitor and track pupil progress using swimming assessment tools to inform planning and support.** **Promote swimming as a life skill and a lifelong physical activity, reinforcing its physical, mental, and social benefits.**

Key priorities and Planning 2025/26

This year's sports premium funding: £16,000 plus £10 per pupil in Years 1-6 = £17,240

The planned spend taken from the Sports Premium Funding for 2025/26 is **£17,240**.
The planned spend **not** taken from The Sports Premium Funding for 2025/26 is £11,198 (paid using the school budget and FOSP).

Key Priorities in Whole School PE, School Sport and Healthy, Active Lifestyles:

ALL pupils leaving St. Peter's RC Primary School (now and in future years) have had positive, memorable experiences in PE, sports and other physical activities. All pupils have been given the opportunity to be as physically active as they are able to be and have the physical competence, confidence, knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong enjoyment and participation in physical activity and/or sport (*physical literacy**).

** Our relationship with movement and physical activity throughout life.*

The sports premium funding has been spent on making additional and sustainable improvements to the provision and quality of PE and sport that we offer. This has benefitted all pupils by encouraging the development of healthy, active lifestyles. It continues to be of high importance to us, that the focus of our spending leads to maximum, long lasting impact that will leave a legacy for and benefit future generations of St. Peter's children. Small steps will create great change!

Our school should demonstrate an improvement across the 6 Key Indicators from the DfE:

1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.
2. Increasing engagement of all pupils in regular physical activity and sporting activities.
3. Raising the profile of PE and sport across the school, to support whole school improvement.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.
5. Increased participation in competitive sport, festivals, other events and transition into community sport (resulting in improved collaboration with local networks).
6. Meet the National Curriculum requirements for swimming and water safety.

Rossendale School Sport Partnership Package (package C) - £2500. This spending has a massive impact on the 1st 5 key indicators above and offers us a comprehensive PE and school sports programme to develop PE, Competition and Health and well-being. Therefore, the total amount will be divided equally between the first 5 key indicators.

What have we got from the package this year?
Full time support of school games organiser, staff CPD, YST membership, play leader training, competitions/events/festivals, specialist sports coaches, Bikeability level 1 and 2, inclusion officer and inclusion events, celebration festivals, Change4life training, Playleader training, Mental Health Champion training and follow up sessions, Gifted and talented academies, free equipment loans.

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
To consistently embed our active learning approach across all subject areas. This will continue to raise the profile of PE and sport across the school, to support whole school improvement. This will be achieved by: • Actively modelling and promoting the "sit less, move more and learn better" ethos within all lessons. • Providing guidance and practical ideas for incorporating movement and active strategies into cross-curricular learning. • Collaborating with subject leaders to ensure the following 'Active Learning Statement' is included in all subject policies… At St. Peter's, we are committed to engaging pupils in active, purposeful learning across all subjects. We believe that children learn best when	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader) Sports coaches - RLT can support/ team teach with teachers. School Games Organiser can offer support and organises CPD as part of the RSSP package. Joe (RSSP) can offer support. Jess (Lancashire PE and school sport adviser) can offer support/CPD. Miss Lynch can offer support. Ready, Set Move CPD for Miss Lynch. Parents School council, play leaders, sports captains and sports crew.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities Raising the profile of PE and sport across the school, to support whole school improvement Increasing engagement of all pupils in regular physical activity and sporting activities	<u>Impact:</u> Increased Engagement & Motivation: Active learning keeps students focused and engaged through movement and hands-on experiences. Improved Well-being: Physical activity boosts both mental and physical health, enhancing concentration and mood. Better Retention: Movement helps deepen understanding and improve memory. Support for All Learners: Active learning caters to diverse learning styles. Stronger Collaboration: Encourages teamwork, communication, and social skill development. <u>Sustainability:</u>	Forest schools' resources & treats £444 Active learning resources £866 1/5 of Rossendale School Sport Partnership Package - £500

they are fully involved in their learning. Physical movement, collaboration, and hands-on experiences help to deepen understanding, improve focus, and promote lifelong learning. Wherever possible, we encourage lessons that allow pupils to get out of their seats - to move, think critically, explore, and interact with others both inside and outside the classroom. Across all subjects, active learning strategies are embedded to engage pupils, enhance progress, and make learning meaningful and memorable - supporting our simple but powerful approach: '*Sit less, move more and learn better*!'			School-Wide Integration: Active learning becomes part of the school's culture, embedded into daily practice and policies. Teacher Empowerment: Ongoing training and resources equip teachers to continue using active strategies effectively. Collaborative Planning: Active learning is woven into all subject areas through shared planning with subject leaders. Community Engagement: Open mornings for parents and staff ensure ongoing support and awareness. Continuous Improvement: Regular feedback and reflection help refine and sustain the approach. Low-Cost Resources: Simple, sustainable activities ensure long-term feasibility without heavy financial demands.	

To ensure that our Early Career Teacher (starting in September) is equipped with the knowledge, skills, and confidence to deliver high-quality PE lessons to her Year 2/3 class by: Providing mentoring and planning support focused on the PE curriculum and progression of skills. Offering opportunities to observe experienced staff and coaches delivering PE. Sharing clear guidance on effective PE lesson structure and behaviour management in practical settings. Signposting relevant CPD and modelling key areas such as warm-ups, skill development, and game application. Regularly checking in to provide feedback, answer questions, and build	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader) Sports coaches - RLT can support/ team teach with teachers. School Games Organiser can offer support and organises CPD as part of the RSSP package. Joe (RSSP) can offer support. Miss Lynch can offer support. Jess (Lancashire PE and school sport adviser) can offer support/CPD.	Increasing confidence, knowledge and skills of all staff in teaching PE and sport.	Impact: Increased Confidence & Skillset: Regular mentoring and support will help the Early Career Teacher (ECT) build confidence and competence in delivering high-quality PE lessons, ensuring she feels well-prepared and capable. Improved PE Delivery: With access to experienced staff and clear guidance on lesson structure and behavior management, the teacher will deliver effective PE lessons, promoting skill progression and engagement. Professional Growth: Observing experienced teachers and coaches, alongside targeted CPD, will expand her practical knowledge, improving her overall teaching effectiveness. Sustained High-Quality PE Teaching: Ongoing feedback and support will enable the teacher to refine her skills throughout the year, resulting in	1/5 of Rossendale School Sport Partnership Package - £500 Rossendale Leisure Trust working alongside teachers to upskill them £595 Subject leader release time £60 x 3 days £180. ECT release time £60 x 3 days £180.

confidence throughout the year.			consistently high-quality PE lessons. <u>Sustainability:</u> Ongoing Development: The teacher's knowledge and skills will continue to grow through regular support and CPD, ensuring she remains effective in delivering PE lessons long-term. Mentoring Model: The mentoring approach can be replicated for future Early Career Teachers, creating a sustainable support structure for new staff. Clear Expectations: Providing structured guidance and clear expectations for PE lessons sets a strong foundation for continued high-quality teaching practices. Feedback Loops: Regular check-ins and feedback ensure that any areas for improvement are addressed early, maintaining continuous growth and confidence.	

To apply for Platinum again for the 2025 - 2026 year as we continue to achieve/exceed all of the criteria. We also need to deepen the use of pupil voice by gathering feedback from pupils on what competitions or clubs they enjoy and what they'd like more of. We will use this feedback to shape the next year's calendar of clubs and events. Our Sports Crew, Sports Captains, Playleaders and Caring Champions will continue to help lead, plan and evaluate activities. We will continue to: Ensure every child in KS2 is given the opportunity to take part in at least 2 competitions, events and/or festivals. Ensure every child in KS1 is given the opportunity to take part in at least 1	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader) Sports coaches - RLT can support/ team teach with teachers. School Games Organiser can offer support and organises competitions as part of the RSSP package. Joe (RSSP) can offer support for sports crew, sports captains and play leaders. Miss Lynch can offer support.	Increased participation in competitive sport, festivals, other events and transition into community sport (resulting in improved collaboration with local networks). Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	Impact: Ongoing Excellence in PE and Sport: Maintaining Platinum status demonstrates continued success in providing high-quality PE, sport, and physical activities for all students. Increased Student Engagement: Deepening the use of pupil voice ensures that clubs and events are tailored to students' preferences, which increases participation and enjoyment. Leadership Development: Involving Sports Crew, Captains, Playleaders, and Caring Champions in planning and evaluation fosters student leadership, responsibility, and teamwork. Broad Participation: Ensuring every child in KS1 and KS2 has the chance to participate in competitions, events, and festivals promotes inclusivity and helps develop a love for sport.	Teacher cover to take children to events. 10 half day events £300 KS1 & KS2 Gymnastics club and comp prep - £800 Dance teacher to work alongside teachers (upskilling) as well as weekly club, competition preparation and school shows £1500. After school club £5160 (not taken from sports funding) KS1 & KS2 Football club £1440 KS2 Badminton coach £385 Rossendale Leisure Trust extra-curricular clubs £2800 Transport to competitions and events £220 Medals and stickers for sports day £308 Sports day lines £200

competition, event and/or festival. Ensure every child is given the opportunity to take part in a variety of clubs (of which many will have a pathway to competitions and festivals). Provide positive, memorable experiences in PE, sports and other physical activities.			Memorable Experiences: Providing positive experiences ensures that students associate PE and sport with enjoyment, fostering a lifelong love of physical activity. <u>Sustainability:</u> Student-Centered Program: Gathering and acting on pupil feedback ensures that the activities remain relevant and engaging, leading to long-term student involvement and sustained interest in PE and sport. Leadership Continuity: By consistently involving students in leadership roles, you create a sustainable model where the next generation of leaders is ready to take charge, ensuring ongoing ownership and commitment. Widespread Participation: Ensuring all students have access to competitions, events, and a variety of clubs helps maintain a culture of inclusivity and	1/5 of Rossendale School Sport Partnership Package £500 FUNda and Health & Well-being day and Enrichment Week activities £800 Bike and helmet hire £20 1/5 of Rossendale School Sport Partnership Package £500 Play leader caps £56 Spotify account for children £50 Sports captain badges £15 Mental Health Ambassador (Caring Champion) badges - £15

			physical activity across all year groups. Pathways to Competitions: Offering clubs with clear pathways to competitions and festivals ensures continuity and long-term engagement in sports. Ongoing Review and Adaptation: Regular feedback loops and evaluations of activities make sure the program evolves to meet students' needs, sustaining its relevance and impact year after year.	

To further strengthen inclusive PE provision. We need to ensure that all Pupil Premium children as well as those with SEN and/or physical disabilities have not only access to, but also progress and thrive in, a wide range of meaningful physical activities, with increased opportunities for participation, challenge, and celebration. We need to: Broaden Participation Opportunities: Increase access to inter- and intra-school events designed to be inclusive (e.g., Boccia, Panathlons, multi-skills festivals). Ensure an active yard with a variety of suitable equipment. Liaise with local school games organiser and SEND sports providers to identify suitable events and opportunities. Ensure these events are promoted and prioritised within school planning. Personalised Support and Adaptation:	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader) Sports coaches - RLT Nathan Bibby (SGO) organizes competitions, festivals and inclusion events. Dan – inclusion specialist Miss Lynch can offer support. Joe (RSSP) can offer support. SENCO School council, play leaders, sports captains and sports crew. Parents	Increasing engagement of all pupils in regular physical activity and sporting activities	<u>Impact:</u> Increased Participation: By broadening access to inclusive events and physical activities, more students, including those with SEN and physical disabilities, will have the opportunity to take part, progress, and thrive. Personalised Support: Adapting PE activities and providing tailored support ensures all students can engage confidently and safely in lessons, fostering a sense of inclusion and achievement. Improved Confidence and Well-being: Offering opportunities like junior ParkRun and inclusive sports events helps build students' physical and mental well-being, increasing their self-esteem and motivation. Student-Centered Progress: Regular pupil feedback allows for continuous improvement, ensuring PE	1/5 of Rossendale School Sport Partnership Package £500 Play leader and Yard equipment for KS1 and KS2 - £500 1 x welfare staff wage. Employed as an extra member of staff to encourage all children to be active & work alongside the welfare staff and playleaders and upskill them £3274

Work with class teachers and teaching assistants to adapt PE activities using inclusive strategies (e.g., modified rules, adult support, space, adapted task, equipment, grouping). Ensure that all SEN children have appropriate scaffolds to access and engage with PE lessons confidently and safely. Purchase or make use of inclusive PE equipment (e.g., softer balls, larger targets, visual prompts, ramps, etc.) where needed. Gather regular pupil feedback (pupil voice) from children with SEN/physical disabilities about their experience in PE, clubs, and physical activities. Use this feedback to adapt teaching approaches, inform CPD needs, and develop a more pupil-centred approach to planning inclusive PE. Provide CPD opportunities for staff around inclusive PE			provision is responsive to the needs of all students. <u>Sustainability:</u> Ongoing Inclusive Practices: The use of adapted equipment, inclusive strategies, and tailored CPD ensures that inclusive PE becomes embedded in daily practice, making it a sustainable part of the curriculum. Collaboration with Local Providers: By liaising with local SEND sports providers and school games organisers, sustainable links are formed, ensuring ongoing access to inclusive events and opportunities. Student Voice: Regular feedback from students with SEN and physical disabilities will help continuously refine and enhance inclusive practices, ensuring long-term relevance and effectiveness. CPD Development: Providing staff with	

strategies, adapted games, and creating a supportive, accessible environment for all pupils. By the end of next year, we want all children with SEN and/or physical disabilities to feel included, supported, and able to succeed in PE and physical activity. Encourage all students, including pupil premium and SEND children, to participate in local junior ParkRun events and celebrate their achievements in assemblies and on the school website. Promote local junior ParkRun events to all St. Peter's students, including pupil premium and SEND children, as an opportunity for physical activity, reducing screen time, and building healthy habits. Highlight the two events at Queen Victoria Park (Haslingden) and Stubbylee Park (Bacup), and encourage students to participate weekly.			ongoing training and resources ensures that inclusive PE practices are maintained and evolve to meet the needs of all students.	

Emphasize the positive impact of junior ParkRun on physical and mental well-being, making it clear that the events are inclusive, fun, and achievable for all. Celebrate students' achievements in achievement assemblies and on the school website to recognize their efforts and successes. Ensure information on registration is accessible to all families.				

Next year, we need to sustain and further improve swimming outcomes by ensuring that all pupils have high-quality swimming provision and that water safety remains a key priority across the curriculum. We will: Identify pupils at risk of not meeting the statutory swimming requirements early in the year and provide targeted booster sessions or catch-up swimming. Continue to embed water safety education throughout the year, not just during Water Safety Awareness Week, through cross-curricular links (e.g. PSHE, Science). Strengthen links with external swimming providers to ensure teaching remains progressive, inclusive, and aligned with national curriculum expectations.	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader). Mr Smith to help organize timetable, record assessment and communicate with swimming company. Site superviser and classroom staff to ensure changing rooms are cleaned and dried every day. Parents School council, play leaders, sports captains and sports crew. Pools 2 schools (Pro sports) who deliver the sessions.	Increasing engagement of all pupils in regular physical activity and sporting activities. Meet the National Curriculum requirements for swimming and water safety.	Impact: Improved Swimming Outcomes: By identifying pupils at risk and providing targeted support, more students will meet statutory swimming requirements, ensuring they are proficient in this key life skill. Enhanced Water Safety Awareness: Embedding water safety education throughout the curriculum will increase students' understanding and confidence around water, reducing risks and promoting lifelong safety. Progressive Swimming Instruction: Strengthening links with external providers ensures that swimming lessons remain high-quality, inclusive, and aligned with national curriculum standards, supporting all students' progress. Lifelong Benefits: Promoting swimming as a life skill will help students recognize its physical, mental, and social benefits, encouraging continued	Pop up pool £4030 (not taken from sports funding). Water usage = £300 (not taken from sports funding). Electric usage = £1500 (not taken from sports funding).

Continue to closely monitor and track pupil progress using swimming assessment tools to inform planning and support. Promote swimming as a life skill and a lifelong physical activity, reinforcing its physical, mental, and social benefits.			participation beyond school. <u>Sustainability:</u> Long-Term Skill Development: Early identification and targeted support ensure that students not only meet swimming requirements but also develop lasting swimming skills. Ongoing Curriculum Integration: By continuing to embed water safety into multiple subjects, the importance of water safety is reinforced consistently, ensuring its ongoing relevance. Strengthened Partnerships: Continued collaboration with external swimming providers ensures high-quality, progressive swimming lessons, sustaining improvements in swimming outcomes. Data-Driven Approach: Monitoring and tracking progress through assessment tools ensures	

			that the approach remains responsive to students' needs, making it adaptable and sustainable over time.	

Key achievements 2025-2026

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments and next steps for 2026/27
To consistently embed our active learning approach across all subject areas. This will continue to raise the profile of PE and sport across the school, to support whole school improvement.	During the 2025–2026 academic year, St. Peter's has successfully achieved its objective of consistently embedding an active learning approach across all subject areas. This has significantly raised the profile of Physical Education and school sport while supporting our wider school improvement priorities, including pupil engagement, wellbeing, behaviour for learning and academic achievement. Throughout the year, staff have actively embraced and modelled our whole-school ethos of **"Sit less, move more and learn better!"** Children are regularly encouraged to move with purpose during lessons, ensuring that physical activity becomes a natural part of everyday learning rather than something confined solely to PE lessons. Teachers have been supported through guidance, practical resources and the sharing of effective strategies to incorporate movement into teaching across the curriculum. Active learning approaches have become embedded within English, mathematics, science, geography, history, RE, computing and other curriculum areas, enabling pupils to learn through collaboration, discussion, investigation, outdoor learning and practical experiences. Subject leaders have worked collaboratively to ensure that active learning is recognised as an integral part of curriculum design. As a result, the following Active Learning Statement has now been incorporated into all subject policies, ensuring consistency and long-term sustainability across the school: At St. Peter's, we are committed to engaging pupils in active, purposeful learning across all subjects. We believe that children learn best when they are fully involved in their learning. Physical movement, collaboration, and hands-on experiences help to deepen understanding, improve focus, and promote lifelong learning. Wherever possible, we encourage lessons that allow pupils to get out of their seats—to move, think critically, explore and interact with others both inside and outside the	To further enhance the quality and consistency of active learning across the curriculum by evaluating its impact, sharing excellent practice and ensuring every pupil benefits from engaging, physically active learning opportunities that improve wellbeing, engagement and academic achievement.

	classroom. Across all subjects, active learning strategies are embedded to engage pupils, enhance progress and make learning meaningful and memorable—supporting our simple but powerful approach: "Sit less, move more and learn better!" This whole-school approach has had a positive impact on pupils' enthusiasm for learning, concentration, engagement and participation. Active learning has become an established feature of classroom practice, with pupils benefiting from lessons that are more interactive, memorable and inclusive. The approach has also supported pupils' physical wellbeing by increasing opportunities to be active throughout the school day. As a result, active learning is now firmly embedded within the culture of St. Peter's. It continues to strengthen the links between physical activity and academic achievement while reinforcing the importance of leading healthy, active lifestyles. This work provides a sustainable legacy that will continue to benefit pupils in future years.	
To ensure that our Early Career Teacher (starting in September) is equipped with the knowledge, skills, and confidence to deliver high-quality PE lessons to her Year 2/3 class.	During the 2025–2026 academic year, St. Peter's successfully achieved its objective of ensuring that our Early Career Teacher was equipped with the knowledge, skills and confidence to deliver high-quality PE lessons to their mixed Year 2/3 class. Throughout the year, a structured programme of mentoring and professional support was implemented to develop confidence, subject knowledge and effective teaching practice within PE. Regular mentoring meetings provided opportunities to discuss curriculum progression, lesson planning and the sequencing of skills, ensuring that PE lessons were carefully planned to meet the needs of all pupils while building knowledge and competence over time. Opportunities were provided to observe experienced teachers and specialist coaches delivering high-quality PE lessons. These observations enabled the teacher to see effective teaching strategies in practice, including clear demonstrations, effective questioning, adaptation, organisation of equipment and the promotion of high levels of participation and enjoyment. Guidance was also provided on effective lesson structure, including the planning of engaging warm-ups, progressive skill development, application of skills within games and appropriate plenary activities. Support was given in managing behaviour within practical environments, helping to establish clear expectations and routines that enabled pupils to remain focused, active and safe throughout lessons.	To further develop and sustain high-quality PE teaching by enhancing staff expertise, sharing best practice and ensuring consistently high-quality PE provision across the school.

	Professional development was further enhanced through signposting relevant CPD opportunities and sharing high-quality resources to strengthen subject knowledge and understanding of the PE curriculum. Practical modelling and collaborative planning sessions enabled the teacher to develop confidence in delivering a broad and balanced PE curriculum across a range of activity areas. Regular check-ins, lesson discussions and constructive feedback ensured that support was responsive to individual needs throughout the year. This ongoing coaching approach allowed strengths to be celebrated while identifying areas for continued development, resulting in increased confidence and independence in planning and delivering PE. As a result of this sustained support, the Early Career Teacher now delivers high-quality PE lessons with increased confidence, ensuring pupils experience engaging, well-structured and progressive learning opportunities. This investment in staff development has strengthened the quality of PE provision within the school and contributes to a sustainable legacy by building long-term teaching capacity and expertise.	
To apply for Platinum again for the 2025 - 2026 year as we continue to achieve/exceed all of the criteria.	During the 2025–2026 academic year, St. Peter's successfully achieved its objective of sustaining and further developing our outstanding school sport provision. Building on previous success, we continued to meet and exceed the criteria required for the School Games Platinum Award and have successfully reapplied for Platinum accreditation for the 2025–2026 academic year. A key priority this year was to strengthen pupil voice and ensure that pupils played an active role in shaping the school's sporting opportunities. Feedback was gathered from pupils through discussions, surveys and our pupil leadership groups to identify the clubs, competitions and festivals they most enjoyed, as well as the activities they would like to experience in the future. This valuable feedback has informed the planning of next year's extra-curricular programme, ensuring it continues to reflect the interests and needs of our pupils. Our Sports Crew, Sports Captains, Playleaders and Caring Champions have continued to make a significant contribution to the promotion of physical activity across the school. They have supported the organisation and delivery of events, encouraged	To further increase participation in competitive sport, festivals and physical activity by strengthening community partnerships, expanding leadership opportunities and creating lasting sporting habits and community connections that inspire lifelong participation in physical activity.

	participation, welcomed visitors, assisted with festivals and competitions, led playground activities and contributed to evaluating sporting opportunities throughout the year. Their leadership has helped foster a positive sporting culture while developing their own confidence, communication and leadership skills. We have continued to ensure that every pupil has access to a broad range of inclusive sporting opportunities. Every child in Key Stage 2 has been given the opportunity to participate in at least two competitions, festivals or sporting events, while every child in Key Stage 1 has participated in at least one competition, festival or event. These experiences have enabled pupils of all abilities to represent the school, develop resilience, experience healthy competition and celebrate personal success. A varied programme of extra-curricular clubs has been offered throughout the year, providing opportunities for pupils to participate in a wide range of sports and physical activities. Many of these clubs have provided clear pathways into local festivals and competitive events, enabling pupils to develop their skills and confidence beyond curriculum PE. Above all, we have continued to provide positive, memorable and inclusive experiences in PE, school sport and physical activity. Pupils have benefited from a diverse programme of competitions, festivals, enrichment opportunities and high-quality PE lessons that have promoted enjoyment, teamwork, resilience, confidence and lifelong participation in physical activity. This commitment to inclusive participation, pupil leadership and continuous improvement has ensured that high-quality PE and school sport remain at the heart of school life, leaving a lasting legacy that will continue to benefit pupils for years to come.	
To further strengthen inclusive PE provision. We need to ensure that all Pupil Premium children as well as those with SEN and/or physical disabilities have not only access to, but also progress	During the 2025–2026 academic year, St. Peter's successfully achieved its objective of further strengthening inclusive PE provision, ensuring that all pupils, particularly those who are disadvantaged, have Special Educational Needs and Disabilities (SEND), or physical disabilities, had the opportunity to access, enjoy and succeed in a wide range of meaningful physical activities. Inclusive practice has remained at the heart of our PE curriculum and wider sporting provision. We have continued to remove barriers to participation by ensuring that lessons, clubs, competitions and festivals are accessible, appropriately challenging and	To further increase engagement in regular physical activity by creating lifelong healthy habits and ensuring every pupil, particularly those who are disadvantaged or have SEND, accesses a broad range of inclusive sporting and enrichment opportunities that develop confidence, resilience, self-esteem and a strong sense of belonging.

and thrive in, a wide range of meaningful physical activities, with increased opportunities for participation, challenge, and celebration.	enjoyable for every child. As a result, pupils have not only participated but have also developed confidence, resilience and a greater sense of belonging through physical activity. Throughout the year, participation opportunities were broadened through increased involvement in inclusive festivals and competitions, including multi-skills events, Boccia and other School Games activities specifically designed to celebrate participation and achievement for all learners. Close collaboration with our School Games Organiser and local sporting partners has enabled us to identify and access a wide range of inclusive opportunities, ensuring these events were prioritised within our annual sporting calendar. Within school, our playgrounds have continued to provide active and engaging environments through the provision of a wide variety of suitable equipment and structured activities, encouraging all pupils to remain active during break and lunchtime. This has had a particularly positive impact on pupils who benefit from additional support and opportunities to develop social skills through play. High-quality inclusive PE teaching has been further strengthened through close collaboration between PE leaders, class teachers and teaching assistants. Lessons have been adapted using a range of inclusive strategies, including differentiated tasks, modified rules, adapted equipment, flexible grouping and appropriate adult support. This has ensured that pupils with SEND and physical disabilities have been able to access PE lessons confidently, safely and successfully alongside their peers. Inclusive equipment has continued to be used where appropriate, enabling pupils to fully participate in lessons and physical activities. Staff have also accessed professional development focused on inclusive PE, adapted games and effective strategies to create supportive learning environments where every child can experience success. Pupil voice has played an increasingly important role in shaping our provision. Feedback from pupils with SEND has been gathered through discussions and informal evaluations, allowing us to adapt teaching approaches, refine activities and ensure our PE curriculum continues to meet the needs and interests of all learners. This has	

	strengthened our pupil-centred approach to planning and contributed to an increasingly inclusive sporting culture across the school. By the end of the academic year, pupils with SEND and physical disabilities report feeling included, supported and valued during PE lessons, clubs and sporting events. Participation levels have continued to increase, with pupils demonstrating greater confidence, enjoyment and willingness to take part in physical activity. Alongside our school provision, we have actively promoted participation in local junior ParkRun events as a means of encouraging lifelong healthy lifestyles beyond the school day. Information about local junior ParkRun events at Queen Victoria Park (Haslingden) and Stubbylee Park (Bacup) has been shared with families, highlighting the inclusive nature of these free weekly events and their positive impact on physical and mental wellbeing. Families have been supported with registration information to ensure the events are accessible to all. Pupils from across the school, including those who are disadvantaged and those with SEND, have been encouraged to participate regularly, with achievements celebrated during assemblies, through newsletters and on the school website. Celebrating these successes has inspired other pupils to become involved while reinforcing the importance of regular physical activity, reducing screen time and developing healthy habits that extend beyond the school environment. This sustained commitment to inclusive practice has ensured that every child, regardless of background or ability, has had the opportunity to experience success, enjoyment and personal achievement through PE and school sport, creating a lasting legacy of participation, confidence and lifelong engagement in physical activity.	
Next year, we need to sustain and further improve swimming outcomes by ensuring that all pupils have high-quality swimming provision and that water safety remains a key priority across	During the 2025–2026 academic year, St. Peter's successfully achieved its objective of sustaining and further improving swimming outcomes, ensuring that all pupils received high-quality swimming provision while promoting water safety as a key element of the wider curriculum. A proactive approach was taken to identify pupils who were at risk of not meeting the National Curriculum swimming requirements at an early stage. Through careful assessment and ongoing monitoring, targeted support and additional swimming opportunities were provided for those pupils requiring further development. These	To sustain outstanding swimming provision by maximising pupil attainment, strengthening water safety education and encouraging lifelong participation in swimming through increased community engagement.

the curriculum.	tailored interventions enabled more pupils to make accelerated progress and develop the confidence and competence needed to achieve the expected swimming standards. Water safety education has continued to be embedded throughout the academic year. Cross-curricular links have been developed through subjects including PSHE, Science and PE, enabling pupils to gain a deeper understanding of how to stay safe in and around water. Pupils have explored topics such as recognising potential hazards, responding appropriately in emergency situations, safe behaviours near open water and the importance of making informed decisions to keep themselves and others safe. Strong partnerships with external swimming providers have ensured that swimming lessons remained progressive, inclusive and closely aligned with National Curriculum expectations. High-quality instruction, together with effective communication between school staff and swimming instructors, has enabled pupils of all abilities to access lessons that meet their individual needs while developing water confidence, stroke technique and water safety knowledge. Pupil progress has been carefully monitored throughout the year using robust assessment systems to identify strengths, areas for development and pupils requiring additional support. Assessment information has informed planning, ensuring that teaching remained responsive and that interventions were targeted effectively to maximise progress for every learner. Swimming has continued to be promoted as an essential life skill and a lifelong form of physical activity. Throughout the year, pupils have developed an understanding of the many physical, mental and social benefits associated with swimming, reinforcing its importance beyond the National Curriculum and encouraging participation outside of school. As a result of these actions, pupils have demonstrated increased confidence, competence and independence in the water, while developing a strong understanding of water safety and personal responsibility. Our commitment to high-quality swimming provision ensures that pupils leave St. Peter's equipped with valuable life skills that will support their health, wellbeing and safety for years to come, providing a lasting legacy of the Primary PE and Sport Premium.	

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

Question	**Stats:** **July 2026**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	
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:	Mrs Sullivan
Subject Leader or the individual responsible for the Primary PE and sport premium:	Miss Lynch (PE and PSHE subject leader)
Governor:	Ann Goy (Chair of Governors)
Date:	15/07/26