Evidencing the Impact of Primary PE and Sport Premium

DfE Vision for the Primary PE and Sport Premium: "***ALL*** pupils leaving primary school ***physically literate*** and with the ***knowledge, skills and motivation*** necessary to equip them for a ***healthy, active lifestyle*** and ***lifelong participation*** in physical activity and sport"

Objective: To achieve **self-sustaining improvement** in the quality of PE & sport in primary schools against 5 key indicators

Measure against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Statutory requirement of Ofsted to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

You should use the premium funding to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work **with** teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and C4L clubs
- run sport competitions
- increase pupils' participation in the School Games
- run sports activities with other schools

You should not use your premium funding to:

- employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the National Curriculum – including those specified for swimming

2025/26 PE and Sport Premium Action Plan

School: Hounslow Town Primary School	No. Pupils EYFS/KS1/KS2: 150/300/600	Sport Premium Funds
Big Objective: To pursue the relevance and sustainability of High Quality Physical Education , School Sports and Physical Activity (PESSPA) within the school community.		**Total Sport Premium** **£ 24,660**

5 Key Outcomes

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

RAG rating key Emerging | Established | Embedded

Key Outcomes Select 1-5	Success Criteria (standards to judge success)	Key Actions	RAG Rate	Impact	Evidence	Next steps (sustainability)
Yearly Plan						
1.	**Implementation of revised PE Curriculum Map (used by all class teachers):**	**Share the Curriculum Map with SLT early September 2025** **Funding: £590** – PE scheme subscription. **Maintain 2 hours of PE per week for all classes: ensure revised Curriculum Map is referenced:**		**Enhanced teacher confidence in delivering PE lessons, supported by a structured and comprehensive curriculum.** **Increased pupil engagement and enjoyment in PE lessons, with a variety of activities tailored to meet the needs and abilities of all students.** **Improved physical development and skills progression for all pupils, with clear learning objectives and outcomes.**	**Teacher feedback and surveys indicating increased confidence and clarity in delivering the revised curriculum.** **Curriculum planning documents showing alignment with the revised PE Curriculum Map and its implementation across year groups.** **Pupil feedback, gathered through surveys or discussions, reflecting higher levels of engagement and enjoyment in PE lessons.**	**Review and update the PE Curriculum Map annually to ensure it remains relevant, progressive, and aligned with national guidelines.** **Encourage pupil involvement in shaping aspects of the curriculum, including offering opportunities for feedback on activities and themes that interest them.** **Provide ongoing professional development for teachers to further enhance their delivery of the PE curriculum, focusing on any areas of need**

	Active breaks and lunchtime sports coaches & play assistants to actively promote physical activity through a mix of structured and free-choice games and use of sports equipment	Provide daily active break opportunities, with sports coaches and play assistants leading a mix of structured and free-choice activities using available equipment. **Funding: £21,470** – external sports coaches (x3) for lunchtimes. Staff have access to a bank of activity ideas, with playground/MUGA areas in place to encourage pupil participation and engagement. Inclusive activities available for SEND children		Increased levels of daily physical activity among pupils. Improved focus, behaviour, and readiness to learn in class following active breaks and lunchtimes. Greater engagement and enjoyment of physical activity through varied and inclusive games. Positive use of playground & MUGA space and equipment, with pupils developing teamwork, cooperation, and social skills. Inclusive activities and games that offer a variety of options, ensuring activities are suitable for different abilities.	Observations of pupil participation during active breaks and lunchtimes, noting the level of engagement and variety of activities chosen. Feedback from pupils, gathered through surveys or informal discussions, about their enjoyment and involvement in physical activities during breaks. Reports from staff (Sports coaches, play assistants and teachers) regarding improvements in pupil behaviour, focus, and engagement after active breaks and lunchtimes. Records of active break and lunchtime schedules that demonstrate a consistent, planned approach to physical activity across year groups. Increased participation of SEND pupils in physical activities, promoting a sense of inclusion and improving their physical wellbeing.	**identified through feedback.**

1.	**SAS: All Year 6 and some Year 5 pupils to be trained as Play Leaders to support KS1 pupils in physical activity during lunchtimes.**	**Organise and deliver training sessions** **Provide resources and activity plans** **Implement a timetable & rota** **Monitor the effectiveness of Play Leaders** **Provide ongoing support**		**Enhanced leadership and teamwork skills for Year 5 and Year 6 pupils, building responsibility and confidence.** **Stronger peer relationships between KS1 and upper Key Stage pupils, promoting social interaction and cooperation.** **Development of communication and organisational skills in Play Leaders, supporting their personal growth.**	**Observations of Play Leaders during lunchtimes, noting the level of engagement and participation of KS1 pupils in physical activities.** **Reports from staff (e.g., teachers, play assistants) on the effectiveness of the Play Leaders in supporting physical activity.** **Records of training sessions attended by Year 5 and Year 6 Play Leaders.**	**Continue to provide training for Year 5 and Year 6 Play Leaders in the next academic year to ensure the sustainability of the programme.**
1.	An extra-curricular activity programme available every day after school, including 'Girls Active' activities. Sports Council to continue to have greater influence on PE / Extra-curricular	Offer a range of extra-curricular clubs that cater to diverse interests and abilities, ensuring there's something for every pupil to participate in. Promote extra-curricular clubs through flyers, assemblies, and school newsletters to increase awareness and encourage pupil involvement. Monitor pupil attendance and engagement in extra-curricular activities to track participation levels and ensure inclusivity. Review the variety and schedule of clubs regularly to make adjustments based on pupil interests, feedback, and availability of resources. Provide feedback opportunities for pupils		Increased pupil participation in physical activity, promoting healthier lifestyles and improved fitness outside school hours. Greater development of skills and interests, with pupils engaging in a wide variety of activities that cater to different strengths and preferences. Enhanced social interaction and teamwork, as pupils build relationships across year groups in a supportive environment. Improved overall school engagement, with pupils more connected to school life, leading to better attendance and motivation in lessons. Positive impact on mental wellbeing, with regular	Pupil attendance records showing consistent participation in extra-curricular clubs across different year groups. Feedback from pupils via surveys or informal discussions about their enjoyment and clubs on offer.	Review the range of clubs offered to ensure they meet the diverse interests and needs of all pupils, and introduce new activities where there is demand. Encourage feedback from pupils and parents on their experiences of extra-curricular clubs to guide improvements and adjust the offerings where needed. Evaluate the impact of extra-curricular clubs annually to assess their effectiveness in promoting physical activity, social development, and pupil wellbeing. Continue to run the girls' football club termly, ensuring that it remains accessible to all girls and is promoted throughout the school.

				participation in physical activities helping to reduce stress and improve mood. Increased participation of girls in physical activity, promoting a positive and inclusive environment for all pupils to engage in sport.		
2.	**All children participate in Level 1 competition as part of their PE curriculum lessons**	**Continue offering Level 1 competitions at the end of each half-term, in line with the curriculum content covered during that term.** **Ensure a variety of activities and sports are included in the competitions, reflecting the broad range of skills taught in the PE curriculum.** **Differentiate competitions to ensure they are accessible to all pupils, catering for different abilities and ensuring inclusivity for SEND pupils.** **Emphasise sportsmanship and fair play during competitions, reinforcing values such as respect, teamwork, and effort.**		**All pupils regularly experience competitive opportunities, allowing them to apply and consolidate the skills developed throughout each half-term.** **Improved confidence and resilience, as pupils learn to perform under pressure and respond positively to both success and challenge.** **Greater motivation and engagement in PE lessons, with clear goals and a sense of purpose in the lead-up to each competition.** **Enhanced teamwork and communication, as pupils work collaboratively in team events and develop a sense of shared achievement.** **Development of key values, such as sportsmanship, fairness, and respect, consistently reinforced through structured competition.** **A stronger school culture around physical activity, with regular intra-school**	**PE lesson plans and timetables clearly showing scheduled Level 1 competitions at the end of each half-term.** **Photographs and videos of pupils participating in intra-school competitions as part of their PE curriculum.** **Pupil voice gathered through surveys, questionnaires or informal discussions, reflecting enjoyment, motivation, and engagement.** **Displays and newsletters highlighting recent competitions, outcomes, and pupil achievements, reinforcing visibility and celebration of participation.** **Certificates, awards or recognition given for participation, effort or sportsmanship during competitions.**	**Maintain the existing half-termly competition schedule, continuing to offer high-quality, inclusive Level 1 competitions across the year.** **Continue gathering pupil and staff feedback to evaluate impact and identify areas for development.** **Ensure consistency and inclusivity, with all pupils, including those with SEND, actively participating through appropriate support and differentiation.**

				competitions promoting enthusiasm, pride, and a sense of community.		
2.	Termly PE assemblies delivered to year groups or phases. PE used as a platform for cross-curricular learning, particularly with a focus on health and wellbeing. PE recognised as a key subject contributing to whole-school development.	Delivered termly PE assemblies to individual year groups or phases Used PE lessons and events to support learning in other subjects, especially health and wellbeing. Promoted PE as a core subject that supports personal development and school values.		Increased awareness of physical activity and healthy lifestyles across the school. Pupils more engaged in PE and able to link it to wider learning PE seen as more than just sport — linked to personal and social development. Improved confidence and participation in PE, with children understanding its importance beyond sport. Whole-school event (Sports Day) supported by strong PE messaging.	Photos, newsletters, and celebration assemblies highlighting PE activities. Pupil voice and feedback show a positive attitude towards PE and wellbeing. Teacher observations and learning walks show improved engagement in PE lessons.	Continue termly PE assemblies with a focus on physical, social, and emotional wellbeing. Use sports council to promote key PE messages and role model healthy lifestyles. Develop PE as part of the wider school improvement plan to ensure long-term value and investment.
2.	All children in Year 6 and some Year 5 given opportunities to become a Play Leader:	Offered all Year 6 pupils, and selected Year 5 pupils, the opportunity to become Play Leaders. Provided training on leadership skills, teamwork, and how to support younger pupils in physical activity. Play Leaders supported playground games and sports events. Regularly celebrated their contributions in assemblies and newsletters. **Plan and deliver a well-organised,**		Sports Leadership is now a valued and consistent part of school life. Pupils developed leadership, communication, and responsibility skills. Younger pupils more involved in active play through peer-led games and activities. Improved confidence and motivation in both leaders and those they support.	Pupil voice shows leaders enjoy their roles and feel they make a difference. Staff observations show increased activity and positive behaviour at lunch times. Play Leaders seen regularly engaging in games and supporting events. Photos, timetables, and certificates used to celebrate involvement.	Continue to train new Year 5s annually to ensure programme continuity.

2.	**Delivery of a successful whole school Sports days. Annual school Sports day is given even greater focus throughout the school:**	**inclusive Sports Day involving all year groups.** **Promote Sports Day through newsletters** **Involve staff across the school to support activities, officiate events and encourage participation.** **Ensure events cater to a wide range of abilities.** **Invite parents and carers to attend, enhancing community involvement.** **Gather feedback from pupils, staff, and parents to inform future planning.**		**Increased pupil engagement and enthusiasm for physical activity.** **Raised profile of PE and sport across the school community.** **Strengthened relationships between pupils, staff, and parents.** **Improved confidence and participation among pupils of all abilities.** **Greater staff involvement in promoting and delivering PE-related activities.**	**Sports Day timetable and event plan.** **Photos and videos of the day.** **Pupil and staff participation records.** **Parent/carer attendance.** **Newsletter coverage.**	**Continue to make Sports Day planning part of the annual school calendar.** **Continue to adapt events to ensure inclusivity and high engagement.** **Develop pupil sports leaders to support planning and delivery of the day.** **Use feedback to continuously improve the event.** **Celebrate achievements through termly sports assemblies or awards to maintain enthusiasm throughout the year.**
3.	PE assessment: Continue to support staff with PE assessment	Continued to support staff with developing confidence in PE assessment. Encouraged teachers to assess a range of areas, including physical skills, effort, and teamwork.		Staff beginning to feel more confident in making basic PE assessments. Teachers more aware of the value of assessment in supporting planning and pupil progress.	Informal staff feedback shows growing understanding of assessment expectations. Observations show teachers making more purposeful comments and adjustments during PE lessons.	Provide regular training and time for staff to share assessment practice. Use feedback from this year to improve the system and fully embed it over time.
3.	**All teaching staff / play assistants and sport staff become confident & competent in the delivery of specific programmes / curriculum activities. Programmes of support & training delivered to all 3 groups**	**Identify training needs across the three groups through surveys, staff voice, and observations.** **Provide tailored support for each group:** **Teaching staff – focused on curriculum PE delivery, assessment, and inclusive practice.** **Play assistants – focused on leading structured, engaging, and inclusive**		**Staff feel well-supported and more confident in delivering physical activity sessions tailored to pupils' needs.** **Increased consistency and quality in PE and structured play across the school day.** **More inclusive and engaging activities available for pupils, particularly at lunchtime.**	**Staff confidence audits** **Feedback forms** **Lesson observations, lunchtime activity walkthroughs, and pupil engagement levels.** **Resources shared with staff.**	**Maintain a regular support cycle led by the PE subject lead.** **Continue building a shared resource bank tailored to staff needs, with ongoing updates.** **Involve experienced Play assistants and lunchtime staff in supporting newer colleagues.**

		playground activities. **Lunchtime sport staff – focused on behaviour management, game delivery, and pupil engagement.** **Provide opportunities for all staff to observe good practice and reflect through peer support.**		**Improved staff collaboration and morale through peer mentoring and shared practice.** **A reduction in behavioural incidents during lunchtimes due to engaging, adult-led activities.**		**Gather regular feedback to adapt the support offered and ensure it remains relevant.**
3.	**All ECTs receive a specific programme of support from Coach Michal (6-week programme).**	Identify ECTs requiring support in PE and schedule a dedicated six-week support programme with Coach Michal. Coach Michal works alongside ECTs in their own class settings, modelling lessons, co-delivering, and gradually handing over responsibility. Focus areas include warm-ups, skill development, behaviour management in PE, differentiation, and progression across lessons. Time allocated after each session for reflection, feedback, and next steps tailored to each ECT. Provide follow-up planning resources and simple lesson structures to support independent teaching after the programme.		ECTs demonstrate increased confidence and ability to deliver inclusive, engaging, and progressive PE lessons. Improved quality and consistency in PE provision across classes led by ECTs. Pupils benefit from higher quality PE lessons with clearer structure and more active time. ECTs feel supported and better equipped to meet curriculum expectations for PE.	Six-week support timetable and session outlines. Informal observations from PE lead or mentor noting improved practice. Pupil engagement levels during supported and independent lessons.	Continue to make the 6-week programme part of the annual ECT induction offer. Gather feedback from each cohort to refine and adapt the programme. PE lead to continue informal check-ins with past ECTs to ensure ongoing confidence and skill progression.
3.	**Assist all staff with the use of accurate and consistent technical vocabulary in PE, ensuring confident delivery and improved pupil understanding.**	**Identify key technical vocabulary for each unit of work across key stages and share this with all staff via planning documents.** **PE displays in halls and classrooms to reinforce use of terminology.**		**Staff feel more confident and consistent in using and reinforcing key vocabulary during PE lessons.** **Pupils develop a clearer understanding of concepts, techniques, and**	**Vocabulary lists included in medium-term planning and shared staff folders.** **Lesson observations and learning walks showing staff and pupils using accurate PE**	**Maintain and update vocabulary lists and ensure they are integrated into future curriculum planning.** **Continue modelling vocabulary use during support sessions and shared teaching.**

		Encourage staff to embed vocabulary in lesson delivery (e.g. during demonstrations, questioning, and plenaries). **Offer informal support and reminders** **Share examples of how vocabulary**		**expectations.** **Improved pupil responses during questioning and deeper understanding of physical education terminology.** **Increased cross-curricular links with literacy and subject-specific language development.** **Greater consistency in vocabulary use across year groups, supporting progression.**	**terminology.** **Pupil voice – children are able to explain skills and techniques using correct vocabulary.** **Examples of vocabulary-rich displays and resources used during lessons.** **Staff feedback noting increased confidence in using and reinforcing PE-specific language.**	**Include vocabulary checks as part of learning walks and peer observations.** **Encourage staff to reflect on their use of technical language and share good practice.**
3.	Successfully launch knowledge organisers across all units of delivery in PE.	Share knowledge organisers for every PE unit, tailored to each key stage. Include key elements such as: unit overview, learning objectives, key skills, technical vocabulary, and diagrams/images. Share knowledge organisers with all teaching staff and support staff via planning folders and printed copies where needed. Provide information's to show how to use knowledge organisers effectively during lessons. Encourage consistent use of knowledge organisers for lesson introductions, plenaries, and assessment for learning.		Staff feel better supported in delivering key content and vocabulary for each unit. Improved use of technical vocabulary across lessons. Enhanced consistency in PE delivery across year groups and teaching staff. Greater alignment between planning, teaching, and assessment.	Completed knowledge organisers for each PE unit, stored centrally or in planning documents. Staff feedback on the usefulness and clarity of the organisers. Observations or learning walks showing organisers being used in practice.	Review and update knowledge organisers annually to reflect curriculum updates or staff feedback. Continue to embed their use in medium-term and weekly planning. Create a digital folder of knowledge organisers accessible to all staff. Encourage staff to share how they use organisers effectively during staff meetings or INSET. Explore ways to integrate knowledge organisers into home learning or revision activities. Use knowledge organisers as a tool to support new staff and ECTs with PE delivery.
4.		**Launch a Sports Council-led survey**				

	Extra-curricular programme implemented across the school; Sports Council survey completed regarding new activities.	**across all year groups to gather pupil feedback on current clubs and interest in new activities.** **Use findings to plan and implement a refreshed extra-curricular programme that offers a range of opportunities before school, during lunchtime, and after school.** **Promote clubs to all pupils through letters and newsletters.**		**A broader and more inclusive extra-curricular programme tailored to pupil interests and needs.** **Increased participation in physical activity outside of curriculum time.** **Stronger pupil engagement and sense of ownership through the Sports Council.** **Improved confidence, teamwork, and social skills among participating pupils.** **Enhanced school culture around physical activity and healthy lifestyles.**	**Completed Sports Council survey and analysis of responses.** **Timetable of extra-curricular clubs showing variety, frequency, and age group coverage.** **Club registers and attendance tracking.** **Pupil voice and feedback on enjoyment and participation.** **Newsletter or website promotion of new clubs.**	**Continue to run termly Sports Council meetings to gather ongoing feedback and adapt the programme.** **Ensure clubs remain inclusive by actively encouraging participation from all groups (e.g. SEND pupils, less active children).** **Evaluate the programme annually to review impact, participation levels, and pupil satisfaction.**
	Duke Meadows to deliver FREE 6-week tennis programme to all children in Year 4	**Schedule the 6-week programme within the school timetable, ensuring all Year 4 classes have equal access.** **Coordinate logistics, including equipment, space allocation.** **PE lead liaises with Duke Meadows.** **Encourage teaching staff to observe sessions.**		**Year 4 pupils develop fundamental tennis skills and greater confidence in racket sports.** **Increased enthusiasm for tennis and physical activity in general.** **Teaching staff gain insight into tennis delivery.** **Strengthened links with Duke Meadows for potential future programmes or events.**	**Programme timetable showing dates and groups.**	**Maintain contact with Duke Meadows for potential future partnerships or tournaments.**
4.	Deliver Mini Medics training to all children in KS2.	PE lead schedules and delivers Mini Medics training sessions to all KS2 classes, ensuring full participation. Communicate the purpose and		KS2 pupils develop confidence and practical skills in basic first aid. Increased pupil awareness of	Training timetable and records showing session dates and participating classes.	Continue to deliver the Mini Medics training annually to all KS2 pupils as part of the school's ongoing health and wellbeing programme.

		schedule of training to teaching staff and parents.		health and safety and emergency response. Pupils feel empowered and responsible for helping others in emergencies. Enhanced personal development and life skills.	Certificates or recognition issued by the PE lead upon completion. Photos or videos documenting the sessions.	
4.	**Deliver disability games workshop to all children in KS2**	**PE lead plans and delivers an interactive disability games workshop for all KS2 classes.** **Prepare resources and adapted equipment to demonstrate inclusive sports and activities.** **Communicate the purpose of the workshop to staff and parents, highlighting its role in promoting empathy and inclusion.** **Incorporate discussions on disability, accessibility, and teamwork into the sessions.** **Encourage pupils to reflect on their experiences and understanding of inclusive sport.**		**Pupils develop greater understanding and empathy towards disabilities and inclusion.** **Increased pupil confidence and willingness to participate in adapted games.** **Promoted values of respect, teamwork, and equality within the school community.** **Enhanced inclusive practice within PE and playground activities.**	**Workshop schedule showing dates and participating classes.** **Photos or videos of workshops in action.** **Observations of increased awareness and inclusion in PE lessons.**	**Continue to offer the disability games workshop annually to all KS2 pupils.** **Update workshop content and resources regularly to maintain engagement and relevance.**
4.	Deliver Archery workshop to all children in KS2	PE lead plans and delivers a practical Archery workshop for all KS2 classes. Use age-appropriate, safe archery equipment (e.g. foam-tipped arrows, suction bows) suitable for indoor or playground use. Introduce key skills such as aiming, positioning, control, and safety rules. Create engaging activities and challenges to ensure participation and		KS2 pupils experience a new sport, increasing exposure to a wider variety of physical activities. Pupils develop key physical skills such as control, balance, and coordination. Improved focus, resilience, and enjoyment through structured challenge-based	Workshop timetable showing sessions delivered to each KS2 class. Photos or videos of the workshop in action.. Observations of pupil skill development during the sessions.	Continue to offer the Archery workshop annually to all KS2 pupils. Maintain and care for archery equipment to support ongoing use.

		enjoyment. Include elements of personal challenge, teamwork, and focus throughout the sessions.		tasks. Archery provides an inclusive option for pupils who may not engage in traditional team sports. Strengthens the school's commitment to offering a broad and balanced PE curriculum.		
5.	**Increase the number of children participating in Level 2 competitions throughout the year, while ensuring full access to Level 1 (intra-school) competitions across the curriculum.**	**Funding: £2,600** – School Games Organiser membership. **Subject Leader to check the School Games (SI) Competition Calendar to identify and confirm entries for all Level 2 competitions.** **Ensure all Level 1 competitions are mapped and embedded within the PE Curriculum Map.** **Submit entries for specific Level 1 and Level 2 competitions for girls only to increase female participation.** **Identify and enter inclusive competitions such as Boccia, New Age Curling, and Seated Volleyball.** **Select and agree event entries (activity, venue, dates) with SLT and ensure they are included in the whole-school calendar.** **Inform parents of all fixtures, competitions, and events via newsletters, website, and parent communications.** **Attend all four major Hounslow Sports Events (3 Borough Sports Days + 1 Tennis Festival).**		**More children given the opportunity to represent the school at Level 2 competitions across the year.** **All pupils experience Level 1 (intra-school) competition as part of the PE curriculum.** **Greater engagement of girls in competitive sport through targeted opportunities and visibility.** **Additional inclusive activities made available to all children (not only SEND), broadening access to sport.** **Children become more confident, resilient, and engaged through competition.** **Improved visibility of school sport and pupil achievement throughout the school community.**	**Registers from all competition entries.** **Match reports shared in the school newsletter.** **Documentation of competition entries and attendance.** **Calendar entries and newsletters referencing events.**	**Maintain strong links with the local School Games Organiser (SGO) to stay up to date with all upcoming events.**

		Ensure full representation at all 6 local Cluster Competitions throughout the academic year.				

PE and Sport Premium 2025/26 – Funding received and spending

Item	Cost
PE scheme subscription	£590
School Games Organiser membership	£2,600
External specialist sports coaches (x3) – daily active lunchtimes for all pupils	£21,470
Total received and spent	**£24,660**
Our extended PE programme (team teaching), Mini Medics, and the disability games and archery workshops are delivered in house by our PE lead at no cost to the premium.	

Impact of the funding on participation and achievement

More pupils are active every day, with lunchtime coaching open to all pupils regardless of ability, including pupils with SEND.
Lunchtime behaviour and engagement have improved.
Pupils experience a wider range of sports, including pickleball, cricket, basketball, tennis, archery and football.
Teachers are more confident teaching PE using the PE scheme and Curriculum Map.
More pupils take part in competitive sport through Level 1 competitions and School Games Level 2 events.

How the improvements will be sustained

Pupils develop skills, confidence and enjoyment across a wide range of sports, encouraging them to stay active and join clubs.
Coaches share games and routines with play assistants and Play Leaders, building their skills to support active play across the school day.
The PE scheme, Curriculum Map and teaching resources remain in place for all staff, with ongoing support from the PE lead.
Competitions are built into the PE Curriculum Map, and links with the School Games Organiser continue each year.

Swimming data – Year 6, 2025/26

Meeting National Curriculum requirements for swimming and water safety	Percentage / answer
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	**49%**
What percentage of your current Year 6 cohort use a range of strokes effectively, for example front crawl, backstroke and breaststroke?	**51%**
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	**48%**
Have you used the PE and Sport Premium to provide additional provision for swimming over and above the National Curriculum requirements?	**No**

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Position	Headteacher
Name:	Michal Nosal
Position:	PE Lead
Date:	31/07/2026