



Sports Premium Funding Allocation and Impact

2025-6

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

Activity/Actions	Impact	Comments
• To equip children with skills and knowledge promoting healthy lifestyles • Children to become more physically active during play and lunch times • To support and incorporate those children who are least active and/or don't have opportunities to attend physically active clubs • To promote healthy mental health • Promote active lifestyles and improve mental health by learning outside of the classroom • To develop PESSPA through engaging and appropriate PE lessons • To develop staff confidence and understanding in the assessment of PE • To ensure staff and children have the opportunity to take part, develop competence and excel in PE • To introduce children to another sports and encourage active lifestyles	• A clear scheme of learning consistency embedded and all staff able to deliver this to an exceptional standard. • A new tracking system in place, enabling all children to have their needs met and identifying all groups of learners, enabling targeted use of adults in lessons. • Children have been part of the SWAT cluster and Building Bridges, accessing sporting activities with other children. • New equipment has been purchased ensuring high quality resources are available during play times. • P.E taught by a P.E specialist, supported by a staff member each week, hence all staff accessing high quality CPD on a regular basis. • All staff supporting at after-school sports club, further developing their skills, knowledge of the curriculum and expertise. • After school clubs monitor SEND/PP access, to ensure equal opportunities for all. • 'Feel Good Friday' implemented and delivered weekly across schools, promoting positive mental health and well-being. This is further enhanced by mental health ambassadors, training by the sport's partnership. • Nurture room developed to allow children a calm space to self-regulate and manage emotions. • EYFS gross motor area enhanced with high quality resources ensuring all curriculum expectations can be accessed to a high standard.	• Compleitive Sport Needs further development (most is KS2 based in Pendle - seek local school partnerships) - children engaged in SWAT/BB partnerships, bur more competitive sports needed to be developed

Key priorities and planning 25-26

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
High skilled sports coach delivering the P.E curriculum consistently across the school (3 days weekly)	All staff - up-skilling the skills and expertise of the whole staff team, ensure high quality P.E at all times.	Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	All staff skilled to teach a high quality, consistent curriculum. Staff knowledgeable about skill progression and lesson sequencing.	£15,000 (further contributions from school budget)
To establish play-time leaders to led sports at play/lunchtimes.	Sport's Coach/PE lead to interview and lead initiative.	Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	A group of children timetabled to deliver sport's on different days. Job description in place to ensure clear, defined role.	£200 Equipment
To develop more targeted after-school provision for targeted groups of learners - SEND/G&T (multi-skills etc to help with coordination)	Staff run clubs - see planned timetable of after-school club offer.	Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Staff rota of clubs, with a focus on SEND children	£2000 staff cover
To provide more opportunities for competitive sports and collaboration with other schools.	PE lead to further develop links with other schools to develop competitive sports.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	links established with local schools	£1000 travel costs

		Key indicator 5: Increased participation in competitive sport		
To develop a resource area to enable staff to deliver sensory circuits for SEND pupils.	SENCO to develop and lead staff training	Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Trolley of resources and support materials organised to enable staff to use consistency to meet the needs of SEND learners	£500 resources

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/Actions	Impact	Comments
• Develop whole staff confidence and knowledge/skill in the delivery of high quality PE. • Strengthen partnerships with local providers/competitive sporting opportunities. • Increase our PE offer to 2 hours weekly. • Introduce 'bikeability' as a gross motor intervention for EYFS. • Introduce orienteering in the KS1 curriculum offer. • Children to become more physically active during play and lunch times • To support and incorporate those children who are least active and/or don't have opportunities to attend physically active clubs • To develop PESSPA through engaging and appropriate PE lessons • To develop staff confidence and understanding in the assessment of PE • To ensure staff and children have the opportunity to take part, develop competence and excel in PE • To introduce children to another sports and encourage active lifestyles • To update the PE page of the school website to show development in PE offer in school.	• A revised scheme of learning has been embedded and all staff able to deliver this to an exceptional standard through regular high quality staff CPD, led by our sport's coach. • Orienteering has been introduced to the KS1 curriculum. • Bikeability has been implemented in EYFS as a gross motor intervention. • A new tracking system in place, enabling all children to have their needs met and identifying all groups of learners, enabling targeted use of adults in lessons. • Children have been engaged in tournaments etc at lunchtimes with the Euros, alongside daily organised sport on the MUGGA at play/lunchtimes, ensuring children are physically active. • Children have been part of the SWAT cluster and Building Bridges, accessing sporting activities with other children. • New equipment has been purchased ensuring high quality resources are available during play times. • All staff supporting at after-school sports club, further developing their skills, knowledge of the curriculum and expertise. • Clubs have been planned to target groups of children - SEND/A&T.	• Compleitive Sport Needs further development - we have joined Pendle Sport's Partnership for 24-25. • Links make with Sport's Leaders from local primary schools to develop inter-competitive games. • Sport's Ambassadors planned to be introduced 24-25 with termly actions to lead further improvement. • 2 hour PE offer planned and mapped out for 24-25, with staff leading one session alongside our sports coach. • Whole school summer 2 project focused on the Olympic Games, inspiring children to develop a further interest in sport and aspiring sport's people.

	• After school clubs monitor SEND/PP access, to ensure equal opportunities for all. • 'Feel Good Friday' embedded and delivered weekly across schools, promoting positive mental health and well-being. This is further enhanced by mental health ambassadors, training by the sport's partnership. • Links with local providers have been developed and shared with parents to encourage further sport engagement outside of school hours.	
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Swimming Data (not expected in KS1)

Questions	Stats	Further Context/Challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	n/a	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?		
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?		
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?		

Signed off by:

Head Teacher:	Erica Mason
Subject Leader or the individual responsible for the Primary PE and sport premium:	Erica Mason (Headteacher)
Governor:	Steven Wilkinson (C of G)
Date:	12.9.26