PE and Sports Premium Strategy and Impact- 2025 - 26

Key achievements to date:	Areas for further improvement and baseline evidence of need:
• Assessments of the children's progress and attainment recorded throughout the academic year and were used to inform teaching and learning. • Participation rates in PE lessons continued to increase. • All children can access PE lessons. • Behaviour in PE lessons has improved. • Children's aspirations have been raised through Olympic athlete visits and talks. • An increased participation took part in P.E. clubs from previous year. • An increased amount swimming in opportunities for all. • Successful and engaging Sports days. • LSA trained as a HLTA. • Developed leadership skills for teachers and children- PE teacher becoming a Cultural Champion and having more children as house captains. • Increased children's physical literacy skills. • Created a positive PE culture. • Provided a wide range of new and excited sporting opportunities for children in PE lessons and after school clubs (e.g. badminton, lacrosse and dodgeball). • Used PE to support mental and physical health.	• To continue to provide wider opportunities for sports provision across the school. • To continue to increase the number of children who can swim 25 meters before the leave Year 6. • Increasing club provision and variation; particularly for our most disadvantaged. • Increasing inter and intra competition participation. • Support new PE Team in their roles, establishing their role and building in systems that provide evidence in the progress of teaching PE. • Provide the children with more opportunities to meet and see athletes of a variety of different sports.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	51%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?	No

Academic Year: 2025-26	**Total fund allocated:** £19,470	**Date Updated: July 2026**		
Key indicator 1: The engagement of all pupils in regular physical activity				Percentage of total allocation: 10%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Develop the understanding of the role of sport in a healthy lifestyle To ensure that all children benefit from being taught by a specialist PE team for their PE lessons. Break and lunchtime equipment to be reviewed and audited to ensure that pupils have access to resources that support them in healthy activities. Staff to be deployed during lunchtime to teach and complete activities with the pupils.	• Employment of PE HLTA • Audit current break and lunchtime equipment • Purchase new equipment for each key stage • Use lunchtime staff to teach pupils about how to use equipment safely • School to review current available members of staff • School to generate a timetable with activities • School to review activities termly	£2000	**Employment of PE HLTA** - Specialist delivery of PE has strengthened the quality and consistency of teaching across the school. - Pupils demonstrate improved knowledge of skills, rules and tactics across a wider range of sports, while behaviour during lessons has improved, enabling more learning time and greater participation. - Lesson observations and pupil voice indicate increased enjoyment of PE, particularly amongst pupils who were previously engaged. **Lunchtime Physical Activity** - Investment in equipment and structured lunchtime activities has significantly increased pupils' participation in physical activity beyond curriculum PE. - The introduction of Play Leaders has encouraged more pupils to engage in organised games, contributing to improved behaviour, fewer playground incidents and more positive social interactions. - Pupil voice shows children value having greater choice and structure during lunchtimes.	- Continue to invest in the professional development of the PE HLTA through coaching, lesson study and collaboration with colleagues to ensure high-quality provision is sustained as the team develops. - Continue to review equipment termly, develop Play Leader training and use pupil voice to refine activities so that participation continues to grow, particularly for pupils who are less physically active.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact: **Athlete Visits**	Sustainability and suggested next steps:

Develop sporting role models A programme of visitors or virtual visitors such as Olympic athletes to build profile of P.E. and sport across the school. ***Embed Celebration assembly every week*** Whole school events that lead to increased engagement across the school	• PE team to arrange and timetable key dates for Athletes visits • PE lead to arrange Sports week including activities that link to local and national athletes • Team Super School Sports Athletes to visit school to raise profile of PE and Sports. • The ROH Dance for rights. • Achievements celebrated in assembly and newsletter. • PE lead to organise and arrange sports day . • House whole school fitness completions to be arranged. • Skip2Bfit to include termly Year Group competitions. • Whole school Skippathon. •	£600 £750	- Visits from athletes and external organisations have inspired pupils by introducing them to a wider range of sporting role models. These experiences have raised aspirations, challenged stereotypes and encouraged greater enthusiasm for participating in physical activity, both within lessons and through extracurricular clubs. **Celebrating Sporting Achievements** - Regular celebration of sporting achievements through assemblies, newsletters and school communications has raised the profile of PE across the school. - Pupils increasingly recognise effort, perseverance and teamwork as important achievements, helping to develop confidence and positive sporting culture. **Sports Day/Whole School Events** - Inclusive Sports Days ensured every pupil experienced success and participated fully regardless of starting point or ability. The events strengthened pupils' sense of belonging, promoted healthy competition and reinforced the importance of physical activity with families	- Continue to broaden participation opportunities and introduce additional inclusive activities so every child continues to experience success in sport.

			and the wider school community.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Support teachers with the implementation of the PE curriculum to ensure progression as pupils join - Pupils learn key skills in sports which are built upon over their time at school - Pupils develop and improve on key skills - Children experience a range of sports and skills	• PE lead to develop and adapt the PE provision across the school • SEND dedicated PE sessions to support learners with accessing PE lessons and adapting provision based on need • Training to support new members of the PE team in planning and adapting provision. This would be reviewed half termly and supported with planning drop ins.	£1275	**Curriculum Development** - Consistent use of the PE Hub curriculum has strengthened progression across year groups, ensuring pupils build knowledge and skills sequentially over time. **Adaptive Teaching** - Adaptations within lessons have enabled pupils of all abilities, including those with SEND, to access an ambitious PE curriculum successfully. Support staff have developed greater confidence in adapting activities, ensuring pupils participate fully and make progress from their individual starting points. **PE Lead Development** - Professional development through the Active Participation Network and Royal Opera House Cultural Champions Programme has strengthened leadership capacity and introduced new approaches, particularly within dance, inclusion and creative movement.	- Continuing developing leadership capacity by sharing learning across our and other REAch2 schools, embedding successful practice and providing ongoing CPD for staff.

Develop the knowledge and skills of the PE lead through dedicated CPD and through membership of the local sports partnership	• Audit for teaching resources/curriculum document and planning links to support teachers in lesson planning. • PE Leads to attend Move More/ Active Participation schools Network Meetings PE Lead taking part in a Cultural Champions course from the ROH. • PE to liaise with other schools to develop experience of other provision and approaches to PE.	£675	- These opportunities have directly enhanced curriculum enrichment and broadened pupils' experiences.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 54%
School focus with clarity on intended **impact on pupils:**	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

To continue to develop resources to enhance the quality of PE and Sports Pupils will have access to better quality PE resources Pupils will have access to a wider range of resources ***To organise and attend sports fixtures, events and festivals.*** Pupils have the opportunity to take part in competitive sports. To engage a wider number of pupils within after school clubs by extended the sports options available	• Termly check whole-school PE and Sports inventory, including new equipment. • Purchase additional PE and Games resources to enable greater sports/activities to be available beyond the National Curriculum. • Pupils have access to borough competitions throughout the year. • PE Lead to contact other schools and make links with Reading School and Reading FC Community Trust to arrange sports fixtures. • PE Subject Lead to identify pupils to attend and organise games.	£7500	**Resources** - Investment in high-quality equipment has improved the quality of PE lessons by ensuring pupils have access to appropriate safe resources across a wide range of sports. - Children are now able to develop skills with greater confidence while experiencing a broader more ambitious curriculum. **Competitions and Festivals** - Participation in competitions, festivals and sporting events has increased pupils' confidence, resilience and teamwork. - Opportunities to represent the school have motivated children to engage more fully in PE while developing pride in their achievements. **After School Clubs** - The extensive programme of extracurricular clubs has increased participation across different year groups and provided opportunities for pupils to experience sports they may not otherwise access.	- Continue monitoring participation to ensure identified pupils, girls and pupils with SEND remain well represented within extracurricular opportunities.

			- Free provision for identified pupils has helped reduce barriers to participation and supported more equitable access. Autumn Term – 97% of club uptake Spring Term – 93% of club uptake Summer term – 94% of club uptake	

	• Competition calendar is linked to extra-curricular provision. • School to invest in USports coaches to provide a range of sports-based clubs. These will be free to all disadvantaged children.	£3000		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 19%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase participation in competitive inter- and intra-school sport Pupils will be able to participate in all available sports festivals, competitions and tournaments.	• Take part in all available inter- school competitions (including own 'house' events) • Participate in inter-school competitions for all children to participate in as part of the cluster of schools	£3,670	**Competitive Sport** - Increased opportunities for inter-house and inter-school competition have enabled more pupils to experience healthy competition while developing teamwork, resilience and sportsmanship. - Participation has extended beyond the most confident athletes, ensuring competition is accessible to a	- Continue expanding opportunities for pupils to compete within school and across local community, ensuring every child experiences competitive sport at an appropriate level.

	• Transport to be provided.		broader range of children across the school. **Skip2Bfit** - The Skip2Bfit programme has successfully embedded regular physical activity into the school week, supporting pupils' fitness, coordination and enjoyment of exercise. - Weekly participation has helped established positive habits while providing opportunities for challenge and personal improvement. **School Fair Activities** - Sporting activities at community events further strengthened engagement with families while promoting healthy competition and physical activity beyond the school day.	