



2025-26 allocation      £17,510

## Key Focus & Spending (2024/2025)

Activity/Action	Impact
Provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school	<p>The PE subject lead attended specialised subject leadership training and networking events, enhancing subject expertise and pedagogy.</p> <p>Teaching staff demonstrated improved knowledge through ongoing dialogue and learning walks, fostering professional growth.</p>
Hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils.	Qualified dance teachers supported the Dance unit within PE, upskilling teachers and teaching assistants, boosting their confidence to deliver dance lessons effectively.
Providing targeted activities or support to involve and encourage the least active children;	<p>Alternative playground games were introduced to engage less active pupils, increasing daily movement opportunities and promoting both mental and physical health.</p> <p>bikes were serviced for safe use during Bikeability and bike club sessions, enabling pupils to develop gross motor skills, core stability, fitness, independence, and inclusive participation.</p>
Establishing or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered.	Pupils attended holiday clubs offering high-quality sports and leisure activities such as bowling and soft play, broadening their physical activity options.
Bikeability	The Bikeability programme promoted physical activity and road safety, with 20 pupils successfully achieving Level 1 certification.

Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of Key Stage 2. Every child should leave primary school able to swim (dependent on intake year of child).	All pupils from Reception to Year 6 participate in swimming lessons annually, supporting proficiency in swimming; currently, 24% of Year 6 pupils can swim 25 metres.
Introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities during school day	A PE lead and HLTA coordinate a wider variety of physical activities, including bike club, soft play, and trampoline sessions, enhancing pupil engagement.
Partnering with other schools to run sports and physical activities and clubs providing more and broadening the variety of extra-curricular activities, delivered by the school or other local sports organisations.	Pupils participated in school events such as swimming and football competitions, fostering a sense of competition, school identity, resilience, inclusion, and raising aspirations.  The school partnered with local schools to participate in various sports, creating opportunities for school-to-school competitions and social development.
Organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.	Multiple competitions with local schools were organised throughout the year, leading to increased confidence and participation among pupils.

## Swimming Data 24/25

Question	Statistics
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What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters?	24%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	24%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	24%
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

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- 5- Increased participation in competitive sport

Focus	Strategies	Success Criteria
<p><b>CPD</b> £510 (CPD KG) KPI: 1, 2, 3 <i>For CPD to improve teachers' effectiveness in PE, leaders must foster positive relationships and engagement with professional learning. CPD should be ongoing, sustained, and embedded within the subject, bridging research and practice. It should be planned with clear goals and evidence of achievement. Specialist training improves teacher confidence and pupil outcomes, especially when focused on identifying pupils' strengths and areas for development.</i></p>	<ul style="list-style-type: none"> <li>- Provide targeted coaching and mentoring for staff</li> <li>- Develop PE lead's expertise through advanced training</li> <li>- Conduct regular learning walks with constructive feedback</li> <li>- Signpost relevant, up-to-date resources and curriculum updates to staff</li> </ul>	<ul style="list-style-type: none"> <li>- Staff demonstrate increased confidence and competence in delivering PE lessons</li> <li>- Quality of teaching improves, reflected in pupil engagement and skill progression</li> <li>- Mentoring leads to measurable professional development and growth</li> </ul>
<p><b>CPD</b> £5,000 KPI: 1, 2, 3</p>	<ul style="list-style-type: none"> <li>- Employ qualified dance specialists to work alongside teachers and teaching assistants during the Dance unit</li> </ul>	<ul style="list-style-type: none"> <li>- Noticeable progression in pupils' dance skills and overall PE competence</li> <li>- Increased pupil engagement and</li> </ul>

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<p><i>Specialist PE staff such as qualified dance teachers support the development of teacher skills and pupil engagement. Cross-school</i></p>	<ul style="list-style-type: none"> <li>- Facilitate cross-phase and cross-school CPD opportunities to share best practice</li> </ul>	<ul style="list-style-type: none"> <li>enthusiasm in PE activities</li> <li>- Enhanced teacher confidence and pedagogical knowledge</li> </ul>

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<p><i>and cross-phase CPD can be mutually beneficial, supporting ambitious and inclusive curriculums.</i></p>		

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<p><b>Bikeability</b> £3,000 KPI: 1, 4</p>	<ul style="list-style-type: none"> <li>- Expand Bikeability training sessions to more pupils</li> <li>- Purchase new bikes, including trikes, and</li> </ul>	<ul style="list-style-type: none"> <li>- Positive pupil feedback and increased participation rates</li> <li>- Improved cycling competence and road</li> </ul>

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<p><i>Physical activity programmes such as Bikeability improve pupils' physical fitness, road safety, and cycling skills. Parental</i></p>	<p>safety helmets</p> <ul style="list-style-type: none"> <li>- Engage parents through clear communication and involvement</li> </ul>	<p>safety awareness among pupils</p> <ul style="list-style-type: none"> <li>- Enhanced physical fitness and health outcomes</li> </ul>

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<p><i>engagement and provision of necessary equipment support successful implementation.</i></p>		

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<p><b>Swimming</b>                      £7,000                      KPI: 4, 5</p>	<ul style="list-style-type: none"> <li>- Provide regular swimming lessons for all pupils from Reception to Year 6</li> <li>- Offer additional targeted sessions for Year 6</li> </ul>	<ul style="list-style-type: none"> <li>- Increased percentage of pupils achieving 25m swimming proficiency</li> </ul>

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<p><i>Swimming attainment is a key part of the national curriculum. Schools face challenges such as funding and transport but should</i></p>	<p>pupils not yet meeting national swimming standards</p>	<ul style="list-style-type: none"> <li>- Improved overall physical fitness and water safety awareness</li> </ul>

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<p><i>ensure all pupils have access to swimming lessons to meet curriculum requirements.</i></p>		

<p><b>Resources</b> £2,000 KPI: 1, 2 <i>High-quality resources support effective teaching and cross-curricular learning in PE. Lack of equipment is often a barrier to improving PE, so replenishing and adding resources is essential.</i></p>	<ul style="list-style-type: none"> <li>- Regularly replenish and update PE equipment and resources</li> <li>- Acquire materials to support cross-curricular and outdoor learning activities</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent and effective use of resources observed in lessons</li> <li>- Enhanced pupil engagement and deeper understanding through cross-curricular links</li> <li>- Positive feedback from staff and pupils regarding resource availability and quality</li> </ul>
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Head Teacher:	(Name)
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kate Goode PE subject leader
Governor:	(Name and Role)

Date:	
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