

Evidencing the impact of the Primary PE and sport premium

Wisbech St. Mary
C of E Academy
2025-2026



Commissioned by



Department
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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2026:

1) **Expansion of After-School Sports and OAA Provision**

Expanded the range of free sporting and outdoor adventurous activity (OAA) opportunities available to all Key Stage 1 and Key Stage 2 pupils through the introduction of after-school clubs, including football, gymnastics and Forest School. Established a school football team and worked in partnership with Peterborough United Foundation to further enhance participation and engagement in physical activity.

2) **Increased Participation in Competitive Sport**

Increased participation in intra- and inter-school competitive sport by providing pupils across all key stages with regular opportunities to represent the school in events such as the Fenland Football Festival and Athletics Festival. These experiences helped to develop confidence, teamwork, resilience and engagement in physical activity.

3) **Fundraising Through Physical Activity**

Pupils participated in sponsored running events, completing laps of the playground or field to raise money for The Alan Hudson Centre. This initiative strengthened community engagement while encouraging children to recognise how physical activity can be used to support and make a positive difference to others.

4) **Exposure to New and Diverse Sports**

Pupils experienced a wider range of physical activities through partnerships with local sports clubs and providers, including taster sessions in tennis, hockey, street dance, karate and cricket. This broadened pupils' awareness of different sporting disciplines and encouraged greater participation from children who may not typically engage in traditional team sports.

5) **Successful Sports Day with Broad Participation**

This year's Sports Day was highly successful, with all pupils participating in a wide range of inclusive activities and competitive events that promoted teamwork, resilience and sportsmanship. Positive feedback from parents and staff reflected the event's strong organisation and inclusive ethos. The PE Lead also introduced a range of new races designed to encourage problem-solving, patience and effective teamwork skills across all year groups. In addition, preschool children successfully joined Sports Day activities on

Areas for further improvement and baseline evidence of need:

- 1) Liaise with the local School Games Organiser (SGO) and external sports providers to establish a wider range of after-school clubs at WSM, increasing opportunities for pupils to participate in diverse sporting activities.
- 2) Organise more community and family-based physical activity events, such as a Colour Run, to increase parental engagement, promote active lifestyles beyond school and further strengthen links between school, families and the wider community.
- 3) Introduce an Active Crew initiative during morning break times to deliver short, engaging "brain break" activities such as dance, mindfulness movement, yoga and basic gymnastics. This will help to support pupils' emotional regulation, wellbeing, readiness to learn and overall daily physical activity levels.
- 4) Provide the Active Crew with access to a leadership onboarding programme delivered by a qualified coaching professional or external organisation to develop leadership, communication and organisational skills.
- 5) Increase the number of children swimming 25 metres by working closely with swimming providers to identify children at risk of not meeting the national requirement. Strategies could include:
 - Use the Sports Premium to fund targeted top-up swimming lessons in KS1.
 - Liaising with parents and carers to encourage additional practice outside of school.
 - Tracking and monitoring swimming progress more closely throughout KS2 to identify early intervention needs.

the track for the first time, providing early exposure to sporting provision and enabling them to access weekly practice sessions on an athletics track..

6) Enhanced CPD for Staff

Targeted PE CPD opportunities were provided for staff through partnerships with experienced coaches and external providers. This has helped to improve staff confidence, subject knowledge and the quality of PE provision delivered across a broad and inclusive curriculum.

7) Developing Pupil Leadership and Pupil Voice

Organised meetings with the Active Crew to gather pupil voice and identify the types of physical activities and initiatives pupils would like to lead and develop during the next academic year.

8) Promoting Healthy and Active Lifestyles

Raised awareness of healthy lifestyles through whole-school initiatives such as *Eat Them to Defeat Them*, which encouraged healthy eating with support and involvement from parents and families. The school also led an Active Travel Week to promote walking, cycling and other active methods of travelling to school, helping to increase daily physical activity levels among pupils.

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	22/29	75%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025.	16/29	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22/29	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	22/29	75%
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?	N/A	

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025-2026		Total fund allocated: £16,000 + £10 per pupil = £17,540		Date Updated: June 2026	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					6.78%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Playground Physical Activity: To increase the engagement of all pupils in regular physical activity by ensuring children are physically active for at least 30 minutes per day through structured and inclusive opportunities during curriculum time, break times, lunchtimes and enrichment provision. A particular focus was placed on increasing participation among less active pupils through purposeful, accessible and engaging physical activity.	Equipment: Internal and external equipment audits were completed to identify gaps in provision and purchase resources to encourage sustained physical activity and purposeful play.	£120	£104.00	Participation in regular physical activity has increased across the school, with pupils consistently accessing opportunities to achieve at least 30 active minutes per day through active lunchtimes, structured play and enrichment opportunities.	- Further develop sustainable lunchtime physical activity provision through continued training and support for Active Crew members and Play Leaders. - Provide leadership onboarding and training for Active Crew pupils through an external provider to strengthen leadership, teamwork and problem-solving skills. - Continue to audit and develop playground provision based on pupil voice and need, ensuring equipment and activities remain inclusive and engaging for all pupils. - Strengthen swimming attainment through closer
	The audits and pupil voice were used to shape playground provision and identify equipment required for PE lessons and lunchtime activities that pupils most wanted to engage in during break and lunchtime periods. Active crew and staff-led rotas were developed to ensure fair participation, mixed-age involvement and a wide range of physical activities throughout the week.	£400	£168.70	Pupils demonstrate improved coordination, balance, agility and gross motor skills through increased access to a wider range of playground equipment and physical activities. Staff observations indicate reductions in sedentary behaviour and increased positive engagement during break and lunchtime periods. The introduction of structured playground zones and activity rotas has led to more purposeful play, greater independence and increased pupil confidence in initiating games and engaging positively with peers.	
	Active Crew Leadership The PE Lead held regular termly meetings with the Active Crew to gather pupil voice, review provision and introduce new physical activity opportunities. Active Crew members supported the organisation and delivery	£0	£0		

	of lunchtime activities, encouraging greater pupil participation and independence during unstructured times. <u>Swimming</u> Targeted swimming provision was continued to improve the number of pupils achieving end-of-KS2 swimming outcomes. Assessment data was used to identify pupils requiring additional intervention, and to ensure support was personalised to individual needs. A specialist swimming coach delivered high-quality lessons while modelling effective strategies for staff. <u>Whole-School Physical Activity Events</u> A whole-school sponsored Rudolph Run was organised to provide pupils with opportunities to engage in sustained moderate-to-vigorous physical activity beyond curriculum PE while promoting cardiovascular fitness, stamina and enjoyment of outdoor exercise. All pupils participated in the event, supporting inclusive involvement and positive attitudes towards movement. <u>Healthy Active Lifestyles</u> The school participated in Active Travel Week to encourage pupils and families to adopt more active methods of travelling to school, increasing opportunities for daily physical activity beyond the school day.	£1000	£850	The development of Active Crew leadership, supported through external training, contributed to increased participation in structured physical activity during break times and lunchtimes. Pupils increasingly demonstrate confidence in organising activities and positively engaging younger peers during unstructured times. The Active Crew initiative has developed pupil leadership, confidence and responsibility, with pupils increasingly able to organise activities and support younger peers during playtimes. High levels of pupil interest and increasing applications for Active Crew roles demonstrate the initiative's positive impact. SEND pupils are accessing physical activity more regularly through tailored support and adapted opportunities, resulting in increased engagement, confidence and inclusion. Targeted swimming support has improved pupil confidence in water-based activity and increased progress towards meeting statutory swimming expectations. Pupil voice indicates that children feel happier, more active and more positive during break times, while staff report improved behaviour, social interaction and engagement across the school day.	monitoring, targeted intervention and partnership working with swimming providers to support pupils at risk of not meeting statutory expectations.
		£40.00	£37.94		
		£30.00	£28.50		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					43.19%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

To raise the profile of PE, School Sport and Physical Activity (PESSPA) across the whole school by developing Staff Play Leaders, celebrating sporting achievement and creating a whole-school culture that promotes participation, wellbeing and lifelong engagement in physical activity.	<u>Play Leaders and Active Lunchtimes</u> A range of structured lunchtime activities were introduced through the continued development of the Active Crew and Play Leaders. Designated playground zones were created to encourage active participation through football, ball games, skipping, creative movement and structured games. <u>Celebration and Visibility of PESSPA</u> The PE Lead implemented a range of strategies to raise the profile of PE, sport and physical activity across the school. A PE Working Wall was introduced to celebrate sporting achievements, communicate upcoming sporting events, promote extra-curricular opportunities and recognise pupil success. Termly Sports Cup awards were introduced to celebrate effort, resilience, participation, improvement and sporting achievement. Successes were recognised through assemblies, newsletters and wider school communication to increase pupil motivation and celebrate achievement. <u>Active Crew and Pupil Leadership:</u> The Active Crew supported the promotion of PE and physical activity through assemblies, pupil voice and whole-school events. Termly meetings enabled pupils to contribute ideas and shape physical activity opportunities within school, increasing ownership and pupil engagement.	£7,575	£7,575	The implementation of play leaders during lunchtimes has increased physical activity, improved behaviour and engagement during playtimes, and raised the profile of physical activity. PESSPA has a significantly higher profile across the school, with pupils demonstrating increased enthusiasm, motivation and participation in physical activity opportunities. Pupils show greater confidence, resilience and willingness to engage in challenge and competition. Staff observations indicate increased participation in PE lessons, break time activities and extra-curricular opportunities. The Active Crew initiative has become an established and valued part of school life, increasing pupil leadership opportunities and promoting pupil voice in decision-making linked to physical activity. Whole-school initiatives have strengthened pupils' understanding of healthy lifestyles, wellbeing and positive attitudes towards physical activity. Pupils and families demonstrated increased engagement in healthy eating and active travel opportunities. Pupil voice indicates children feel happier, more energised and more positive about physical activity, while staff report improvements in behaviour, social interaction and pupil engagement.	Further strengthen pupil ownership through peer nominations, leadership opportunities and Active Crew development. Develop visual displays and celebration spaces to continue raising the profile of PE and sporting achievement. Continue to promote healthy lifestyles through whole-school initiatives and strengthen family engagement in physical activity opportunities.
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	<u>Whole-School Promotion of Healthy Lifestyles:</u> Physical activity, healthy lifestyles and wellbeing were regularly promoted through collective worship, enrichment opportunities and whole-school initiatives. Activities were designed to strengthen pupils' understanding of resilience, wellbeing and the importance of maintaining healthy, active lifestyles. The school participated in initiatives such as <i>Eat Them to Defeat Them</i> and Active Travel Week to encourage healthy eating habits and promote active lifestyles among pupils and families. <u>Whole-School Sporting Events and Community Engagement:</u> Events such as Sports Day and the Rudolph Run helped raise the profile of physical activity across the school community by celebrating participation and encouraging wider family engagement in active lifestyles.			PE and physical activity are increasingly recognised as important contributors to whole-school improvement, positively impacting wellbeing, confidence, resilience and pupil engagement.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					45.36%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding Spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the confidence, subject knowledge and skills of staff in delivering high-quality Physical Education and inclusive physical activity opportunities, ensuring all pupils – including those with SEND – are fully engaged and able to make progress in PE and school sport.	<u>Staff CPD and Professional Development</u> The school worked collaboratively with external sports providers and experienced coaches to provide targeted professional development opportunities for teaching and support staff. Staff observed high-quality practice, received guidance and developed greater confidence in delivering inclusive and engaging PE provision. The PE Lead worked closely with colleagues to identify areas for development and supported staff in strengthening PE delivery through collaboration, coaching and the sharing of effective resources. A consistent approach to assessment was introduced to support staff in identifying barriers to participation and adapting provision to meet pupils' individual needs, ensuring pupils with SEND could access meaningful and inclusive physical activity opportunities. <u>Swimming and Staff Confidence</u> Teaching assistants and staff supporting swimming provision developed greater confidence in identifying pupil need and supporting targeted interventions through	£8000	£6,600	Staff confidence, subject knowledge and effectiveness in delivering PE has improved through access to professional development opportunities and collaborative working with external providers. Teaching staff and support staff demonstrate increased confidence in adapting activities and supporting a wider range of pupil needs, contributing to improved engagement and participation in PE lessons. Improved assessment processes within swimming provision have enabled staff to identify pupils requiring additional support more quickly, leading to targeted interventions and increased pupil confidence in water-based activity. Staff confidence in supporting active play and structured physical activity has improved through targeted CPD and collaboration with <i>Beyond the Physical</i>. Active Crew pupils demonstrate increased confidence, independence and leadership skills, supporting greater pupil participation and more purposeful play during breaktimes and lunchtimes.	Continue to develop staff confidence through targeted CPD opportunities and collaborative working with external providers. Further embed the SEND PE assessment framework and evaluate its effectiveness through staff voice, pupil progress and observations. Strengthen opportunities for staff to observe effective practice and share approaches that improve inclusion, engagement and progression in PE.

	ongoing communication with swimming providers and assessment information. Assessment systems were strengthened to support more accurate monitoring of pupil progress against statutory swimming requirements and inform responsive teaching approaches.				
	<u>Active Crew Leadership Training and Staff CPD</u> The school worked in partnership with <i>Beyond the Physical</i> to deliver leadership training for KS2 Active Crew pupils and provide targeted CPD for staff. Pupils received training to develop leadership, teamwork, communication and playground facilitation skills, enabling them to confidently organise and lead inclusive physical activities during breaktimes and lunchtimes.	£1200	£1249		
	Alongside pupil leadership development, staff received professional development to strengthen confidence in supporting active play, structured playground provision and inclusive physical activity opportunities, contributing to a more sustainable approach to physical activity across the school.	£100	£107.65		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:
					2.85%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To broaden pupils' experiences of sport and physical activity by providing a wide range of inclusive, engaging and diverse sporting opportunities beyond the national curriculum, encouraging participation, enjoyment and lifelong engagement in healthy, active lifestyles.	Broadening Sporting Experiences The school worked in partnership with local sports providers and organisations to deliver a wider range of sporting opportunities beyond the PE curriculum. Pupils accessed enrichment activities and taster sessions designed to introduce them to new sports, broaden experiences and increase participation among pupils who may not traditionally engage in team sports. This included: • Tennis enrichment sessions for KS2 pupils • A six-week cricket programme for pupils across Years 2–5 • After-school hockey provision delivered by a local club • Street dance workshops delivered by an external provider • Karate workshops to broaden pupils' understanding of alternative sports and physical disciplines. Extra-Curricular Sports Clubs A range of after-school clubs were introduced to increase participation in physical activity beyond curriculum PE,	£500	£500	Pupils have accessed a significantly broader range of sports and activities, increasing enthusiasm, participation and enjoyment in physical activity. Exposure to alternative sporting opportunities has encouraged greater engagement from pupils who may not traditionally participate in team sports, resulting in increased inclusion and confidence. Pupils demonstrate improved confidence, teamwork, resilience and willingness to try unfamiliar activities. Staff observations indicate increased motivation and greater participation in extra-curricular opportunities. Outdoor adventurous activities have supported the development of teamwork, communication, resilience and problem-solving skills while increasing pupils' enjoyment of physical activity in outdoor environments. Pupil voice indicates high levels of enjoyment and enthusiasm for the wider sporting opportunities available, with increasing participation in after-school clubs and enrichment activities. These opportunities enabled pupils to further develop physical skills,	Continue to work in partnership with local providers to broaden sporting opportunities and increase access to diverse physical activities. Further develop outdoor adventurous activities and alternative sports provision to ensure pupils continue to experience a wide variety of engaging physical opportunities. Use pupil voice to shape future club provision and identify new sporting experiences pupils would value.

	including football, gymnastics, athletics and Forest School provision.			confidence, resilience and enjoyment of sport in less formal and more personalised environments.	
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Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					1.82%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding Spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase participation in competitive sport through inclusive intra-school and inter-school opportunities that develop confidence, teamwork, resilience, sportsmanship and positive attitudes towards challenge and achievement.	<u>Inter-School Competitive Sport</u> The school increased opportunities for pupils to participate in inter-school competitive sport through engagement in local festivals, tournaments and sporting events. Pupils represented the school in a range of events, including football festivals and athletics competitions, enabling them to develop confidence, teamwork and resilience while experiencing competition beyond curriculum PE. The introduction of KS2 boys' and girls' football teams further increased opportunities for pupils to represent the school in competitive fixtures and tournaments.	£200	£189.70	Participation in competitive sport has increased significantly, with more pupils accessing opportunities to represent the school and participate in inclusive sporting events. Pupils demonstrate improved confidence, teamwork, resilience and sport-specific skills through increased exposure to competitive experiences. Sports Day successfully increased whole-school participation in competitive activity, with pupils demonstrating strong team spirit, perseverance and sportsmanship.	Continue to strengthen links with local schools and sporting organisations to increase opportunities for inter-school competition.
		£130	£129.51	The introduction of football teams and wider competition opportunities has increased pupil pride, motivation and enthusiasm for representing the school. Pupils increasingly demonstrate positive attitudes towards challenge and competition, including improved resilience, cooperation and confidence when participating in sporting activities. Staff observations and pupil voice indicate high levels of enjoyment and increased motivation to participate in competitive opportunities.	Develop a wider range of inclusive competitive opportunities to encourage participation from all pupils, including less active pupils and those with SEND. Further expand intra-school competition opportunities and participation pathways to ensure all pupils regularly experience competitive sport.
	<u>Intra-School Competition</u> An inclusive Sports Day was organised to provide all pupils with opportunities to participate in competitive activities and represent their house teams. Events were adapted to ensure accessibility for all pupils, with races and activities designed to promote teamwork, resilience and sportsmanship alongside healthy competition. Parent and staff races supported wider school engagement				

	and promoted positive attitudes towards participation in sport. Recognition through stickers, certificates and awards celebrated effort, achievement and participation. <u>Competitive Opportunities During School Life</u> Structured playground activities and mixed-age competitions were introduced by play leader staff to encourage friendly competition and increase participation in sport during break times and lunchtimes.				
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Signed off by: 	
Head Teacher:	Jaynie Lynch
Date:	17/07/26
Subject Leader:	Jasmine Soares
Date:	17/07/26