



Spalding St Paul's Primary School

PE and Sports Premium Report 2025 – 2026

Evidencing the Impact of Primary PE and Sport 2025-2026

Our Vision for the Primary PE and Sport Premium

Our vision is that ALL pupils leaving Spalding St Paul's Primary School will be physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

In all subjects, we want our pupils to be:

- ✓ **Confident Communicators**
- ✓ **Resilient Researchers**
- ✓ **Aspirational Ambassadors**
- ✓ **Collaborative Citizens**

Our School Sporting Vision

Our vision and objectives are underpinned by our school values:

<p>Positive early experiences will inspire children to discuss PE and school sport confidently. During lessons, children will be asked a range of open questions to elicit their understanding and will be challenged to evaluate their performances and discuss their tactical decisions. Children will explain their thinking using specific PE vocabulary.</p>			<p>Children will learn new skills, games and tactics as they enjoy a range of sports in their PE lessons and sporting competitions. They will have access to a range of equipment and high quality teaching, with the opportunity to build their own games too. This wide range of activity will inspire increased participation in competitive sport.</p>
<p>PE and School Sport will give pupils the opportunity to extend their experiences of the sporting world around them, helping them to develop their enjoyment and love for physical activity, with the aim to encourage positive early experiences to inspire lifelong participation and active lifestyles. Children will aim high in competition too.</p>			<p>Children will be given the opportunity to participate in teams as well as lead them. They will represent the school in sporting competitions. Events such as inter-house games and Sports Day will facilitate participation for all in these teamwork opportunities. This in turn will raise the profile of PE and sport across school.</p>

Details with regard to funding

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£17,670
How much (if any) do you intend to carry over from this total fund into 2026/27?	£0
Total amount allocated for 2025/26	£17,670
Total amount of funding for 2025/26 to be reported on by 31st July 2026	£0

Swimming Data

Meeting national curriculum requirements for swimming and water safety.	Reported on by 31st July 2026
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

Action Plan and Budget Tracking

Academic Year: 2025/26		Total fund allocated: £17,670		Date Updated: July 2025		
Key indicator 1: The engagement of <u>all</u> 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:
						30%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To foster a culture of physical activity that empowers children to develop lifelong healthy habits and make positive lifestyle choices.	Curriculum overview set up for new academic year – designed using Discovery Sports advice and adapted on this year’s feedback.					
	Continue to use ‘Beyond the Physical’ scheme of work to support high quality PE curriculum delivery.		‘Beyond the Physical’ subscription: £550			
To enhance the quality and variety of active play opportunities during playtime and lunchtime, promoting physical activity, social interaction and overall well-being.	Audit outdoor equipment and purchase new equipment if required		£1,000			
	Purchase ‘Grab Bags’ the have all the equipment and instructions to play a specific game in one bag for quick access.		£50			
	Train Teaching Assistants and Midday Supervisors to run structured games at lunchtime		£200			
To equip children with the knowledge and confidence to lead healthy, active lives.	Roots to Food session for KS1 & KS2 classes		2 day experience: £1,000			
	Roots to Food pop up restaurant for Year 6 children and parents/carers.		£500			
To provide rich and engaging active experiences in the Early Years that promote movement, enquiry, exploration and physical confidence.	Forest school training for EYFS staff, to ensure children access school forest area once a week.		£2,000			
	Audit outdoor equipment and purchase new equipment if required		£1,000			

Key indicator 2: The profile of PESSPA (Physical Education, School Sport, and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To use PE and school sport as a purposeful tool to boost self-esteem, build confidence and support positive behavior in children who need it most.	Sensory circuit sessions set up and delivered by support staff. Timetable to be set up in T1 with an aim for 10 children to be targeted across KS1 & KS2	Equipment fund: £500		
To embed a strong, visible culture of physical activity and sport across the school, ensuring that PE is recognised and valued, showcasing success and broadening opportunities for all.	To hold an 'Active Week' or 'Festival Days' where children have active lessons, sample new sports and have an opportunity to experience competitive sports. Include parent engagement opportunities. <ul style="list-style-type: none"> ○ Host in-school festivals (e.g., dance day, martial arts workshop). ○ Use theme days or celebration weeks (e.g., Health & Wellbeing Week, Olympic Week). ○ Link with community clubs to offer tasters and pathways into local sport. 	External providers: up to £300		
	Sporting successes, values and participation to be celebrated in school assemblies, displays and on school website	Certificates/ medals: £150		
To strengthen the cross-curricular impact of PESSPA by embedding physical activity and PE-linked skills across the wider curriculum; enhancing learning in areas such as PSHE, Science, Maths, English.	Use sport/physical activity themes in other subjects (e.g. writing about a sporting hero in English, measuring pulse in science).			
To invite sporting role model into school to engage and inspire pupils, encouraging positive attitudes toward sport, health and personal achievement.	To inspire pupils by organising in-person and virtual visits from professional athletes, local club leaders, and individuals who have achieved personal goals—promoting resilience, ambition and a positive approach to physical activity and well-being.	£500		
To strengthen pupil leadership and voice, giving children meaningful roles and a platform to contribute to school life.	Set up Sports Ambassadors or Play Leaders to lead peer activities at break and lunchtime.	Release time for subject leader: £500		
	Pupil voice forums and pupil surveys to shape PESSPA offer and decision-making.			
To embed PESSPA across the school in a way that reflects and reinforces our core values and our Behaviour Policy.	Use sport and PE to promote school-wide values and use of the Skills builder Framework: Speaking, Listening, Problem-Solving, Creativity, Aiming High, Staying positive, Leadership and Teamwork. Values mapped out across the PE curriculum.	Release time for Subject Leader: £500		
	To embed PE and physical activity skills into the school's behaviour and rewards systems: <ul style="list-style-type: none"> ○ To highlight the links between regular physical activity and improved focus, emotional regulation, mood, and attendance. ○ To further strengthen connections between PESSPA and mental health initiatives, such as the Zones of Regulation and mindfulness (5 ways to wellbeing) through movement, supporting the holistic wellbeing of all pupils. 	Purchase – *Zones of regulation books and resources. *Sensory room equipment £2,000		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To audit PE equipment to ensure it meets the needs of all learners and supports the full range of activities within the PE curriculum, including inclusive and adaptive sports.	To audit and purchase PE equipment that aligns with curriculum knowledge maps, ensuring all units can be delivered effectively, inclusively, and with high quality across the key stages.	£1,000		
To monitor the quality and consistency of PE provision across the school and provide tailored support to staff to ensure effective teaching and pupil progress.	The PE subject leader carries out termly monitoring of teaching and learning across the subject, identifies strengths and areas for development, and provides targeted support and guidance to staff. Actions are taken based on findings, such as adapting planning, sourcing CPD, or adjusting equipment/resources to improve delivery and pupil outcomes.	Release time for Subject Leader: £1,000		
To ensure pupils know more and remember more in PE	To ensure the PE subject leader has secure curriculum knowledge and provides strategic oversight of the subject by: <ul style="list-style-type: none"> ○ Review and Refine the PE Curriculum Map: Implementing the 'Beyond the Physical' PE curriculum in the correct sequence across year groups to ensure it is progressive; ○ Reviewing and updating deep dive questions: to reflect current practice and priorities for the new academic year ○ Deliver Targeted CPD for Staff: Planning and delivering INSET to strengthen teacher subject knowledge and confidence in delivering high-quality PE. ○ Assess and Track Progress: Use clear success criteria or assessment tools that reflect skill progression and knowledge retention. Encourage self- and peer-assessment linked to key learning points. 	Release time for Subject Leader: see Above		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To create an inclusive PE environment where every pupil is encouraged, challenged, and celebrated.	Target less active or disengaged children with fun, low-pressure clubs or activities. Offer a variety of activities that appeal to different interests (e.g., dance, yoga, martial arts).	Teacher led clubs Cost if outside support.		
To enhance and extend the range of physical activities and sports offered both within and beyond the curriculum, ensuring all pupils have access to a diverse, inclusive and engaging programme that promotes physical wellbeing, personal development and a lifelong love of sport.	Plan and deliver a programme of holiday activities in line with the Holiday Activities and Food (HAF) programme. This will include coordinating with local providers, ensuring all activities are inclusive and engaging, and offering nutritious meals as part of the provision. Communication with eligible families will be prioritised to maximise participation and ensure children benefit from continued support outside of term time.	Free		
	Children in Year 5 take part in the Bikeability Programme to develop essential cycling skills and road safety awareness, ensuring they are confident and equipped to cycle safely and responsibly.	£100		
	To provide enrichment opportunities for children to try new sports, fostering links with local clubs to support ongoing participation. Information about local clubs will be shared regularly with children and families through leaflets, newsletters and flyers. Additionally, we will invite local sports clubs to promote their activities via school assemblies to offer tasters and pathways into local sport.			
To ensure that all children leave primary school able to swim at least 25 metres confidently, competently and safely, in line with national curriculum requirements.	To provide top-up swimming sessions for Year 6 pupils who have not yet met the national requirement of swimming 25 meters. These targeted sessions aim to build confidence, improve technique, and ensure every child has the opportunity to meet this important safety milestone before leaving primary school.	Transport costs and hire of pool: £1,000		
To provide opportunities for pupils to learn through Outdoor and Adventurous Activities (OAA), promoting our school values of teamwork, problem-solving and leadership skills in a challenging and engaging environment beyond the classroom.	In Term 3, Outdoor and Adventurous Activities (OAA) sessions are delivered by class providing structured opportunities for pupils to develop teamwork, communication, and problem-solving skills. These sessions also support the development of geography fieldwork skills such as map reading, orientation and understanding physical features of the environment through real-world, active experiences.	Equipment fund: £1,000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To foster healthy competition, teamwork, and school spirit by running intra-school competitions.	To organise regular intra-school competitions across a variety of sports and activities to encourage participation, develop skills, and build a strong sense of community and friendly rivalry among pupils. <ul style="list-style-type: none"> ○ Organise regular team competitions during PE lessons or termly sports days. ○ Include a range of sports, not just traditional games (e.g., athletics, dance-offs, skipping challenges). ○ Use inclusive formats so all pupils can take part, including adapted rules for different needs. 	Staff time Leadership time		
	To celebrate pupils' sporting successes during assemblies to raise the profile of physical activity and foster a culture of achievement. To further motivate and reward participation, medals and trophies will be ordered for the various games offered throughout the year, recognising individual and team accomplishments.	Certificates/ medals: £150		
To foster healthy competition, teamwork, and school spirit by running inter-school competitions.	Inter-School Competitions (Level 2 & 3) <ul style="list-style-type: none"> ○ Take part in local school games events, leagues and festivals. ○ Enter a range of competitions: mixed gender, girls-only, SEND-specific, and B/C team events. ○ Join or start partnerships with local schools or sports networks. 			
To ensure reliable and efficient transport and logistical arrangements that enable all pupils to participate fully in curricular and extracurricular physical activities and sporting events.	Provide funding and support for travel, kit and cover so pupils can attend events.	£4,000		

Signed off by	
Head Teacher:	Mrs. Selina Ratchford
Date:	July 2025
Subject Leader:	Mrs. Lauren Lee
Date:	July 2025
Governor:	Mr. Sean Goff
Date:	July 2025