



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:

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.	 We are Confident Communicators We listen and share our ideas confidently. 	 We are Resilient Researchers We don't give up and learn from our mistakes. 	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.
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.	 We are Aspirational Ambassadors We strive to be the best we can be. 	 We are Collaborative Citizens We work together and respect others. 	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.

Details with regard to funding

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£17,690
How much (if any) do you intend to carry over from this total fund into 2026/27?	£0
Total amount allocated for 2025/26	£17,690
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 31 st July 2026
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	Yes

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?:	Sustainability and suggested next steps:	
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.		A progressive PE curriculum is in place that ensures pupils build skills and knowledge sequentially across year groups. Staff have greater confidence in curriculum progression and pupils demonstrate improved competence and confidence across a wider range of physical activities.	Continue with ‘Beyond the Physical’ Scheme of work next year to support the PE curriculum.	
	Continue to use ‘Beyond the Physical’ scheme of work to support high quality PE curriculum delivery.	‘Beyond the Physical’ subscription: £550	Lessons are consistently well-planned and inclusive, enabling all pupils to make good progress. Pupils develop not only physical skills but also teamwork, resilience, communication and self-reflection, leading to increased engagement and enjoyment in PE.		
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	Pupils have access to a wider range of high-quality equipment, resulting in increased participation in active play, greater levels of moderate to vigorous physical activity.	Continue to ensure high quality resources are purchased / replenished to support the curriculum.	
	Purchase ‘Grab Bags’ the have all the equipment and instructions to play a specific game in one bag for quick access.	£50	Staff and pupil leaders are able to quickly organise structured activities, increasing participation and reducing inactive time during playtimes. Pupils engage positively with a wider variety of games and develop cooperation and communication skills.		
	Train Teaching Assistants and Midday Supervisors to run structured games at lunchtime	£200	Staff confidently facilitate inclusive physical activities that engage all pupils. Lunchtimes become more active and purposeful, with improved behaviour, increased participation and enhanced social interaction between pupils.		

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	All pupils have participated in a Roots to Food session this year. Pupils develop a greater understanding of healthy eating, nutrition and food preparation. They are more confident in making healthy lifestyle choices and can explain how nutrition supports physical activity and overall well-being.	Roots to Food has been booked for next year.
	Roots to Food pop up restaurant for Year 6 children and parents/carers.	£500	Roots to Food pop up restaurant for Year 6 children. Pupils showcase their learning and develop confidence, teamwork and communication skills. Families become more engaged in healthy eating, strengthening home-school partnerships and encouraging healthy lifestyle choices beyond school.	
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	2 EYFS staff have been trained in Forest school and train up other members of EYFS during Forest school teaching. Staff confidently deliver high-quality outdoor learning experiences. Children demonstrate improved gross motor skills, balance, coordination, resilience, confidence and independence through regular exploration in natural environments.	Extend Forest school to EYFS and KS1.
	Audit outdoor equipment and purchase new equipment if required	£1,000	Equipment purchased to support Forest School. Improved outdoor provision encourages daily physical activity, adventurous play and the development of fundamental movement skills. Children demonstrate increased confidence, creativity and sustained engagement in outdoor learning.	

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	Sensory Circuits set up and used where appropriate. Worked alongside 'Zones of Regulation' curriculum. Targeted pupils demonstrate improved emotional regulation, readiness to learn and concentration in class. Staff report increased confidence, reduced anxiety and improved behaviour, enabling pupils to engage more successfully in learning and physical activity.	Continue with Curriculum teaching of wellbeing activities.
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. ○ 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	Although a whole-school Active Week was not delivered, pupils accessed a range of additional physical activities through PE lessons, Dance workshops for Year 6 pupils for 2 weeks, and World cup weeks. Feedback from pupils has informed planning for a dedicated Active Week next year, with a greater emphasis on parent engagement and links with local sports clubs.	Further enhance ways to ensure a more varied Sports curriculum is seen by pupils.
	Sporting successes, values and participation to be celebrated in school assemblies, displays and on school website	Certificates/ medals: £150	Pupils have had opportunity to participate in Lincolnshire school games activities: Include Football, Boccia, Wheelchair basketball, county football final. Pupils feel recognised for effort, participation and achievement, not just performance. The profile of PE is raised across the school, motivating more pupils to participate and promoting a positive culture where physical activity is valued by the whole school community.	
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).		Pupils make meaningful links between physical activity and wider learning. Engagement increases across subjects, while pupils develop a deeper understanding of healthy lifestyles, scientific concepts and the real-life application of maths and literacy skills.	

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	Some visitors from Sport: Peterborough Football club, Youth Dream Project, Inspire+, Luke Steele ex professional footballer. Pupils are inspired by positive role models and develop greater aspirations, resilience and confidence.	Enhance more professionals to talk about sport and their careers.
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	Sports Leaders confidently organise inclusive activities, developing their leadership, communication and teamwork skills. Younger pupils are more active during playtimes and benefit from positive peer role models, contributing to improved behaviour and participation.	Continue with Sports Ambassadors. Further enhance Sport Ambassadors voice to shape more PE in school.
	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	Pupils consistently demonstrate skills such as teamwork, leadership, resilience, communication and problem solving during PE lessons and begin transferring these behaviours into classrooms and wider school life. Staff use a common language to reinforce these skills across the curriculum.	Continue to support behavior across school by teaching regulation across all year groups.
	To embed PE and physical activity skills into the school's behaviour and rewards systems: - 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	Pupils develop a greater understanding of how movement supports mental health, emotional regulation and learning. Children increasingly use physical activity as a strategy to manage emotions, leading to improved wellbeing, behaviour, engagement in lessons and attendance.	

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	Staff have access to appropriate, high-quality resources that enable the full PE curriculum to be delivered effectively. Pupils participate more fully in lessons, including those with additional needs, and demonstrate improved skill development due to increased opportunities for practice using suitable equipment.	Continue to purchase high quality PE resources to enable to curriculum to be taught effectively.
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	Teaching is consistently of a higher quality across the school. Staff report increased confidence in planning, teaching and assessing PE, resulting in more engaging lessons and improved pupil progress. Monitoring demonstrates greater consistency in curriculum delivery and expectations across year groups.	
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: ○ 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	Teachers have a secure understanding of curriculum progression and deliver lessons that build on prior learning. Pupils can recall and apply previously taught knowledge and skills with increasing confidence across different sports and activities. Assessment information is used effectively to identify gaps, inform planning and ensure pupils make sustained progress throughout their primary education.	

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 of outside support.	This action was not implemented during the academic year due to staffing capacity and competing priorities. As a result, targeted opportunities for less active and disengaged pupils were limited. This remains a priority for next year to increase participation and broaden engagement in physical activity. Children did participate in school games BOCCIA for SEND pupils. Children also had the opportunity to take part in wheelchair basketball.	Look at how we get extra Curricular activities running in school.
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	HAF club has been supported by school offering facilities for free at Christmas, easter and Summer Holidays. Eligible pupils remain physically active during school holidays and continue to develop social skills, resilience and healthy lifestyle habits. Families report positive engagement with the programme, reducing barriers to participation outside term time.	Continue to support HAF club where there is funding for this project.
	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	Most the year 5 pupils took part in Bikability. Pupils develop the knowledge, confidence and practical skills to cycle safely on roads. They understand key aspects of road safety and are better equipped to make safe, healthy and environmentally friendly travel choices.	Continue with Year 5 bikability next year.
	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.		Leaflets and promotional information from local sports clubs were shared with pupils and families throughout the year, increasing awareness of sporting opportunities available within the local	Look to further enhance this.

	Additionally, we will invite local sports clubs to promote their activities via school assemblies to offer tasters and pathways into local sport.		community. Pupils were also inspired through visits from Peterborough United Football Club and the Youth Dream Project, which promoted positive attitudes towards physical activity, teamwork and aspiration. Children worked closely with School Games to take part in events out of school. Although local sports clubs were not able to deliver in-school taster sessions this year, links with community organisations have been strengthened and this will be a focus for further development next year to increase 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	Extra Swimming session provided for Year 6 children. An increased percentage of Year 6 pupils meet the National Curriculum expectation of swimming 25 metres and demonstrate improved water confidence, swimming technique and understanding of water safety, ensuring they leave primary school with this essential life skill.	Continue to provide all KS2 children with Swimming for 1 term. Year 6 children have access to swimming for 2 terms.
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	Pupils develop resilience, communication, leadership and problem-solving skills through practical outdoor learning. They demonstrate increased confidence in navigating unfamiliar environments, applying map-reading skills and working collaboratively to overcome challenges, while strengthening links between PE and the wider curriculum.	

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. ○ 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	This action was not implemented during the academic year due to competing priorities and capacity. While pupils continued to develop competitive skills through PE lessons and inter-school events where appropriate, regular intra-school competitions did not take place.	Establishing a programme of inclusive intra-school competitions has been identified as a priority for the next academic year to increase participation, develop teamwork and provide all pupils with opportunities to experience competitive sport.
	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	This action was not implemented during the academic year, and formal celebration of sporting achievements through assemblies, medals and trophies did not take place. As a result, opportunities to further raise the profile of PE and recognise pupils' sporting achievements were limited.	
To foster healthy competition, teamwork, and school spirit by running inter-school competitions.	Inter-School Competitions (Level 2 & 3) ○ 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.		Pupils participated in a range of School Games competitions, festivals and events throughout the year, providing opportunities to represent the school in competitive sport. (Football, Boccia, Wheelchair basketball) Participation included pupils of different ages and abilities, enabling more children to experience competition in an inclusive and supportive environment. As a result, pupils developed their teamwork, resilience, communication and sportsmanship skills, while increasing their confidence and pride in representing the school. These experiences also helped raise the profile of competitive sport and encouraged greater enthusiasm for participation in PE and school sport.	

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	Funding for transport, staffing and resources enabled pupils to attend a range of inter-school competitions, festivals and sporting events throughout the year. This reduced barriers to participation and ensured that children were able to represent the school regardless of financial or logistical constraints. As a result, more pupils accessed competitive sporting opportunities, developed confidence and resilience, and gained valuable experiences beyond the school curriculum.	
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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