



PE & Sport Premium: Impact & Sustainability Statement 2025–26

July 2026

Total grant received: **£18,510**

Unspent amount: **£0**

1. Overall Impact on Pupils' PE, Sport and Physical Activity

The PE and Sport Premium Grant for 2025–26 had a significant positive impact on pupils' engagement, confidence and participation in physical activity across the school. Our largest investment was in CPD, which strengthened the quality and consistency of PE teaching. Gymnastics and Dance were identified as weaker areas by our PE Subject lead as part of their audit of this area of the curriculum. This was due to the lack of specialist, and confident, teachers. We had previously invited in Games CPD, and staff reported increased confidence in delivering the Games curriculum confidently, resulting in more inclusive and higher-quality lessons.

Pupils benefited from new equipment and resources, enabling a wider range of sports offered as part of the curriculum, like curling, and improved lesson delivery. Participation in competitions and SGO-led events increased, giving pupils more opportunities to represent the school, develop teamwork and build resilience.

Targeted support for SEND, girls, and disadvantaged pupils led to improved access and participation for these groups, reducing barriers and increasing engagement in physical activity both as part of the curriculum, and as part of our wider games offer.

Our school has also achieved the Gold Sports Mark again this academic year.

2. Impact of Key Spending Areas

CPD (£8,480)

Sports Premium funding was directed towards Dance and Gymnastics CPD in response to findings from our PE teacher voice questionnaires, which highlighted low staff confidence in these specific areas. By investing in targeted professional development, we aimed to strengthen teachers' subject knowledge, improve the quality of lesson delivery and ensure

pupils receive a more consistent PE experience. This spend directly supports sustainable improvement across the curriculum, enabling staff to deliver these units independently in the future and with greater confidence, as reflected by our previous spend on games CPD.

Following the enhanced Dance and Gymnastics provision, children showed a marked increase in willingness to participate, with many demonstrating greater enthusiasm and confidence during lessons. A particularly noticeable shift was seen in boys' attitudes towards dance, where previously reluctant pupils became far more engaged and positive.

The improvements in Dance and Gymnastics will lead to sustained, positive, changes for both pupils and staff. Children continue to show high levels of enthusiasm and willingness to participate, with boys maintaining the noticeably more positive attitude towards dance that emerged after the provision was strengthened. Alongside this, teachers have increased their skills and confidence gained through a half term of weekly CPD for Dance and then Gymnastics. This combination of lasting pupil engagement, and embedded staff expertise, demonstrates that the impact of the provision is sustainable and continues to benefit the school community over time.

Equipment & Resources (£4,795)

New equipment enhanced lesson quality and broadened the curriculum offer. Teachers were able to deliver more varied activities, including being able to use adapted resources for SEND pupils which were planned as part of our Scheme of Work. This improved engagement, and increased activity levels across the school. Continued use of OPAL (outdoor play and learning) has not only encouraged the children to be more active during their lunch breaks, but has reduced the number of first aids, this means more children are outside for more of the time.

SGO (School Games Organisation) Network Activities (£1,000)

Participation in SGO organised festivals and events increased pupils' exposure to both competitive and non-competitive sports. During these events, pupils developed teamwork, resilience and leadership skills through structured opportunities. Opportunities to attend were offered to all members of the school community. Children, and families, have commented on the variety of opportunities available to the children and how much the children enjoy attending.

External Competitions (£2,190)

The funding enabled pupils to take part in a wider range of external competitions than in previous years. This raised the profile of sport within the school and provided aspirational experiences for pupils, particularly for our girls and disadvantaged pupils. Through our Dance coaching we entered our first dance competition, this was a fantastic opportunity.

External Coaching (£2,025)

Specialist coaching enriched delivery and provided targeted skill development, for our OPAL lead and our Lunchtime Plan Team. The OPAL programme has transformed the quality of outdoor play across the school at lunchtime. Pupils now engage in high-energy, creative and physically active play, leading to increased daily activity levels beyond timetabled PE. Staff report improved behaviour, greater inclusion for SEND pupils, and enhanced social development. The programme has also contributed to improved wellbeing and enjoyment of school life.

Targeted SEND Provision

Funding supported adapted activities and resources, enabling SEND pupils to participate more fully in PE lessons and provided extra opportunities for these children. Confidence and engagement increased as a result.

Targeted Girls' Access

Girls' participation increased through targeted opportunities, and reduced barriers, to involvement. Confidence and enjoyment improved, particularly in competitive sport. Being part of the SGO also provided clear opportunities for our girls to participate in single sex events and mixed competitions.

Targeted Disadvantaged Pupils

Funding ensured disadvantaged pupils could access clubs, competitions and activities without cost barriers. Participation and engagement improved across this group. To be able to evaluate the impact of this spend on our disadvantaged pupils we have created a tracking spreadsheet, which is shared with our PP lead, who reports to our governing body.

3. Impact on Swimming & Water Safety

No additional swimming provision was funded this year, so the grant had no direct impact on swimming attainment. Children have their swimming lessons in Year 5 and then extra lessons are offered, under this funding, to those in Year 6 who have not completed the 25m. the lessons were offered but parents did not take up the opportunity.

Year 6 outcomes (2025–26):

- **73%** can swim 25 metres
- **93.7%** can use a range of strokes
- **93.7%** can self-rescue

These outcomes reflect curriculum provision, rather than Sport Premium expenditure.

4. Sustainability of Improvements

Embedding Staff Expertise

The significant investment in CPD ensures long-term sustainability. Staff now have improved skills and confidence that will continue to benefit pupils without reliance on external providers. As previously stated, the spend was on areas of the PE curriculum where confidence was lower, skill level weaker and where we had no subject specialists within our staff team.

Long-Term Use of Equipment

Purchased equipment will support future cohorts and maintain a broad, high-quality curriculum and play offering. All resources purchased using this grant, have been selected for both their durability and versatility.

Curriculum Development

Improved sequencing, assessment and planning—supported by CPD—are now embedded in practice. This ensures continuity and progression for pupils in future years. Our PE lead is also able to track the key skills, which are being developed year on year through our PE curriculum due to the way our curriculum is mapped out.

Systems and Routines

Participation pathways, competition routines and daily activity structures established this year will continue. Partnerships with the SGO network and external coaches provide sustainable frameworks for ongoing opportunities beyond this academic year. In addition, tracking of the engagement of our disadvantaged children across the school, supports us in ensuring all children have an opportunity to compete for our school and to access after school sports clubs.

5. Sustaining Participation & Activity Levels

Maintaining Engagement

Clubs, competitions and enrichment opportunities introduced this year will continue into 2026–27. Staff expertise, and established partnerships, support ongoing delivery of the PE curriculum to a high standard. Our new minibus will enable us to get more children to sporting events, without always needing support from families with transport. This will enable different children to have the opportunity to compete as part of the school team and attend SGO events.

Targeted Support

Provision for SEND, girls and disadvantaged pupils is now embedded in planning and resource allocation for our PE curriculum. This ensures continued access and inclusion. The minibus will enable children whose parents are unable to provide transport during the school day to attend various competitions, festivals and matches.

Partnerships

The school will continue working with the SGO network, and external specialists, to maintain high-quality opportunities for all pupils.

6. Priorities for 2026–27

- Further develop staff expertise in delivering inclusive PE.
- Continue to look for opportunities to increase girls' participation in competitive sport.
- Strengthen pathways for SEND pupils in physical activity, both during and after school.
- Expand extra-curricular provision (clubs offered), particularly for disadvantaged pupils.
- Continue broadening curriculum activities through new resources and partnerships.
- Ensure all children can take part in competitive sports fixtures if they wish to do so.