Evidencing the Impact of the Primary PE and Sports Premium 2025 to 2026 Weeke Primary School

Review of last year's spend and key achievements (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	**Impact**	**Comments**
Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. • *Develop the skills and understanding of how to teach PE for ECTs (Early Career Teachers) through team teaching and lesson observations* • *Develop skills of PE lead.*	*Both ECTs have been observed teaching PE effectively. One ECT asked for further support with dance and gymnastics.* *PE lead effectively leads across the school.*	*Action for 2025-2026*

Key indicator 2: increasing engagement of all pupils in regular physical activity and sporting activities • *To encourage more children to be active more of the time through:* - *sports provision at lunchtimes* - *sports leaders receiving high quality training* - *sports leaders running activities* - *increasing range of lunchtime games/ resources.*	*Twelve sports leaders have run lunchtime activities and led individual year group activities across the school.* *Raised profile of sports leaders.* *Links with local schools continue.* *Leadership skills developed. Long term fitness and health for all children.*	
• *Increase in school activity by offering opportunities such as 'scoot and cycle' during the school day*	*Children enjoyed taking part and many children bring bikes and scooters to school.*	
• *Run balance bike booster sessions for yr 1 children*	*Balance bike interventions enabled all Y1 children to ride a balance bike effectively.*	
• *Teach all year 6 children how to ride safely on the road and maintain a bike through 'Bikeability'*	*59/60 children achieved a level 1 pass (basic cycling proficiency) and 56 out of 60 children achieved a level 2 pass (riding on the road)*	
• *Improve the quality and number of resources including sports equipment, hall flooring, balance beam & climbing rope for KS1 playground*	*Children have access to high quality equipment and more children are engaged in PE lessons.*	
• *Offer a wide range of free, active after-school clubs for children of all abilities and ages.*	*67% of children in KS2 at Weeke participated in one or more teacher led sports clubs. 62% of PP children in KS2 attend one of more teacher led sports club.*	

Key indication 3: raising the profile of PE and sport across the school, to support whole school improvement. • *To keep the profile of sports high via social media, In The News and through the press. To celebrate success in school and in the community, to apply for platinum status.* • *To increase number of professional sports visitors to school.*	*Achievement is celebrated and success is shared with children in assemblies, with parents, the community and via social media. Sport is high profile and is linked to enjoyment, health and happiness.* *Saints FC player visited and inspired children.*	
Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils. • *Provide additional opportunities for non-swimmers to learn to swim* • *Offer a range of sporting activities delivered by coaches during the school day, e.g. golf (Y3), rock climbing (Y5) and kayaking (Y5), with a focus on PP children. Develop links with schools and colleges.*	*8/20 children (non-swimmers & primarily Pupil Premium) attended additional swimming lessons in summer term (8 of these succeeded in swimming a length independently).* *All children are able to try new sports and activities. Newly established link with St Swithuns has extended range of opportunities.*	
Key indicator 5: Increasing participation in competitive sport. *Enable as many children as possible to attend competitive sporting events and tournaments through attending a wide range of competitions and increasing the number of teams in school to compete.*	*Children competed at a competitive level in a range of sports including football, cross country, rugby, netball, cricket, athletics and swimming.*	

Key priorities, Planning and Achievements (2025/2026)

Total income from Sports Premium: £19,530

Action – what are you planning to do	Impacts and how sustainability will be achieved?	Cost total £18,471
Key Indicator 1: increasing confidence, knowledge, and skills of all staff in teaching PE and sport		**KI1 - £1150**
Develop the skills and understanding of how to teach gymnastics and dance for ECTs (Early Career Teachers) through team teaching and lesson observations (Y1 teacher team teaching and observations).	*New teachers are confident to teach dance and gymnastics effectively.*	£400 *cover cost*
Ensure PE lead is fully trained and up to date with new initiatives.	*PE lead is kept up to date with initiatives and training opportunities.*	£250
Organise staff training on Sensory Circuits for all teachers.	*All staff receive training on Sensory Circuits* *(a structured sequence of physical activities designed to help children self-regulate, focus, and prepare their brains for learning)*	£0
PE curriculum is clearly mapped out across each year group.	*All teachers are confident to teach PE. Skills based curriculum areas build on prior learning, enabling children to develop core skills across a wide range of team and individual sports.*	£500
Staff training increases skills and confidence, impacting on multiple children. PE lead is experienced and skilled and supports other less experienced staff, ensuring knowledge and skills are cascaded through school.		
Key indicator 2: increasing engagement of all pupils in regular physical activity and sporting activities.		**KI2 - £13,090**
To encourage more children to be active more of the time through: • *sports provision at lunchtimes* • *sports leaders receiving high quality training* • *sports leaders running activities* • *increasing range of lunchtime games/ resources.*	*New sports coach employed for lunchtimes* *13 Sports leaders organised and led a programme of lunchtime activities (attached).* *14/36 KS2 children who do not attend a sports club have taken part in the lunchtime sports activities more than once.* *New resources purchased for lunchtimes.*	£1950 £2290 £1000

Run balance bike booster sessions for year 1 children so they are all able to ride a balance bike by the end of year 1. *To teach all year 6 children how to ride safely on the road and maintain a bike through 'Bikeability.*	*All children were able to ride a balance bike by the end of Y1.* *57 children achieved Level 2 (road cycling) and 6 children achieved Level 1 (basic cycling skills).*	£0
Purchase new storage so the correct equipment is easily accessible from the correct place		£4000
Purchase new wall bars for school hall	*Improved access to gymnastic equipment*	£3,850
Sport and physical activity contribute significantly to the health and wellbeing of England (Sport England). Importance of children gaining 'physical literacy' (the motivation, confidence, physical competence, knowledge, and understanding that individuals need to value and participate in physical activity for life) will enable as many children as possible to gain the foundations to remain active and healthy across their life. With funding, impact is sustainable.		
Key indication 3: raising the profile of PE and sport across the school, to support whole school improvement		**KI3 - £3476**
To keep profile of sports high via social media, In The News and in the press. To celebrate success in school and in the community. To increase number of professional sports visitors in to school.	*Achievement is celebrated and success is shared with children in assemblies, with parents, the community and via social media.* *School has achieved Platinum status under the School Games Mark.*	£0
Purchase new PE equipment	*Children have access to good quality equipment*	£3476
Disabled athlete visited school	*Children develop wide understanding of what being an athlete means and that it includes people with disabilities.*	£0
Profile of sport remains high. Physical activity is highly valued in the school community. With funding, impact is sustainable.		
Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils.		**KI4 - £0**
Provide additional opportunities for non-swimmers to learn to swim.	*12 Y6 swimmers (7 of these are PP) are having 3x additional swimming lessons – more pupils will be leaving Y6 being able to swim.*	£0
Increase in school activity by offering additional opportunities such as 'scoot and cycle'	*More children are active through cycling or scooting to school.*	£0
Offer additional opportunities for SEN children to participate competitively	*SEN swim gala*	£0

Increase opportunities for children to be active during school holidays	*Leadership team have worked with four PP families to support them with accessing summer and Easter holiday sports provision with HAF funding (holiday activities and food funding)*	£0
Offer a range of sporting activities delivered by coaches during the school day, e.g. golf (Y3), rock climbing (Y5) and kayaking (Y5), with a focus on PP children. Develop links with schools and colleges.	*Y5 and Y3 children benefited from taking part in rock climbing, kayaking and golf.*	£0
Offer a wide range of sports clubs and activities.	*76% of children in KS2 at Weeke participate in 1+ staff led sports clubs (83% participate in 1+ sports club overall). 67% of PP children in KS2 attend 1+ teacher led sports club (70% of PP children participate in 1+ sports clubs overall).*	£0
Sport and physical activity contribute significantly to the health and wellbeing of England (Sport England). Importance of children gaining 'physical literacy' (the motivation, confidence, physical competence, knowledge, and understanding that individuals need to value and participate in physical activity for life) will enable as many children as possible to gain the foundations to remain active and healthy across their life. Impact is sustainable. Next year: focus on girls and PP children / lower income families (lower participation in sport – Sport England).		
Key indicator 5: Increasing participation in competitive sport.		**KI5 - £755**
Enable as many children as possible to attend competitive sporting events and tournaments through attending a wide range of competitions and increasing the number of teams in school to compete.	*Children competed at a competitive level in a range of sports including football, cross country, rugby, netball, cricket, athletics and swimming. A range of children had opportunities to take part in competitive sports.*	£755
Impact is sustainable.		

Swimming Data

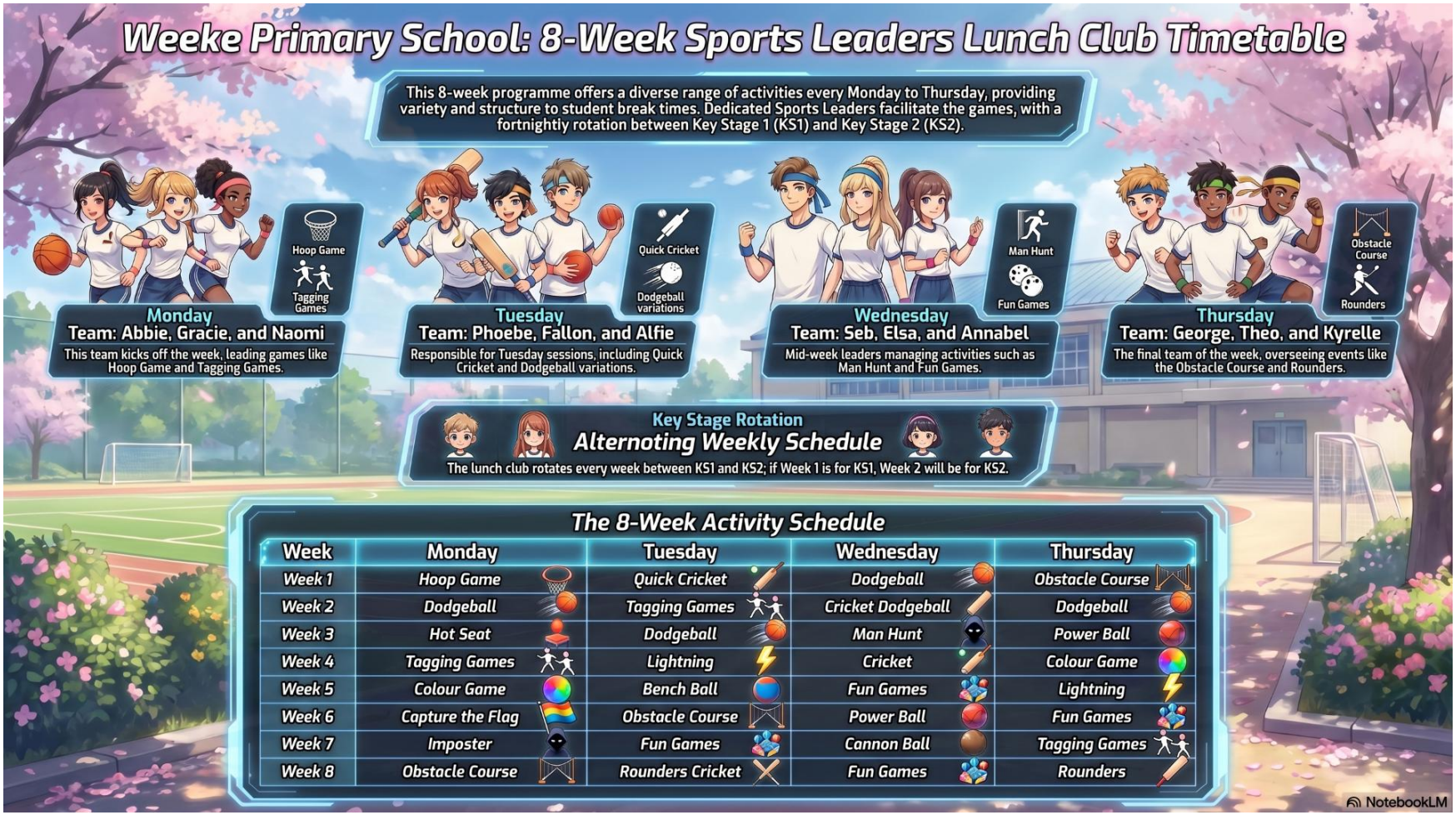
Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

Question	***Stats:***	***Further context*** ***Relative to local challenges***
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	*76%*	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	*76%*	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	*76%*	
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*	*St Swithuns School (additional lessons totaling 3 hours for 12 Y6 children)*
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	*~~Yes~~/No*	*Qualified swimming teachers teach swimming.*

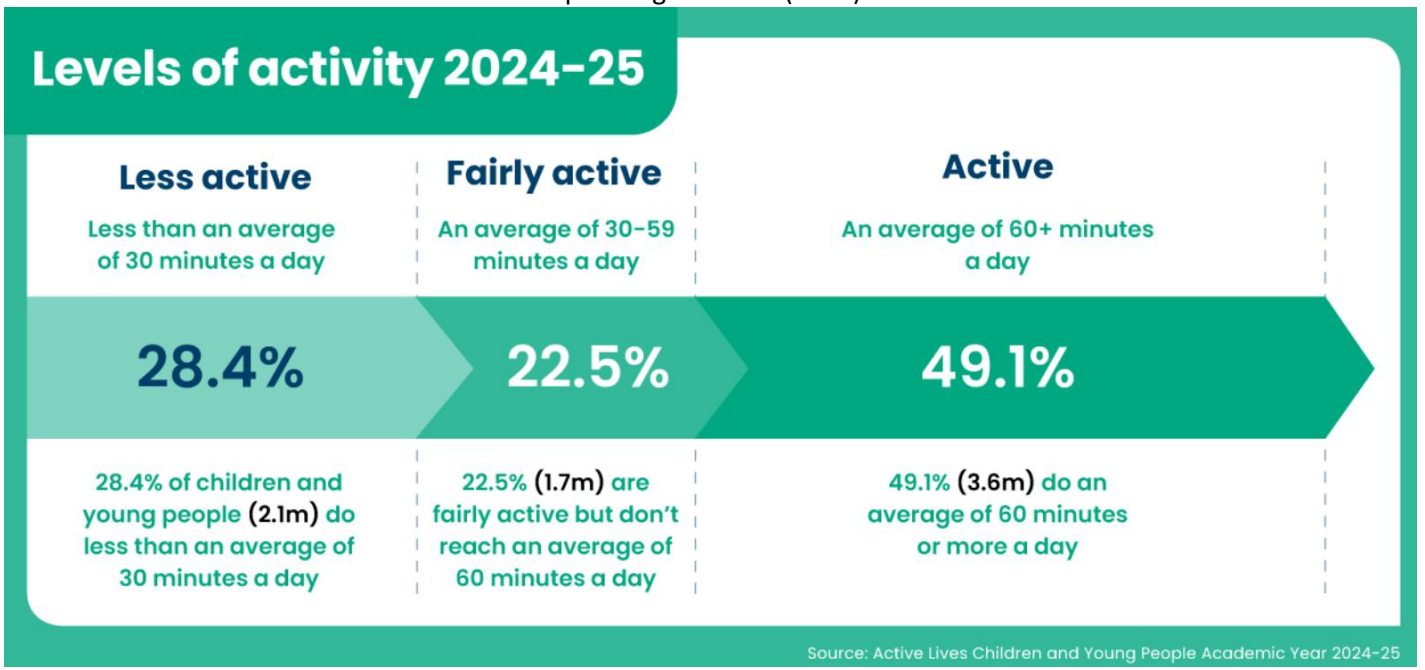
Signed off by:

Head Teacher:	*Jonathan Kirkham*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Abby Goodchild Deputy Headteacher*
Governor:	*Sheila Alderson*
Date:	*15.06.26*



Created by: association for Physical Education YOUTH SPORT TRUST

Sport England data (2025):



Inequalities

Today's findings reinforce that participation in sport and physical activity varies greatly among different demographic groups.

Significant inequalities remain in activity levels, with Black (41%) and Asian (43%) children and young people, and those from the least affluent families (45%), still less likely to play sport or be physically active than the average across all ethnicities and affluence groups.

Girls (46%) are also less likely to be active than boys (52%), and the gender gap is widest between boys and girls from Asian (11.2%), Black (10.6%) and other (12.5%) ethnic groups.

With White British (51%) and White Other (53%) children's activity levels increasing at a faster rate, the gap by ethnic group has widened over the past 12 months.

Children and young people from the least affluent families are the least likely to be active, with only 45% meeting the CMO guidelines, compared to 58% of those from the most affluent families.

Whilst those from the most and mid-affluence families have seen increases over the last two years, those from the least affluent families have not, indicating inequalities have widened in the short term.