

Evidencing the Impact of the Primary PE and Sport Premium

2025-2026

Commissioned by
Department for Education

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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

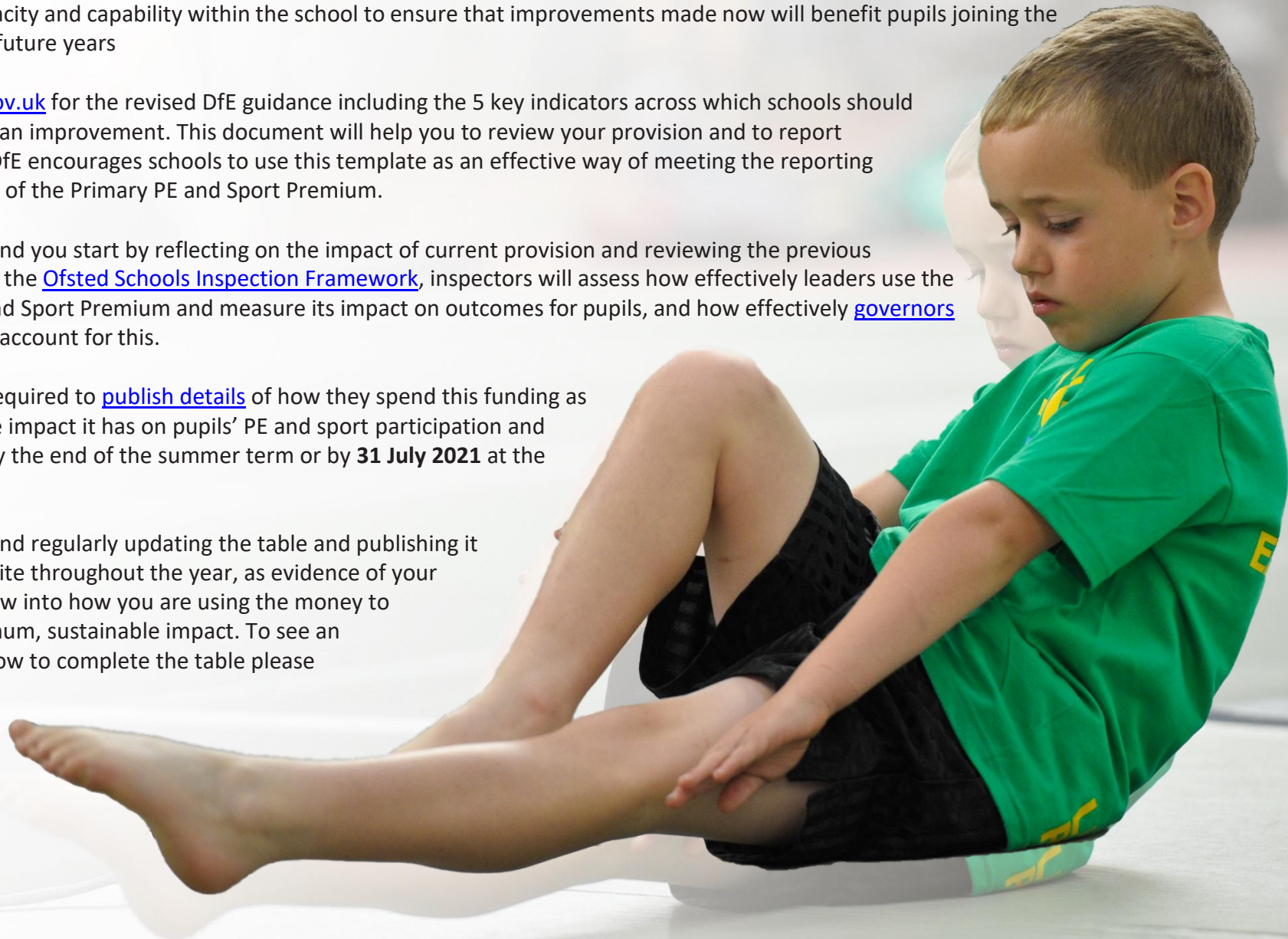
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Provided and increase the variety of clubs that are open to all to ensure greater engagement and breadth of experience that physical activities offer. Ensured appropriate resources are available to enhance the teaching and learning of PE and sports within the school curriculum Purchased equipment to support active playtimes including basketball hoops and playtime equipment. Purchased equipment for Early Years to support the physical development from the start of school including a wide variety of scooters, agility equipment and balance boards. Extra swimming opportunities given to children who cannot swim. Introduced a new P.E. curriculum to ensure more clarity for teachers and a clear progression through the skills taught to each year group.	Provide further enrichment opportunities Make stronger links to the community – sports programs and coaches in the Southampton area. To continue to provide pupils with access to clubs and sporting opportunities. Ensure the 2025/2026 Year 5 cohort are provided with additional swimming lessons due to disrupted learning in Year 4.

Swimming Data

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: Figures correct as of May 2023 prior to additional lessons of identified children.
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 children may swim in another year please report on their attainment on leaving primary school.	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64%
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?	£1589.28 used to provide additional lessons to the current Year 5 children for additional swimming lessons.

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 students today and for the future.

Academic Year: 2025/26		Total fund allocated: £19,900	Date Updated: 01/9/25	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Equipment and resources Equipment and resources purchased throughout the year based on needs/new sports being added to the curriculum or adaptations being made to ensure all children can participate fully in activities.	All subjects have equipment to suit a range of needs to ensure all children are accessing sports.	£7673	Children are more confident demonstrating the different skills required in each lesson as they can choose equipment most suited to their level. Teachers can provide equipment specific for individual needs in each lesson.	Continue to check sports equipment to check for replacements needed e.g. orienteering. Continue to develop the range of equipment to allow SEN pupils to access the sports across the school.
Cross Curricular Orienteering – sports leader training Group of year 5 sports leaders trained to lead games using orienteering as a base for their activities.	Children will have a timetable set up with days to run their activities in lunch times.	£900	Children are taking ownership for the games that are run and for encouraging others. Children are demonstrating leadership	P.E. lead to create a timetable for the children. P.E. lead to monitor engagement of others in these activities.

			skills, creativity and active participation in their learning.	
Sensory circuits – training and running of a 2 x weekly session run by the P.E. lead.	P.E. lead attended a course on running sensory circuits. Children were identified by the SENCO and the class teachers for whom this would be beneficial. P.E. lead ran 3 x weekly sessions in spring term and 2 x weekly sessions in summer 1 for those children.	£405.05 – equipment £77 – course	Children selected to be on the course were more active before their lessons and returned to class more regulated and ready to learn.	Look at ways that this can be run by TA's so that it is sustainable moving forward.
Provide and increase the variety of clubs that are open to all to ensure greater engagement and breadth of experience that physical activities offer.	To offer opportunities for children to take part in a variety of free after-school clubs which will regularly alternate between years. Carry out audit pupil voice questionnaire to establish popular clubs for different year groups.	£3570 – performing sports £330 – IDPE and sports girl's football	Children are more purposefully active and make use of clubs that are on offer. Number of children using the clubs will be monitored including vulnerable groups.	Opportunities are provided year on year as part of school commitment to engaging pupils in regular physical activity. Look at ways to provide clubs or provision to our SEND group of children. Investigate parents being actively involved in clubs.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Celebration assemblies-raise the profile of PE by celebrating sporting achievements	Maintain this and develop even further to encourage children to bring in medals and achievements, time given in assembly for this.	N/A	Celebration of sport is embedded and part of the structure of the assembly.	Look into adding sporting achievements to the Facebook page to promote this further.
Celebration of cross school matches – assembly, newsletters and on the screen and on the school website.	Sports stars of the week given out in Junior and Infant assemblies. Display boards have children's photo of matches and rewards, children write reports for matches to go on newsletters. Display board showing curriculum PE	N/A	Profile of P.E. is raised through sports star of the week – this motivates the children and promotes more of our values. Awareness of school sporting achievements	Children to write a monthly piece for the newsletter about sports in schools.

	activities.		motivate others to get involved.	
Introduction of fundamentals week each half term	Every year group to teach a lesson of 'fundamental' skills each half term. These units support the basic movements required to be able to access the sports taught in school.	N/A – PE hub funding which is accounted for in different section	Children are practicing basic movement skills at the beginning of a unit of work so that the teacher is best able to assess their learning throughout. The children are more confident naming muscles and parts of their body as this is crucial to the correct teaching of the lessons.	P.E. lead to interview pupils to check understanding of vocabulary and how their learning is enabling them to access sports more competently. Look for simple ways to assess progress of children and impact the fundamental skills being taught in isolation is having on their learning.
P.E. hub continued to be used to support the teaching of P.E. through clear progression of skills and carefully planned units of work which are repeated regularly throughout the KS1 and KS2 curriculum.	P.E. hub purchased – year subscription. Whole school overview completed to teaching staff are aware of what is being taught across schools – can look at prior knowledge and where the learning is going next.	£575	Children have clear progression of skills and the vocabulary of their learning is more embedded due to the consistency of approach.	Look into purchasing a longer subscription so that this is secure for future cohorts. Staff survey to check the units chosen are the most appropriate for each year group.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Lunch time leader training for all TA and lunch time staff.	Provide course by Hampshire courses. Ensure equipment is available to run any activities that have been taught.	£350	TAs feel more confident to engage with children and run games. Some TAs have managed small groups of children during lunch time and engaged in games with them.	Look at barriers that could prevent this being implemented fully and monitor activity of children at lunch time.
Professional development in subject leadership for PE subject leader.	PE lead booked into PE subject leaders network.	£77	PE lead is kept up to date staff feel informed	PE lead to always attend Develop capacity by training new PE subject lead if appropriate.
CPD – dodgeball provided by IDPE and sport	Qualified coach in to support teachers with the delivery of new units of work.	£600	Staff were able to see how to safely deliver a series of lessons focused on dodgeball. The children were given a range of challenges and less able pupils were supported to reach their goals.	Ensure planning is updated so that the teaching of this unit is sustainable moving forward.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide a range of enrichment days so pupils are able to experience a wider range of sports.	Book athletes in schools, Scootfit Cross Curricular orienteering – electronic marking day.	£2900 for the three events	Children demonstrated high levels of engagement and enjoyment throughout the various days that were provided. Children felt inspired to partake in sports by the athlete who talked about his experience of failure and loss before working hard to improve.	School survey to gather what other experience days children would like to have so enrich their experiences further.
Develop community links with other clubs and provide sporting opportunities through their qualified coaches	Trojans Hockey, All stars Cricket and Whiteley Kestrels Basketball club to all provide coaching opportunities for children in school lessons or after school clubs.	£420 – basketball coaching	Children given more opportunities to participate in a range of sports. Information provided in sessions and newsletters to parents to enable children to then participate in these clubs outside of school.	Continue to reach out to local clubs to look for opportunities to promote and engage pupil participation. Advertise the clubs in newsletter to promote more participation.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Part of Hampshire School Games - external competitive leagues, including - Year 6 Girls football - Boys football league - Girls football league – years 5 and 6 - Cross country league- KS2 – across school	Children to participate in competitive sport Resources e.g. kits available for all children to be able to participate.	£500 for staff to cover taking children to competitions.	More opportunities for competitive sports to be tried by the children More children are involved. Rewards given for those who compete (see key indicator number 2)	Look for ways to vary the competitions being offered. Aim for 1 x alternative competition per term if staffing allows. Look for ways to involve younger children (Year 2 – 3) in sports competitions.

- Athletics tournament KS2 – across schools			Over 50 different Portswood children took part in the Autumn cross country league. Portswood has entered a boys football team.	
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