





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework makes clear there will be a focus on **'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'**.

Under the Quality of Education Ofsted inspectors consider:
Intent - Curriculum design, coverage and appropriateness
Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment
Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvementsto the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA 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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education · Active Partnerships · YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED · UK COACHING · UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£17,810
How much (if any) do you intend to carry over from this total fund into 2026/27?	£0
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£17,810

Swimming Data

Please report on your Swimming Data below.

Sports Premium funding: £7000 (Pupil Premium funding covers the remaining costs of swimming)

Meeting national curriculum requirements for swimming and water safety. **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study**	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	One year 6 pupil can now consistently swim 25 metres. We have a number of year 6 pupils who are close to swimming 25 metres.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]?	Pupils are able to propel themselves through the water but this tends to be with a non-traditional stroke and this is not always consistent.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Pupils demonstrate understanding of water safety in picture form and can identify unsafe situations. Pupils are working on putting their knowledge into practise in the water. Pupils can retrieve a flotation device in the shallow water and use this to aid them.

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? The school employs a P.E. coach and a Teaching Assistant who are qualified swimming instructors experienced in working with pupils who have Severe Learning Difficulties to support the school swimming programme and provide in water instruction. Pupils begin to assess swimming lessons from Y3 to enable them to become independent and safe swimmers, and overcome their cognitive and physical barriers to success.	Yes

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 pupils today and for the future.

Academic Year: 2025/26	**Total fund allocated: £10,810**		**Date Updated: Sept 2025, Feb 26, June 26**	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend thatprimary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and what they need to learn and to consolidate through practice:	Actions to achieve linked to intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
A greater number of pupils to: • access a wider range of physical activity and games	The school employs a P.E. coach who: • works with classes and groups of children each week (on both sites) to deliver PE sessions/activities, with a focus upon increasing participation amongst harder to reach pupils	£6960 (annual cost of sports coach)	June 2026 UPDATE: Castleford: -Delivery of Boccia sessions: pupils have gained new motor, balance and coordination skills through the Boccia lessons and associated skill based activities, leading to a game. -Many of these pupils find it difficult to engage in a classroom environment for any length of time however, during the Boccia they have learnt to sit and wait their turn, following instructions, retrieve their equipment and return to their seat. -Focusing on hand eye coordination and turn taking. -Introduction of some cross curricular activities with keeping score using math skills.	To be introduced to a new sport Increase pupils accessing MATP

			FEB 26 UPDATE: PE delivery at Stanley & Cas: Currently delivering 5 dance sessions and a ball skills lesson to lower school, upper school and CLDD. Incorporates pupils of all abilities.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and what they need to learn and to consolidate through practice:	Actions to achieve linked to intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
A greater number of pupils to: • be able to engage in active play for improved behaviour at playtimes and emotional regulation throughout the day • be able to engage in physical activities appropriate to their needs • be able to access swimming with increased skills, stamina and confidence	The school employs a P.E. coach who: • facilitates engaging and appropriately pitched physical activities 1 day per week at the Castleford site • shares ideas and models playtime activities for Kingsland staff to then replicate through the week (including making use of outdoor Sensory Integration equipment, go-karts, balance bikes etc) • takes a lead role in sorting through existing resources and identifying new resources that are needed	See costs for sports coach above	June 2026 UPDATE: -Stride Theatre support lower school playtimes at Stanley site. Stride model and encourage pupils to engage in playground games -Working on the playground with footballs and the outdoor equipment- engaging a wide range of pupils (different one each session) to play structured games or work on the fixed equipment for balance, coordination, strength and fitness. This enables staff to replicate this during lunch or playtime. -Weekly 'stock take" and tidy of PE equipment and stores to identify any damaged equipment or missing equipment and dispose/ replace where required. -Swimming continues to promote	To develop water safety and confidence with upper school pupils To engage in a wider range of active play alongside peer group

	• works with small groups of pupils in local swimming pools to develop their skills and confidence in deeper water e.g. swimming longer distances		transitioning on and off the coach and into the changing rooms and then into the pool. -Progress has been made with independent changing and personal cares. -All pupils attending swimming are now able to enter the water independently, confidently and safely with minimal adult intervention. -More able pupils have been able to swim one to one with swim teacher in the deeper water progressing their stroke technique, stamina and stroke. -Pupils who cannot yet swim have all now been into the deep water with swim teacher one to one. This includes pupils who previously have not wanted to get into the pool! Fantastic achievement to overcome initial fear/anxiety and be able to move freely, with confidence in deep water. -Swimming lessons have provided our pupils with an alternative learning environment. One where they are able to gain sensory input from the water. This has provided some pupils with a calming and emotionally regulatory experience that they cannot get from a classroom environment. -Increased pupils' understanding of safety around water -Developed life skills such as floating, safety, swimming -Developed independence skills such as	

			undressing, drying, dressing etc -Pupil confidence has developed in their own ability in the water. Improvements in resilience, concentration and the ability to follow instructions. -Some pupils have pushed themselves out of their comfort zone and been into the deeper water one to one with support from swim teacher. Their initial reservations have been short lived with positive encouragement and support both physically and verbally. Lots of our pupils have accessed the deeper water and have enjoyed the experience. This has built self-esteem and water safety/confidence, which is a real life skill! -Swimming also provides learning and confidence around transportation and transition to and from the pool. Lots of pupils who initially found this a challenge have now shown real confidence in this area. -Swimming has also allowed pupils to practise personal care with dressing, undressing and often navigating tricky wet swimwear. Some pupils have made progress with independence in this area. <u>FEB 26 UPDATE:</u> <u>Castleford:</u> Ball skills ½ hour weekly with 6 pupils from class 10 Lower school dance ½ hour weekly with	

			10 pupils from classes ELF-3 Upper school dance ½ hour weekly with 15 pupils from classes 6-10 Upper school playground games ½ weekly across playtime -Impacts on physical development, transitions, social skills, turn taking. 20 mins playtime session playing different games with pupils from all upper school classes. -PE coach attends a swimming session each week with year 5 and 6 pupils, working with a smaller group of more confident swimmers to further develop their confidence and competence in water. -PE coach is qualified swim teacher She takes pupils for 1:1 dedicated time in the pool to accelerate their progress She has also been responsible for pupils who find the local pool area challenging She has given ideas for staff who have 1:1 children who find accessing the pool coach led sessions challenging -In her 1:1 sessions, she focusses on distance, floating and safety 1 other teacher is a qualified swim teacher More children have attended swimming this year (at least for part of the year) than other years - currently 20, although not all of these attend every week	

			Swimming: Working with pupils on a one to one basis in the deeper water to improve confidence, skills and stamina. A high level of success of bringing pupils into deeper water and swimming distance. Several pupils have received distance awards. One pupil has now accessed the water where he has been on the side for many weeks. All lessons and Swimming sessions are differentiated to allow pupils from all classes, of all physical abilities, to engage and gain something from the session.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and what they need to learn and to consolidate through practice:	Actions to achieve linked to 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:
A greater number of pupils to: • access a wider range of physical activity and games • be able to engage in physical activities appropriate to their needs	The school employs a P.E. coach who: • shares ideas and models curriculum-based and playtime sessions/activities for Kingsland staff to then replicate through the week • takes a lead role in sorting through existing resources and identifying new resources that are needed to improve teaching provision • trains Kingsland staff in how to use new equipment, focusing specifically	See costs for sports coach above	<u>JUNE 2026 UPDATE:</u> -Through participation in Dance, Ball skills and Swimming sessions alongside PE coach school staff have been able to replicate some parts of the actives to support pupils within their own PE lessons. - PE coach has shared ideas with staff if needed for their own PE lessons. In Swimming it has empowered support staff to feel more confident supporting pupils in the water.	Engage in a range of activities which are appropriate to their needs

	on modelling ideas for ECTs		- Weekly stock take and tidy of equipment and stores to identify any damaged equipment or missing equipment and dispose/ replace where required. <u>FEB 26 UPDATE:</u> -PE coach takes 2x PE dance class on the Stanley site per week. This is aimed at dance for less ambulant children. · She also leads 2x PE dance classes a week at the Castleford site, one for lower school and one for upper. -Co-ordinators are currently auditing old equipment and are making a list of new/replacement equipment to be ordered - PE coach has also ordered equipment on some occasions to supplement equipment that she needs for her sessions. -Dance sessions with upper and lower school includes following instructions to action songs, gross motor skills and fitness. CLDD dance; use of props and movement of chairs to deliver fun and engaging sessions to these pupils.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve linked to 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:

A greater number of pupils to: • access a wider range of physical activity and games • be able to engage in physical activities appropriate to their needs • develop their physical and social skills that can transfer into their participation in activities out of school	The school employs a P.E. coach who: • facilitates engaging and appropriately pitched physical activities 1 day per week at the Castleford site • shares ideas and models playtime activities for Kingsland staff to then replicate through the week (including making use of outdoor Sensory Integration equipment, go-karts, balance bikes etc) • takes a lead role in sorting through existing resources and identifying new resources that are needed The school facilitates horse riding sessions (x3 per week – x1 at Stanley, x2 at Castleford) to be provided for a number of pupils on both sites with complex needs who have difficulty accessing other physical activities.	See costs for sports coach above £3850 (Pupil Premium funding covers the remaining costs of horse riding)	<u>June 2026 UPDATE</u> -PE coach delivering Boccia and Ball Skills to upper School at Castleford. Progressing hand eye coordination, balance and motor skills. -Promoting turn taking, following instructions and fitness. -Dance lessons are run across both sites and span both upper and lower school. -Upper School pupils enjoy and engage in action songs and now request specific songs they enjoy dancing to. -Lower School work through action songs, nursery rhymes and Disney songs. -Props such as poms, beanbags, scarfs and parachute are used for all groups. This has worked particularly well with CLDD pupils. -Sessions promote lots of health benefits as well as focus and following verbal prompts. -It's been noted that many pupils do not engage this way in the classroom environment but will do in the Dance sessions. -celebration of different classes working alongside each other and interact with peers. -Bringing pupils to the hall also is good transition practise. <u>Horse riding has enabled pupils to:</u> Access physical activities through animals Learn to wear protective/safety equipment to access an activity Follow instructions	Develop confidence and life skills which could be transferred to other aspects of learning/school life

			Develop balance Develop coordination Develop spatial awareness Develop confidence Trust new faces (Snydale staff) Trust the horses Learn that their actions impact the horse's actions Enjoy experiences outside of home and school <u>FEB 26 UPDATE:</u> -PE coach leads 2 dance sessions a week at the Castleford site pitched to lower and upper school. As well as a ball-skills session to those able to access it. -PE coach has modelled playground equipment and non-equipment games for staff to replicate when she has been on lunch/playtime duties. · co-ordinators are currently compiling a list of equipment across both site which is needed. -PE equipment: Weekly tidy and stock check on both sites. Recently identified gaps in resources which are being addressed with the Headteacher. · Horse riding sessions also offered opportunity to those pupils who may not have such opportunities outside of school. o These children access these sessions for up to a full-term, to allow them to develop confidence in accessing the session gaining the most from it	

			The school facilitates horse riding sessions (x3 per week – x1 at Stanley, x2 at Castleford) to be provided for a number of pupils on both sites with complex needs who have difficulty accessing other physical activities. Stanley: 1 child has continued to attend horse riding from last year, 4 children started attending in September 2025 and an additional pupil started in January 2026. Three pupils have developed their confidence around horses, new people, communication skills as well as building up to riding the horse after several carriage sessions. communication skills. One pupil has developed his attention and focus to sit and ride a horse with a high level of adult support. One pupil who used to ride a horse last academic year is unable to currently tolerate wearing a helmet so cannot ride. He does however happily attend the session, interacts with the horses and appears to enjoy watching the other children and horses in the arena. The pupil who has started most recently is developing his physical skills and core strength as well as listening skills and confidence. <u>Cas:</u> Castleford provide two weekly sessions per week of horse riding with children accessing horse/carriage and horse back	

			riding depending on ability and confidence. 7-8 children attend this activity weekly.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	**Implementation**		**Impact**	
What we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve linked to intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A greater number of pupils to: • take part in cross-site events and activities in order to develop the physical and social skills that will enable them to attend external events with other schools in the future • experience taking part in organised sporting events at a different venue • attend local sports competitions to work alongside and compete against other local schools	The school employs a P.E. coach who: • organises PE/sports events and competitions (cross site and with other schools where appropriate) such as Kingsland mini Olympics, dance off, boccia etc.	Accounted for above (JR costs)	<u>JUNE 2026 UPDATE:</u> Cross site trips are being planned for summer term <u>FEB 26 UPDATE:</u> -co-ordinators are planning cross site competitions to happen across Spring 2/Summer 1 terms -Ball skills with upper school pupils is currently Boccia. We are working towards a cross site competition and an external competition with Oakfield Park.	Develop confidence with sport activities in a range of settings, including competitions.

Signed off by	
Head Teacher:	Amy Johnston
Date:	18.09.25
Subject Leader:	Joanne Rowe
Date:	25.09.25
Governor:	Freda Jackson
Date:	18.09.25