



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated July 2026



Commissioned by



Department
for Education

Created by



Review of last year's spend and key achievements (2024/25)

Key achievements from last academic year	Areas to develop further
<u>Number of additional sports opportunities:</u> • Balance Bike (Year R) • Bikeability (Year 6) • Netball matches – league and cup • Football matches – league and cup (Years 1-6) • Clubs: Netball, Archery, Basketball, Football, Tag Rugby, Dance, Cheerleading, Korfball, Year 1, 2, 3, 4, 5 and 6 multi sports club • Hockey tournament (Year 4) • Tag Rugby tournament • Tag Rugby at summer fair • Cheerleading competition (years 1 and 2 – winners, Year 3, 4 and 5 – winners) • Personal challenges – Term 1: Hopscotch. Term 2: The bounce. Term 3: Throw and catch. Term 4: Toe taps. Term 5: Pass Around. Term 6: Class choice • Sports Day (whole school) • Sports Council Training day (Year 5 and 6) • Sports Council able to lead and deliver activities across the school. Lead a whole school assembly to promote and inspire active lifestyles both in a school and at home. Lead personal challenges and supported sports day and events throughout the year. • Play Leaders – trained by PASS to lead active lunchtimes • Active Champion bands – celebrate one child per class weekly who has been active • Active play – equipment, Activall boards – continuing to provide opportunities to be active. • Gold award from 2015/16 to present/ <u>Platinum award for 2022-26</u>	• Provide additional opportunities for children to be active – including at breaktimes and in extra-curricular clubs. Introduce children to sports they wouldn't normally get to try. • Develop the playground and field environments and resources to maximise children's activeness and enjoyment at lunchtimes. • Level 1 competitions continue to be integrated into PE plans, to ensure that <u>100% of children have the opportunity to use and apply their skills in competitive game situations.</u> • Continue to provide wider opportunities for children to be competitive at level 2 or above. • We target that 25% of children in KS1 and 40% in KS2 have the opportunity to participate in L2 events. • We will also target that 10% of children in KS2 participate in L3 competitions and 12% of children in KS1 participate in L3 competitions. • Target the least active children in the school to participate in physical activity (Change for Life clubs). • Train midday supervisors in leading activities at lunchtimes. • Continue to provide CPD for staff based on the outcomes of staff confidence surveys (to be issued in autumn 1)

• PASS - Ongoing CPD, school sport support and extra-curricular provision. See PASS package of support breakdown listed below. • Hockey tournament • Athletics tournament for all year groups • Football tournaments for all year groups • Cross country tournament for all year groups • 'This Girl Can' Year 5 girls sports festival • Breakdancing workshops for all classes • Dragon Dancing workshops for KS1 • Dance through the Cultures for whole school	
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Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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?	No
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? No	We employ a qualified coach to teach the swimming lessons.

Key priorities and Planning

Academic Year: 2025/26		Total fund allocated: £19,250		Date Updated: July 2026	
Intent	Implementation	Funding allocated	Impact	Sustainability and suggested next steps	
- Ensure all children are physically active – utilise Sports Coaches to run clubs for the least active children. - Utilise Sports Council to engage least active during PE lessons and play times. - Use pupil voice effectively to shape the enrichment opportunities offered to children, <u>particularly the least active children (Change for Life)</u>. - Broaden children’s opportunities to participate in a range of extra-curricular sporting activities/ enrichment opportunities (EYFS/ KS1 & KS2).	- Target children identified as less active through class surveys. <i>Class teachers to carry out ‘Active Lives’ survey in classes by the end of Term 1.</i> - Pupil interests (Pupil Voice) – Issue questionnaires to ascertain pupils’ views and interests regarding clubs. These can then help to shape the clubs/ opportunities that are provided. <i>Sports Council to survey children across all year groups by the end of Term 1.</i> - Liaise with staff and external companies to further broaden the extra-curricular offer at St Katherine’s. . Football (All years) . Netball (Years 5 and 6) . Cheerleading (all years) . Tag rugby (Year 6)	<i>Please see Reporting PE and Sports Premium Grant Expenditure – categories of grant spending Section 2.</i>	100% of the children identified as the least active attended an extra-curricular club and additionally were targeted through PE lessons and active playtimes. <u>Pupil voice</u> was used to determine the types of clubs that can be offered to the children (both Change for Life and extra-curricular Sports Clubs). For example, an additional football club was added for Year 3 and 4 and dance club was added for KS1 this year. Lacrosse was introduced for KS2 after children expressing an interest in learning sports they hadn’t tried in PE. Children had a greater variety of clubs and enrichment opportunities in which to explore their talents and gain new interests. There was an increase in the number of children attending extra-curricular clubs, particularly those who are disadvantaged. <i>In 2024-25, there were 16 clubs on</i>	<i>Change for Life clubs (targeting the least active) build interest and engage children and parents, with a view to individuals participating in future clubs.</i> <i>Sports Premium and Pupil Premium funding are used strategically to target inactive pupils and, where appropriate, to support families facing financial barriers—ensuring equitable access to clubs and activities. This approach promotes long-term engagement in physical activity and builds sustainable habits beyond the school day.</i> <i>Extending the range of high-quality extracurricular clubs that are parent paid, teacher led or subsidised by the</i>	

- Introduce music into break times in Terms 4-6 to encourage dance and movement. - Sports Council to run a weekly challenge to encourage children to try new skills and improve their best.	- Performing Arts/ Dance (KS1) - Athletics (All years) - Hockey (Years 3-6) - Multi sports (All years) - Martial Arts (all years) - Drama (all years) <i>Liaise with Office staff for club setup and registers termly.</i> <i>PE Lead to track attendance and target least active/competitive opportunities – ongoing each term.</i> <i>SA to perform club analysis and track the school's aspirational targets for the attendance of vulnerable groups. Pupils belonging to vulnerable groups continue to be targeted and, where appropriate, funded.</i> Ensure portable working speaker is available. Train Sports Council and 'dance leaders' to lead dances on the playgrounds. <i>Purchase new speakers by end of term 2.</i> <i>Set up 'dance leaders' in Term 3 and be running weekly dance and movement sessions in Terms 4-6.</i> Introduce/celebrate in assemblies/newsletters <i>Meet with Sports Council in Term 1 to map out challenges for each term.</i>	£300 – speakers and props and 'dance leader' badges	offer to children. By 2025-26, this offer has increased to 25 clubs on offer. 2024-25: 230 children attended a club. By summer 2026, this has now increased to 361 children attending a club. 80% of PP (currently 115 children) attended a club in the academic year 2025-26. Children got to experience new, unfamiliar forms of dancing: breakdancing and Chinese Dragon Dancing. "I enjoyed trying something new and want to continue outside of school now" RR – Year 5 "I liked doing the handstand part" AC – Year 5 A whole school dance event encouraged children to experience dances from across different musical theatre performances. "My parents said we were the best!" AK – Year 5 "The cheerleading was my favourite!" AC – Year 5 WIDER IMPACT AS A RESULT OF ABOVE: <i>Increased levels of engagement and activeness in PE lessons – e.g. children take part without stopping to rest excessively.</i> <i>Improved engagement and behaviour</i>	Sports Premium fund, will lead to a greater level of participation in sport, particularly for our least active children. Children shape the type of clubs that are available to maximise the uptake this year and overtime.
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			at lunch times Very few instances of pupils not bringing their kit into school Standards achieved in PE – We predict that our attainment in PE will continue to be above the national average and our target of 90% + achieving ARE reflects this.	
Intent	Implementation		Impact	
Lunch time resources and provision is engaging <u>to all children</u>. They promote active play through a range of initiated and self-initiated activities, which results in high levels of activeness and enjoyment for all children. Adults are effectively used to initiate games on the playground during lunchtimes. They involve a range of children in active and collaborative play, whilst promoting the schools values through the activities that they initiate.	- Continue to review the playgrounds and develop the physical environment to further promote engagement/ activeness and creative play. Implement playground plan begun last year. - Continue to create 'zones' for both playgrounds. - Climbing wall and holds for outside walls and for along the edge of the field. - Utilize space on the field to add additional activities – volleyball, ninja lines, storage, target games. <i>By start of term 2, liaise with Site Manager to:</i> <i>Ensure storage unit is placed on lower playground for role play zone.</i> <i>Ensure ninja lines already purchased are installed on the top playground and field.</i> <i>Ensure stage is installed on top playground.</i>	£3500 (£2000 already spent for top playground stage) £2300 £1800	Developments to the playgrounds provided further opportunities for children to engage in physical and creative play during break and lunchtimes. More pupils met their daily physical activity goal, as an increasing amount of pupils were encouraged to participate in games & sports activities. "I liked trying the beat Year 6 in the challenges!" EH – Year 3 "I enjoy the construction zone best. I made a marble run for a tennis ball." MA – Year 5 Through our Sports Coach initiating a range of games, a wider number of children were engaged in physical activity throughout the lunchtime period. Sports Leaders promoted and initiated playground games and influenced active behaviours on the playground.	The development of playground resources and the physical environment promotes self-initiated, active play and supports long-term engagement by creating spaces that can be used and maintained sustainably over time. Replenished playground boxes will promote independent, active, and creative play during lunch and playtimes, supporting sustained pupil engagement and long-term use of outdoor spaces. The Sports Coach continues to introduce new games and activities within year group bubbles, engaging a broader

Sports Leaders play an active part in promoting physical activity at lunch times and during PE lessons.	<i>See Play Policy and ppt.</i> • Audit and replenish playground equipment/ gain staff/pupil voice in order to develop active opportunities at playtimes. • <i>Term 1 and 2 – sort logistics of getting zones in and out for playtimes.</i> <i>Introduce zones to children.</i> <i>PASS to continue to work with LSAs in promoting physical activity at playtimes.</i> • Our PASS Sports Coach will effectively initiate games on the playground/field during lunchtimes (twice a week). They will involve a range of children in active and collaborative play, whilst promoting the school values through the activities that they initiate. <i>Sports coach to assist in girls football and cross-country preparation. Also targeting those less engaged in physical activity by initiating games and challenges.</i> • PASS to continue to train midday supervisors to lead activities.	PASS Package: £3650	<i>“I enjoyed teaching younger children new skills and getting them to compete. They loved it when we used the parachute”</i> <i>HA– Year 6 Sports Council</i> We aimed to have 100% of children choosing to be physically active across a typical week at lunchtime and achieved this with the replenishment to the physical environment/ playground resource boxes and the lunchtime provision offered by our Sports Coach. <i>From a recent survey carried out with some children from Years 1-6 asking about the playground developments and zones:</i> • <i>Favourite zones voted for were the construction zone, role play zone and tennis.</i> • <i>89% of children said they were more active now than before the zone development.</i> • <i>92% of children surveyed said they enjoyed playtimes more now (8% said the same level of enjoyment)</i> • <i>Comments from children in the survey:</i> - <i>“I am always excited to see which zones will be out</i>	range of pupils and fostering sustained interest in sport through varied, inclusive experiences that can be embedded into long-term provision. The further development of Sports Leaders will embed a culture of active play and peer-led support during lunchtimes and PE lessons, creating a sustainable model that empowers pupils and promotes long-term engagement. Children are inspired to try new activities both within and beyond school, fostering long-term engagement in sport. This exposure supports future participation in tournaments and cultivates a sustained sense of teamwork, community, and personal responsibility.
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Replenishment of KS2 cheerleading uniforms	PASS to train Sports Leaders and Play Leaders to lead breaktime activities. <i>PE Lead to book training session for play leaders and Sports Council to occur in Term 2.</i> PE lead to liaise with kit company to action replenishments. <i>Designs and quotes initiated.</i> <i>PE Lead to complete design with Year 5 dance fundraisers in term 1.</i>	£800 (plus additional sponsorship and fundraising)	each day.” “I’m not bored anymore.” “I wish break was longer!” - KS2 LSA comment – “Children are always engaged in activities which seems to limit the arguments, boredom and injuries we have historically seen.” WIDER IMPACT AS A RESULT OF ABOVE: <i>Increased levels of engagement and activeness on the playground results in improvements to children’s behaviour and less reported incidents at lunchtime.</i>	Continued success promotes further participation within the school and the local community.
Intent	Implementation		Impact	
- The quality of teaching and learning in Physical Education will continue to be developed through staff CPD for class teachers, leading to most children achieving age related standards. - Continue to use PASS PE planning to allow for effective and consistent delivery of a broad and	Termly CPD provided by PASS: Term 1: Year 5 teachers (dance) Term 2: Year 4 teachers Term 3: Year 3 Term 4: Year 2 Term 5: Year 1 Term 6: Year R <i>Teacher surveys will be issues to deliver CPD focused to teacher need.</i> Continue to use the PASS PE SOW to ensure consistency and support staff beyond the Sports Premium funding.	PASS Package: £3650	See termly impact reports provided by PASS. Teachers are confident in delivering quality planning with clear progression. Teachers can effectively assess children and ensure their continued progress in PE. All staff that have received PE CPD have improved confidence in the targeted areas of CPD (identified through staff confidence surveys). See PASS termly impact reports. 100% of teachers who received CPD from PASS during PE lessons have	Staff are equipped with the skills and confidence to deliver consistently effective PE lessons, embedding high-quality practice that can be sustained across year groups and future cohorts. Continued CPD is supported through the sharing of good practice and collaboration with

balanced curriculum. - PASS Sports Coach employed to deliver KS2 PE. - PE Leader to impact on staff development through ongoing coaching/guidance and peer observation. - PE lead to attend annual PE conference for CPD	<i>Curriculum map updated in Term 1. PE expectations reviewed and shared with all staff by term 2.</i> - Staff confidence surveys issued in Autumn 2 to identify the key areas of staff CPD. <i>Issue staff survey by Term 2.</i> - High quality PE lessons delivered by PASS Sports Coaches across KS2. - Replenishment of PE resources/competition resources. <i>Audit current resources in Term 1. Orders to be completed over term 2.</i> - PE Lead coaching observations mapped out termly. <i>Booked: 26th March</i>	£1500 £500 for Sports Day celebration rewards and equipment Covered in-house	reported improved confidence in the area they chose to develop. Children receive high quality PE lessons, which support the development of their knowledge and skills and enables them to achieve well. How many children are meeting ARE? The PE curriculum is implemented effectively, leading to most children attaining age related standards. Monitoring showed some real strengths in PE: - Lessons seen were mainly active and the tasks set generally engaging and accessible to all - Children all said they like PE - Most children could explain why PE is an important life skill - The learning sequence in KS1 is particularly clear and followed closely. - Year 2 children could explain 'hands, head and heart' and gave examples from their last lesson and could explain the key vocabulary such as tactics, fielding, etc. Vocabulary was really strong in these classes. The necessary resources are in place to enable the effective implementation of the PE curriculum. "I feel more confident assessing other schools within the trust, fostering a sustainable network of professional learning and strengthening long-term capacity across settings. A comprehensive scheme of work from PASS covers dance, gymnastics, and a variety of games across Year R, KS1, and KS2. Accompanying videos and resource cards for dance and gymnastics provide ongoing CPD opportunities, ensuring staff confidence and curriculum consistency beyond the duration of PE & SSP funding. The PE Leader receives regular training to strengthen their capacity to monitor teaching and learning effectively and to provide sustained, high-quality support for staff across the school—embedding consistent practice and long-term impact.
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			children in PE and knowing how to help those who might struggle to achieve expected.” Year 5 Teacher. WIDER IMPACT AS A RESULT OF ABOVE High standards achieved in PE NC have been sustained with over 90% achieving end of KS attainment target (ARE) in both key stages.	
Continue to replenish the forest school area in order to provide purposeful and enriching outdoor learning experiences for our children.	Forest school area replenished and resources audited.		The forest school area has been effectively resourced and used to engage and inspire targeted groups of children. Forest School is now offered to all year groups across the academic year as well as for additional nurture support and as part of our after-school club offer. “I like that we get to do something different that isn’t like normal PE. It’s fun getting more choice and trying new things and I like getting dirty.” HC – Year 6 “It makes after-school club more fun. I like it when we cook there.” EH – Year 3	
Intent	Implementation		Impact	
Ensure provision of competitions covers level 1 and level 2 so that children have the opportunity to compete against themselves	All year groups to continue to offer all pupils competitive opportunities in Level 1 termly. <i>Share termly challenge with staff</i>	£150 for resources and celebration awards	All pupils have had the opportunity to feel success in a competitive environment and build on core values such as resilience and excellence.	Level 1 (in-house) competition will remain embedded as a core element of PE provision, promoting inclusive

and other schools. - Ensure competitive sport is accessible to all pupils in all Key stages. - Ensure that our more able	<i>and completed in PE lessons. Target all children to improve their personal best and all classes to share their results.</i> - PE leader to register for a range of L2 competitions within the borough: Football, netball, hockey, tag rugby. - KS1 mixed football - LKS2 mixed football - UKS2 girls football - UKS2 boys football - UKS2 mixed rugby - Mixed KS2 netball - Mixed KS2 hockey - Mixed KS1, LKS2 and UKS2 Cross Country - Year 5 Girls Multi Sports event - KS1 Mixed Netball skills - KS1, LKS2, UKS2 Athletics competitions. - Year 3 Korfball - Cheerleading - SEND events - This Girl Can Festival - All classes to continue to participate in a termly Personal Challenge. - Enter high profile cheerleading event. - Subsidise part of the cost for entry/ travel.	£300 for entries and travel £250 for competition training equipment £1500 entry fee	Children have developed confidence in themselves and in their sporting ability. They will be able to feel pride in themselves and their team/school. Level 2 Competitions This year we had the following participation target which was met: 25% of KS1 children participate in level 2 competitions. 45% of pupils in KS2 participate in level 2 competitions. Level 3 Competitions 18% of children in KS2 and 10% of children in KS1 participated in level 3 competitions. Highlight successes: - Year 3 and 4 Sports hall Athletics winners - Year 3-6 Cheerleading winners x2 - Year 5 and 6 Tag Rugby winners - Years 3/4 and 5/6 hockey runners up - Year 5 and 6 Athletics Winners - Quarter finals in LKS2 and Boys Football and Mixed Netball	participation and skill development. This approach is cost-neutral and ensures continuity of competitive opportunities even if SSP funding cease - supporting long-term pupil engagement and school - wide sporting culture. An increased proportion of pupils access Level 2 competitions, with the school hosting its own events where needed to ensure inclusive representation. This approach builds a sustainable culture of participation, enabling all children to experience competitive sport and develop a lasting sense of pride and belonging. Higher-achieving sportspeople are empowered to be aspirational, striving to
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sports people are given opportunities to effectively challenge themselves. Give children sporting opportunities beyond normal clubs and lessons. All children in Years 4 and 5 to attend a Trust wide athletics event at Julie Rose stadium and compete in team and individual running, throwing and jumping activities.	Letter to be sent parents in term 1 and entry details to be confirmed with Future Cheer by 31st Oct. PE Lead to work across the Trust to help organize event.	£3000 for stadium hire, transport, medals and additional equipment.	excel and compete at the highest possible level. This approach nurtures long-term ambition, supports talent development, and promotes sustained engagement in sport beyond primary school.
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Head Teacher:	
Primary Lead responsible for the Sports Premium:	<i>K. Holt</i>
Governor:	
Date:	

PASS Silver Package £3650 Breakdown:

- PE specialist to work with two teachers per term
- Termly CPD opportunities (min 6 sessions per year, 2 free places)
- In house training opportunities for all staff
- High quality PE schemes of work, resources, and assessment from Year R – 6

- Midday supervisor training to increase physical activity during the school day
- Wellbeing festivals in a range of themes
- Staff wellbeing sessions
- Balanceability training for Year R
- Support with Active 60 agenda
- Personal challenge opportunities
- Competitions and festivals
- Play Leader training
- Extra - curricular club (1 per term)
- Dedicated subject leader CPD
- Governors training
- Support with long-term planning and evidencing the impact of PE and Sports Premium funding

