

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

High Down Juniors
2025-26

Commissioned by



Department
for Education

Created by



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** improvements to 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.

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount allocated for 2025/26	£19,410
Carry forward from 2024/25	£0
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£19,410

Swimming Data

Please report on your Swimming Data below in July 26.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. 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? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2026 Please see note above	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	89%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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?	Yes/ <u>No</u>

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: 19,410	Date Updated: July 2026	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Total allocation:
Intent	Implementation		Impact	£13875
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your 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:
- Pride and Play to support SMSAs with lunchtime to encourage children to be more active - Pride and Play to support lunchtime games and targeted group work also - School Council and sports leaders to work on projects to improve break and lunchtime play. - Resources purchased to support multiple P.E lessons happening at once. - Clear program of sport focus for teacher's per term. Future	Focus sports led ASC classes Work alongside SMSAs to demonstrate games and activities to support positive play. Implementation of both large and small group play based learning and specific focus for vulnerable groups. Last year's sports leaders to also help with any long term projects and be involved with sports week and also have responsibility of maintaining equipment. Implement the new sporting equipment to one off lessons e.g.	£6795 £6780 £300	Pride and Play increased pupil activity and supported positive lunchtime play. Targeted activities improved participation and confidence for vulnerable pupils. Sports Leaders led activities, supported Sports Week and were mentored by external sports coaches, developing leadership skills. New equipment enabled multiple PE lessons and kept playtimes active and running smoothly. A clear yearly sports programme, alongside Future Stars, improved skill progression and lesson consistency. New sports, including NFL Flag	Introduce one new lunchtime activity each half term to keep play opportunities fresh and maintain pupil engagement. Provide a short refresher session for Sports Leaders each term to develop their confidence and leadership skills. Audit and replenish PE and playground equipment each term to ensure resources remain available, safe and well organised.

Stars, teacher led and other additional sports related activities planned per term.	NFL and Flag Football to continue to be implemented Continue to match and compliment future stars teaching.	£0	Football, broadened pupils' experiences and increased engagement. Strong staff and coach collaboration ensured high-quality PE provision and curriculum delivery. Overall, pupils showed increased participation, enjoyment and confidence in PE and physical activity.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Total allocation:

Intent	Implementation		Impact	0
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your 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:
- Re introduce inspirational athletes to talk in school assemblies and run class etc. - Increased sports events and sports club communication with teachers, pupils and parents. Continue with events in sports week - open to parents. - Sports Leaders to communicate messages as part of their school council role.	- Children to feel inspired and motivated to take part in PE and sport - Raised profile of PE and Sport across the school and increased knowledge of local sports clubs and facilities. A chance for school council to 'share their sport'. - Make extracurricular activities and sports contacts available with easy access to pupils. - Follow up with addition sports introduced last year		Pupils were inspired by celebrating local sporting success stories, including football and dance, raising enthusiasm for PE and sport. PE and sport maintained a high profile through regular communication with pupils, staff and parents, including Sports Week events open to families. Sports Leaders successfully shared key messages and promoted sporting opportunities across the school. Strong links with external providers supported a	Invite a local sports club or athlete into school to inspire pupils and strengthen community links. Continue to promote after-school clubs and local sporting opportunities through newsletters, assemblies and Sports Leaders. Share regular updates with staff each term to highlight new sporting opportunities

NSSPEA staff will update co-ordinators, share best practice and signpost new opportunities. Co-ordinators will then disseminate to staff.	and promote interest. This year Disc Golf Full contact with NSSPEA co-ordinators and implementing policies.		continuation of after-school clubs, particularly football, providing pupils with clear pathways into community sport. New sports, including Disc Golf, broadened pupils' experiences and encouraged participation in a wider range of activities. Regular communication with NSSPEA ensured the school remained informed of new opportunities and best practice, strengthening PE provision.	from NSSPEA and local providers.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total allocation:
Intent	Implementation		Impact	£1325
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your 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:
- Continuation of Athletics lessons to be provided for all junior classes in Term 5 and observed by staff. - Gym Competition entry. - Implement the new assessment system and promote impact. - Intensive Swim course offered	- Staff skills are increased due to CPD opportunities. - Future stars provided assessment tool in line with other cross curricular subjects. - End of year class to boost	£600 £0	Staff confidence and knowledge in delivering PE continued to improve through opportunities to observe a range of different sports, including athletics, allowing teachers to develop their understanding of effective teaching approaches and progression. A range of dance resources and services were explored and trialled, including BBC Teach,	Continue to provide staff with CPD opportunities, lesson observations and feedback to improve confidence and skills in teaching PE and sport. Continue to support staff with quality resources and opportunities such as Future Stars assessment, dance and swimming interventions.

to parents for Year 6 pupils not achieving 25m end of KS expectations - Supply costs to release coordinator for monitoring of lessons. - Quality dance teaching and learning	swimming percentages. - Coordinators observe class lessons and provide developmental feedback to continue to improve practice across the school - iMoves subscription to support staff with dance activities	£600 £125	supporting staff in delivering high-quality dance lessons and providing greater variety within the PE curriculum. The PE Coordinator continued to embed and build upon CPD from previous years, ensuring that staff development remained consistent and that effective practice was shared across the school. Staff were supported through ongoing guidance, monitoring and access to resources, helping to increase confidence in planning, delivering and assessing PE and sport. The continued focus on professional development has helped maintain a high standard of PE provision, with staff developing the skills needed to provide engaging and progressive opportunities for all pupils.	Assess the importance of a assessment system and one that will impact future learning.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Total allocation: £520

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to	Make sure your actions to achieve are linked to your 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:

consolidate through practice:				
Additional achievements: - To broaden range of school clubs including inclusive sports to encourage more children to participate in sport including children with physical difficulties. - Sports week in July 26. To increase the range of different sporting activities that the children are offered.	- Sports leaders to introduce new sports – run a lunchtime club. - Children to participate in a week long sports week and participate in a wide variety of sports	£0 £520	Year groups have continued to be introduce to the existing sports from last year. Sports week has been incredibly successful again and saw pupils try fencing dancing and skateboarding* Fully inclusive running and throwing activities were introduced and staff has more options to implement additional skills e.g. juggling – competitive rounders – disc sports and NFL were introduced to upper and lower school.	Skateboarding had to cancel so reimplement for this year.

Key indicator 5: Increased participation in competitive sport				Total allocation:
Intent	Implementation		Impact	£3690
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your 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:
- Participation in local sports events – Gordano and NSPEA subscription - Coaches/minibus costs to take children to NSPEA events - Legacy of Women's Euros 2025 Win - Increase inclusive sports for gender and raise awareness of disability sport. - Sports week July 2026	- Competitive opportunities with increased participation - Disadvantaged children to have opportunities to represent the school in inter competitions. - Ensure that children can participate in local sporting events. - Attending additional regional events e.g. Cross Country North Somerset - Inclusion in athletics and girl's football events. - Sports Leaders to participate in infant P.E day during sports week.	£2300 £1390 £0 (mentioned in key indicator 4)	Pupils had increased opportunities to participate in competitive sport through a wide range of local and regional events, including boys' and girls' football tournaments, cross country competitions and additional pathways into higher-level competition. Participation in girls' sport was strengthened through opportunities such as girls' football tournaments and rugby and football taster sessions, helping to build confidence, raise aspirations and encourage wider engagement. Pupils experienced a broader range of competitive opportunities beyond traditional sports, including dance festivals, speed stacking and agility events, allowing more children to represent the school and experience success.	Continue to increase opportunities for pupils to take part in local competitions and sporting events. Promote and develop further inclusive sports opportunities for all pupils. Continue to use Sports Week and Sports Leaders to encourage participation and celebrate sporting success.

			The school continued to strengthen links with external competitions, including the NFL Flag Football tournament, where the school was the only school in North Somerset to attend, providing a unique sporting experience. Inclusive participation remained a focus, with opportunities for a wider range of pupils, including disadvantaged children, to represent the school and develop teamwork, resilience and confidence. Sports Week further increased engagement in competitive sport, with pupils taking part in a variety of activities and Sports Leaders supporting younger pupils.	
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Head Teacher:	Abi Oldfield
Date:	20/7/26
Subject Leader:	Joe Sage
Date:	20/7/26