

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by





Details with regard to funding

Please complete the table below.

| | |
|------------------------------------|--------|
| Total amount allocated for 2025/26 | £16880 |
|------------------------------------|--------|

Swimming Data

Please report on your Swimming Data below.

| | |
|--|--------|
| <p>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</p> | |
| <p>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 2025. Please see note above</p> | 100% |
| <p>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</p> | 100% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <p>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?</p> | Yes/No |



**St George's CE Academy
Sports Premium Plan
2024-2025 impact
2025 - 26 targets**

| Key achievements to date - July 2025: | Areas for further improvement and baseline evidence of need: |
|---|---|
| <ul style="list-style-type: none"> • Two hours of PE lessons a week to all pupils • Planned active times outside of lessons – playtime, before school & daily mile • Swimming lessons for all pupils from Year 3 to 6 • Sports captains – pupil leadership role • Bronze Sports Ambassador training for 6 pupils. • Bronze ambassadors leading inter and intra sports competition for other pupils. • Inter & Intra sport competitions • Broader range of pe & sport offered – XC for KS1, tri-golf & orienteering for KS2 • Working with TrustED PE specialists • Offering after-school sports clubs. • Physical activity through Forest School. • Providing other outdoor opportunities for children. | <ul style="list-style-type: none"> • Maintain Gold School Games • To increase the engagement of all pupils in regular physical activity – outside of curriculum time. • To develop the Whole school PE curriculum in line with our curriculum intent. • To increase confidence, knowledge and skills of all staff in teaching PE and sport. • To develop assessment in PE to ensure progress by all. • To broaden the experience of a range of sports and activities offered to all pupils. • To increase participation in competitive sport • Develop Sports Leader Roles to lead activities for active lunch times. • PE subject lead to drive whole school improvement skills in the school. • Develop active playtime to improve social skills and team building through Outdoor Play & Learning play |

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: £16880 | | Date Updated: September 2025 | |
|--|--|------------------------------|--------------------|--|--|
| <p>Key indicator 1: The engagement of all 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</p> | | | | | Percentage of total allocation: 18% |
| 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 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?: | |
| <p>Focus: To embed an effective timetable of physical activities: including</p> <ul style="list-style-type: none"> Focused sports activities during lunchtime Sport Afterschool Clubs available to all age groups. Good quality PE lesson ensuring progression over time. Daily Mile Intended Impact: To enable all pupil to engage in a variety of Physical Activities before, during and after the school day. This will help them to achieve higher goals and enhance their physical health. | PE subject Intent, Implementation & impact PE planning progression document. Sports Leader training for UKS2 Continue to develop Lunch time play leader role. Audit and update/renew lunchtime equipment. Review After-School Clubs and ensure good variety of Sports Clubs available each term (Keeping most popular and rotate less popular to offer variety). Daily Mile. | | £3000 | Increased % of children engaging in physical activities every day. Children will be moving more which will help them to achieve higher goals and enhance their physical health. Evidence through Pupil Voice discussions indicating that pupil self esteem has increased. | |
| | | | | Sports Leaders to train Year 5's to take over as Sports Leaders next year (Summer Term) Pupils are responsible for managing and looking after purchase equipment. Pupils actively manage their own equipment budget (Value for Money). | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 25% |
|---|---|--------------------|--|---|
| 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 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: |
| <p>Focus: To increase (and maintain) number of children attending extra- curricular sports clubs.</p> <p>Focus: Development of whole school curriculum in line with EIF and school curriculum Intent.</p> <p>Focus: Subject Leader development through school improvement support ensuring priorities in PE and sport are linked to whole school improvement</p> <p>Celebration assembly ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Children’s assemblies to have a link to sport and PE.</p> <p>Whole school participation in</p> | <p>Increased number of clubs after school and by ensuring that clubs appeal across the school (Pupil Questionnaire/ Pupil Voice)</p> <p>Updating current sports/ PE resources.</p> <p>3 I’s statement</p> <p>Assessment system in place</p> <p>Development of website</p> <p>Subject leadership Role</p> <p>Staff training</p> <p>TrustEd support for subject leadership</p> <p>Subject leader release time</p> <p>SE support monitoring and evaluation of teaching and learning</p> <p>Timetabling/ organisation of events - investigate PSHE links e.g. NSPCC</p> <p>Celebration assembly</p> | £ 4153 | <p>Over 50% of children attending extra-curricular sports clubs. Children will be moving more which will help them to achieve higher goals and enhance their physical health. Children will develop skills, confidence and improved self-esteem through sporting activities. Children make healthier choices and more active. To encourage children to be active and take part in sport and physical activity.</p> <p>Learning walks Lesson Observations Pupil voice Assessment tracking Improved outcomes and teaching and learning in PE. DEEP Dive in PE- EIF framework Raising money for charity - PSHE lesson plans linked to the day</p> | <p>Review termly to ensure clubs appeal to children (good variety to suit all)</p> <p>Review/ develop ideas for next year by identifying strengths and weaknesses.</p> <p>Progressive skills-based curriculum in place raise profile of PE Further development to mental wellbeing and health.</p> <p>Monitoring linked to whole school improvement plan.</p> <p>Focused sport assemblies with inspirational role models to continue to raise the profile of PE and sport across the school.</p> <p>Further fund -raising events around sport</p> |

| | | | | |
|---|--|--|--|--|
| Sporting events for charitable causes Link to school values/ PSHE helping others less fortunate Raising money through charitable donations Raise the profile of PE- newsletter, assembly | | | | |
|---|--|--|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|--|---|
| | | | | 19% |
| 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 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: |
| Focus: To develop and grow in house PE expertise Subject lead CPD and dissemination. Purchase Gymnastics equipment Audit and replenish PE equipment | Training course for existing staff member to develop PE leader role in school. Supply cover to allow staff member to attend courses. Swimming teacher trained at school – continue and update training Organise CPD for staff to help support the teaching of the identified needs from audit. Develop PE planning including a progression map showing clear expectations for each year group. Work with secondary school to develop progression and support training needs. Audit equipment | £3200 | PE Subject lead in school Teachers more confident to teach PE. Improved quality of PE lessons. Lessons are progressive and all children make progress from their starting points. The quality of the teaching and learning of PE will be good/better across the school. Lesson observations Teacher questionnaires/ self review Pupil questionnaires 100% attainment in PE will be in line with ARE. Ensure children will have improved level of fundamental skills | PE coordinator to support teaching and learning in other year groups as needed Targeted CPD as needed All staff are confident and competent to use a range of teaching and learning styles in PE to match lessons content Schemes in place to support teaching |

| | | | | |
|--|----------------------------------|--|---|--|
| | Shropshire Primary PE Conference | | Impact / next steps assessment for each teacher Improved teacher knowledge and confidence Improved teaching and learning in Gymnastics and dance. | |
|--|----------------------------------|--|---|--|

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 30% |
|---|---|--------------------|--|---|
| 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 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: |
| Additional achievements: Focus: To have a wide variety of sports and activities available including in PE lessons, sports clubs, lunchtime activities and Forest School. Introduce new sports activities to the club's timetable Develop links with local clubs TAs leading clubs | PE planning focusing on different sports/areas each half term (including inter-house competitions and linked to interschool competitions) Increasing the variety of after-school sports clubs which are popular for children. Trust ED sports events Pupil questionnaire to establish what clubs they would like Track | £5143 | Children will develop confidence and skills for different sports. Apply learnt skills to different sports. Opportunities to represent school in sports teams. Swimming teacher trained at school- so more children can learn to swim in tandem with BC swimming staff. All children by the end of KS2 will | Review sports clubs and lunchtime activities termly Review PE planning overview linked to inter-school competitions. School Staff qualified to teach swimming curriculum – training continued Develop links with community clubs Track pupil participation rates at community club sport |

| | | | | |
|---|--|--|--|--|
| <p>Outdoor Play and learning focus at play and lunch time with new resources purchased.</p> | <p>attendance/ participation rates at clubs Have a variety of lunchtime activities and games available for all children to access. Contribute to forest school sessions.</p> | | <p>learn how to be safe and confident in the water Children will learn and develop skills and confidence for many sports/activities. Increased participation in extracurricular sport and activity Pupil questionnaires Increased participation in community clubs PPG children attending clubs SEND children attending clubs</p> | |
|---|--|--|--|--|

| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | <p>Percentage of total allocation: 8%</p> |
|--|---|---------------------------|---|---|
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |

| | | | | |
|---|--|------|--|---|
| <p>Focus: To increase participation in competitive sports. To develop additional competitive sporting events. To have more teams in each competition To host our own fixtures/competitions with local schools and develop links with local schools Target – SEN/ PP/ EAL children Transport and staffing of tournaments</p> | <p>Trust ED silver agreement to enable us to have access to a range of inter-school competitions and festivals for all ages. Contribute for pupils to attend fixtures.</p> | £600 | <p>Opportunities for all children to compete in inter house competitions each half term. More opportunities to represent the school in competitions (Every child by the end of KS2) Increase of profile of sports in school Celebrating sporting achievements in the wider community. 100% pupils taking part in interschool events /competitions - All children understand the importance of sportsmanship and being a team player. Track all children that attend tournaments Children recognise the wider benefits of participating in sport and consider it an important part of their development Track those that now attend clubs</p> | <p>PE planning linked to Inter-school competitions Ensuring adequate staff/adult to take children to competitions . Covering the cost of transport to competitions (when needed) Link with local sports clubs to enable pupils to pursue their sporting development pathways after school time.</p> |
| | <p>Supply cover to allow staff attend competitions with pupils Attending as many events as possible (including some B team competitions)</p> | £700 | | |
| | <p>Working with other local secondary schools and groups to increase competitive competitions Inter-house competitions half-termly to give all children the opportunity to participate in sports competitions. Transport costs/arrangements to ensure children can enter competitions.</p> | £160 | | |

| | | |
|---------------|--------------------------------|----------------|
| Signed off by | Head Teacher & subject leader: | Katie Froggatt |
| | Date: | September 2025 |
| | Governor: | Pete Banford |
| | Date: | |