

# PE and Sport Premium



## Review of 2024/2025

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Consistent PE teacher</p> <ul style="list-style-type: none"> <li>- Plans, delivers, and assesses lessons, leading to improved attainment and progress.</li> <li>- Builds strong relationships with pupils, fostering trust and engagement.</li> <li>- Develops a deep understanding of individual strengths and needs, enabling targeted support.</li> <li>- Ensures inclusive participation, so all children enjoy and succeed in PE.</li> <li>- Promotes confidence, motivation, and positive attitudes toward lifelong physical activity.</li> </ul> <p>Year 6 helped to lead Sports Day for Whole School</p> <p>New ECT teacher with professional sporting background delivered P.E. sessions and ran Netball club – increase in girls attending ASC</p> <p>Children trained as playground leaders</p> <p>KS2 attended Trust Competitions for Football</p>	<p>Pupil voice feedback shows children feel more motivated, supported, and challenged in PE.</p> <p>Regular discussions with class teachers confirm improved engagement and confidence.</p> <p>Children report a greater understanding of the importance of being physically active.</p> <p>Consistent teaching approach contributes to positive attitudes and sustained participation.</p> <p>Increase in girls attending ASC and playing ball sports on the playground</p> <p>Participation in inter school competitions – football</p> <p>Regular messages sent home regarding P.E. Kit and maintaining high standards</p> <p>Well attended Whole school Sports Day with a range of activities to support and showcase fundamental skills learnt</p>	<p>Swimming data decreased from previous year with a lower percentage of children achieving the expected progress.</p> <p>Limited competitions within the school MAT – making use of the local facilities</p> <p>Limited number of staff able to drive children to competitions</p> <p>Lack of offer for SEND children</p>	<p>Swimming data from Y6 and Y4 shows 68% of pupils at expected level.</p> <p>Pupil voice and coach feedback indicate fewer children swim outside school-provided sessions.</p> <p>Limited external swimming opportunities are impacting confidence and attainment.</p> <p>Highlights the need for additional support or strategies to increase swimming practice and water confidence.</p> <p>Pupil feedback highlighted the want for more tournaments and active playgrounds/new equipment</p>

Oct 24 – Year 6 attended PGL – bouldering, zip-wire, orienteering

## Intended Actions 2025/2026

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Continue delivering high-quality PE lessons that enable all pupils to participate and thrive.            Provide extracurricular sports opportunities to broaden experiences.            Ensure participation in sports events and tournaments through MAT and Bury School Sports Partnership (BSSP).            Promote active playtimes by training playtime leaders.            Organize a whole-school Sports Day and train Sports Leaders.            Offer Bikeability training for Year 6 pupils.            Invest in the Local Sports Offer via BSSP, including 10 events annually and SEN-inclusive events such as <i>Bee Proud</i>.            Introduce and implement WOW – The Walk to School Challenge to encourage active travel.            Increase pupil participation in PGL residential activities.            Involve all pupils in Forest School activities to support outdoor learning and wellbeing.            Increase the number of children attending swimming lessons            Increase the number of children achieving EXS level of proficiency in swimming            Increase number of sporting after school clubs to support children in inter-school events            PGL opportunity for Year 5 in the Summer Term</p>	<p>Ensuring that continual discussion with class-based teacher to inform strengths, areas of improvements and additional support.</p> <p>Ensure that clubs are being provided each term, that gives opportunities to wider sports outside of the school day.</p> <p>Enter into bee-proud events with an SEND focus to allow all our children opportunities to participate. Enter into elite and inspire events and participate in inter-trust tournaments. This will ensure A, B &amp; C teams are included.</p> <p>Ask staff to volunteer and ensure they have insurance for sport events</p> <p>Ensure planning of PGL is timely and parents are given time and support to pay</p> <p>Motivate children to walk or cycle to school through the WOW scheme – providing badges and certificates for making a difference</p> <p>Ensuring that the children are being active 30 minutes a day in playtimes, through sporting equipment, activities and Daily Mile.</p> <p>All children from Reception-Year 6 will participate in Sports Day with a focus on competitive races and team building activities.</p> <p>Year 4 and Year 6 children to attend 2 weeks of swimming</p> <p>Promote swimming offers and events in the local community</p> <p>Termly Forest School events for whole school that include physical activity and promote health and well-being</p>

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## Expected impact

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Greater improvements in progress and attainment within PE lessons through consistent teaching and assessment.</li> <li>• SEND pupils make stronger progress due to inclusive lessons with appropriate scaffolding and support.</li> <li>• Increased participation in extracurricular sports, events, and tournaments, driven by higher motivation and enjoyment.</li> <li>• Active playtimes sustained and enhanced with more resources, structured activities, and leadership from trained Play Leaders.</li> </ul>	<p><b>Assessment Data</b></p> <ul style="list-style-type: none"> <li>• Insight tracking for PE attainment and progress across all year groups.</li> <li>• Swimming data for Y4 and Y6 compared against national expectations.</li> </ul> <p><b>Participation Records</b></p> <ul style="list-style-type: none"> <li>• Registers for extracurricular clubs, MAT/BSSP tournaments, SEN events (<i>Bee Proud</i>), Bikeability, and PGL activities.</li> <li>• WOW – Walk to School Challenge participation figures.</li> </ul> <p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>• Surveys and discussions to measure motivation, enjoyment, and understanding of physical activity. _____</li> <li>• Feedback from SEND pupils on inclusivity and support in lessons.</li> </ul>
<p><b>Intended Impact</b></p> <ul style="list-style-type: none"> <li>• All pupils develop confidence, resilience, and physical literacy for lifelong physical activity.</li> <li>• SEND pupils experience equitable access and success in PE and sport.</li> <li>• School culture promotes active lifestyles beyond the classroom, including playtimes and extracurricular opportunities.</li> </ul>	<p><b>Staff Feedback</b></p> <ul style="list-style-type: none"> <li>• Ongoing dialogue with class teachers and PE lead to evaluate engagement and progress.</li> </ul> <p><b>Leadership Evidence</b></p> <ul style="list-style-type: none"> <li>• Number of trained Sports Leaders and Play Leaders and their impact on active playtimes. _____</li> </ul>
<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Maintain consistent PE teaching model for quality and continuity.</li> <li>• Embed Play Leader roles and training to ensure active playtimes remain structured and engaging.</li> <li>• Continue investment in resources and partnerships (BSSP, MAT events, WOW Challenge) to provide varied opportunities.</li> <li>• Monitor pupil voice, participation rates, and attainment data annually to inform improvements.</li> </ul>	<p><b>Observation &amp; Monitoring</b></p> <ul style="list-style-type: none"> <li>• Lesson observations to check quality, inclusivity, and scaffolding for SEND pupils.</li> <li>• Monitoring Forest School sessions and extracurricular provision.</li> </ul>

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## Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

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