

PE and Sport Premium



Review of 2024/2025

What went well?	How do you know?	What didn't go well?	How do you know?
Consistent PE teacher - Plans, delivers, and assesses lessons, leading to improved attainment and progress. - Builds strong relationships with pupils, fostering trust and engagement. - Develops a deep understanding of individual strengths and needs, enabling targeted support. - Ensures inclusive participation, so all children enjoy and succeed in PE. - Promotes confidence, motivation, and positive attitudes toward lifelong physical activity. Year 6 helped to lead Sports Day for Whole School New ECT teacher with professional sporting background delivered P.E. sessions and ran Netball club – increase in girls attending ASC Children trained as playground leaders KS2 attended Trust Competitions for Football	Pupil voice feedback shows children feel more motivated, supported, and challenged in PE. Regular discussions with class teachers confirm improved engagement and confidence. Children report a greater understanding of the importance of being physically active. Consistent teaching approach contributes to positive attitudes and sustained participation. Increase in girls attending ASC and playing ball sports on the playground Participation in inter school competitions – football Regular messages sent home regarding P.E. Kit and maintaining high standards Well attended Whole school Sports Day with a range of activities to support and showcase fundamental skills learnt	Swimming data decreased from previous year with a lower percentage of children achieving the expected progress. Limited competitions within the school MAT – making use of the local facilities Limited number of staff able to drive children to competitions Lack of offer for SEND children	Swimming data from Y6 and Y4 shows 68% of pupils at expected level. Pupil voice and coach feedback indicate fewer children swim outside school-provided sessions. Limited external swimming opportunities are impacting confidence and attainment. Highlights the need for additional support or strategies to increase swimming practice and water confidence. Pupil feedback highlighted the want for more tournaments and active playgrounds/new equipment

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Oct 24 – Year 6 attended PGL – bouldering, zip-wire, orienteering			
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Intended Actions 2025/2026

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
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	Ensuring that continual discussion with class-based teacher to inform strengths, areas of improvements and additional support. Ensure that clubs are being provided each term, that gives opportunities to wider sports outside of the school day. 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 & C teams are included. Ask staff to volunteer and ensure they have insurance for sport events Ensure planning of PGL is timely and parents are given time and support to pay Motivate children to walk or cycle to school through the WOW scheme – providing badges and certificates for making a difference Ensuring that the children are being active 30 minutes a day in playtimes, through sporting equipment, activities and Daily Mile. All children from Reception-Year 6 will participate in Sports Day with a focus on competitive races and team building activities. Year 4 and Year 6 children to attend 2 weeks of swimming Promote swimming offers and events in the local community Termly Forest School events for whole school that include physical activity and promote health and well-being

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Expected impact

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Impact - Greater improvements in progress and attainment within PE lessons through consistent teaching and assessment. - SEND pupils make stronger progress due to inclusive lessons with appropriate scaffolding and support. - Increased participation in extracurricular sports, events, and tournaments, driven by higher motivation and enjoyment. - Active playtimes sustained and enhanced with more resources, structured activities, and leadership from trained Play Leaders.	Assessment Data - Insight tracking for PE attainment and progress across all year groups. - Swimming data for Y4 and Y6 compared against national expectations. Participation Records - Registers for extracurricular clubs, MAT/BSSP tournaments, SEN events (<i>Bee Proud</i>), Bikeability, and PGL activities. - WOW – Walk to School Challenge participation figures. Pupil Voice - Surveys and discussions to measure motivation, enjoyment, and understanding of physical activity. - Feedback from SEND pupils on inclusivity and support in lessons.
Intended Impact - All pupils develop confidence, resilience, and physical literacy for lifelong physical activity. - SEND pupils experience equitable access and success in PE and sport. - School culture promotes active lifestyles beyond the classroom, including playtimes and extracurricular opportunities.	Staff Feedback - Ongoing dialogue with class teachers and PE lead to evaluate engagement and progress. Leadership Evidence - Number of trained Sports Leaders and Play Leaders and their impact on active playtimes.
Sustainability - Maintain consistent PE teaching model for quality and continuity. - Embed Play Leader roles and training to ensure active playtimes remain structured and engaging. - Continue investment in resources and partnerships (BSSP, MAT events, WOW Challenge) to provide varied opportunities. - Monitor pupil voice, participation rates, and attainment data annually to inform improvements.	Observation & Monitoring - Lesson observations to check quality, inclusivity, and scaffolding for SEND pupils. - Monitoring Forest School sessions and extracurricular provision.

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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• The range of extracurricular sporting opportunities has increased significantly. In addition to existing provision, the school now offers boys' and girls' football teams and a mixed netball club, providing more opportunities for pupils to participate in competitive sport and develop teamwork, resilience and leadership skills. • The school has maintained full engagement with all Trust sporting competitions, ensuring pupils have regular opportunities to represent the school and compete against peers from other schools. • All ten allocated BSSP sessions have been accessed, including curling, football, cricket, cross-country and athletics. This has broadened pupils' experiences and increased participation in a wide range of sports. • SEND pupils have benefited from a fully inclusive offer, with attendance at all allocated SEND sporting events, including bowling, multi-skills and the Panathlon. These opportunities have supported confidence, participation and achievement for pupils with additional needs. • Disadvantaged pupils have accessed additional enrichment opportunities, including den building and orienteering activities, helping to ensure equitable access to outdoor learning and physical activity. • Whole-school Forest School sessions were delivered during the Autumn Term and have now been embedded within the Friday enrichment programme, enabling pupils to benefit from regular and sustained outdoor learning experiences. • The WOW Walk to School Challenge has been successfully embedded across the school. As a result, St Thomas's is currently ranked 1st in Bury and has improved from 118th to 71st nationally, demonstrating increased levels of active travel and physical activity among pupils. • Residential provision has been strengthened through Year 6 attendance at PGL and the introduction of a Year 5 residential offer. The first Year 5 cohort attended in June, with approximately 25% of the year group participating. • Forest School provision was further enhanced through participation in a Trust	• Registers for boys' football, girls' football and mixed netball clubs demonstrate increased participation in extracurricular sport. • Participation records show attendance at all Trust-organised competitions throughout the academic year. • BSSP records confirm attendance at all ten allocated sessions, including curling, football, cricket, cross-country and athletics events. • Registers and participation records demonstrate attendance at all SEND events, including bowling, multi-skills and Panathlon competitions. • Attendance records evidence disadvantaged pupils' participation in den building and orienteering sessions. • Forest School planning, timetables and enrichment records show whole-school Autumn Term provision and its successful integration into the weekly Friday enrichment programme. • WOW Walk to School Challenge data confirms St Thomas's is ranked first in Bury and has improved from 118th to 71st nationally. • PGL attendance records demonstrate participation by Year 6 pupils and the successful introduction of the Year 5 residential, with 25% of pupils attending the first visit. • Swimming records for Years 4 and 6 provide evidence of participation and progress in swimming. • Photographs, newsletters, and pupil voice evidence demonstrate engagement in Beth Tweddle's gymnastics event, Trust events, Forest School activities and wider sporting opportunities. • Pupil voice indicates that pupils enjoy PE, clubs and competitions, feel confident taking part in physical activity and value the increased range of sporting opportunities available to them. • Staff voice and behaviour records indicate fewer incidents requiring adult intervention during breaktimes and lunchtimes following the introduction of

Ramadan event, providing additional opportunities for outdoor learning and personal development.

- Pupils in Year 4 and Year 6 have attended swimming lessons, supporting progress towards meeting National Curriculum swimming expectations.
- Pupils also attended a gymnastics event led by Olympic gymnast Beth Tweddle, which promoted local sporting opportunities and encouraged participation in gymnastics clubs across Bury.
- The development of active playgrounds, alongside investment in high-quality resources and the introduction of Play Leaders, has increased participation in physical activity during breaktimes and lunchtimes.
- Play Leaders are now embedded within school routines, taking responsibility for setting out and tidying equipment and encouraging participation in playground activities, ensuring the initiative is sustainable.
- Pupils have access to a wider range of equipment that develops coordination, balance, agility, gross motor skills and teamwork.
- Staff report a reduction in playground incidents and behaviour concerns at break and lunch times, with pupils more positively engaged in structured physical activities.
- The active playground model has contributed to improved behaviour, increased engagement and a more positive play environment for all pupils.

additional sports equipment and active playground initiatives.

- Playground observations show high levels of pupil engagement and participation in physical activities.
- Play Leader monitoring records demonstrate pupils taking responsibility for organising, leading and managing playground equipment.
- Pupil voice indicates that children enjoy the wider range of activities available and feel more engaged during break and lunch times.
- Resource audits demonstrate sustained investment in equipment designed to develop physical literacy and fundamental movement skills.

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