

Primary Physical Education and Sport Premium Plan and Evaluation 2025 – 2026

Trinity C of E Primary School



The following document is a working document to outline the intended expenditure of PPESP for the 2024 – 2025 academic year. Throughout the year, the actions completed will be evidenced and evaluated.

Review of last year's spend and key achievements (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
The use of an external Sports coach to support teachers with the planning and delivery of PE lessons and lunchtime active play.	By providing structured activities during lunchtimes, we have seen a positive impact on the behaviour of our vulnerable pupils. Our provisions offer constructive and engaging options that reduce boredom and the likelihood of disruptive behaviour. PE lessons are delivered alongside the teachers to ensure progression of substantive knowledge	Continue to provide provision with closer planning links to the ACE curriculum.
Specialist dance teacher modelling excellent dance teaching	All classes benefitted from progressive teaching of dance, which resulted in an outcome shared at the end of the unit. Teachers gained experience to plan future lessons.	This will continue to happen next year.
Provide all staff and pupils with appropriate equipment for a range of different sports/activities	Introducing new equipment has significantly benefited both staff and students in our school. For children, it has enhanced their skill development, increased their engagement and motivation, and improved their physical health while promoting better behaviour and inclusivity. For our staff, it has enabled more dynamic teaching, fostered professional growth and satisfaction and ultimately created a more effective and enjoyable PE environment for all.	New equipment is ordered before a term to ensure that all staff have the right equipment needed for the sport/skills they are teaching.
Inter-schools Olympic Games competition	Attending the Olympic Games had a positive impact on our children by fostering a sense of achievement, teamwork, and sportsmanship. This event has encouraged our students to set goals, work collaboratively, and develop resilience. Participation has boosted their self-esteem, promoted physical fitness, and provided opportunities to build friendships with peers from other schools. Additionally, this competition has helped our children learn to handle both success and failure gracefully, contributing to their overall personal and social development.	This will continue next year.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Deliver Forest School / outdoor learning through curriculum time.	Pupils in EYFS, KS1 and KS2 Teachers will benefit from co teaching and planning alongside the forest school lead in order for them to deliver their lessons. Pupils will further develop the character and metacognition curriculum through these sessions.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Forest school provides a broader learning to mainstream sports and supports an inclusive PE curriculum for all pupils. SEND and vulnerable pupils will benefit from whole class and 1:1 forest school sessions.	£13000
Specialist Dance teacher	Dance identified as an area from staff where subject knowledge confidence is lower.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 3: the profile of PE and sport is raised across the school as a tool for whole-school improvement. Key indicator 4: Broader experience of a range of sports and	Play leader training enhances social skills, inclusion, and physical activity while reducing behavioural issues. It boosts confidence in leaders, fosters safer, engaging play for peers, and promotes well-being, further developing our positive school culture.	£3680

		activities offered to all pupils.		
Provide all staff and pupils with appropriate equipment for a range of different sports/activities	All pupils across the school All staff across the school	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 3: the profile of PE and sport is raised across the school as a tool for whole-school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils will be taught a life skill Increasing confidence in pupils Increasing teacher's confidence by having the correct equipment. Pupils will have access to a range of sports and equipment.	<i>£2690 for replenishing and enhancing PE equipment</i>
Sporting Events	Pupils across the school	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Taking children to sporting events encourages physical activity, inspires goal-setting, and teaches values like teamwork and sportsmanship. It also strengthens family bonds and creates lasting memories.	<i>£450</i>

Key achievements 2025-2026

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Forest School / outdoor learning	Forest School and outdoor learning provided pupils across EYFS, KS1 and KS2 with a broader range of physical and practical experiences. It supported character development, metacognition, inclusion and engagement, with SEND and vulnerable pupils benefiting from whole-class and targeted sessions. Teachers also developed confidence through co-teaching and planning alongside the Forest School lead.	
Specialist dance teacher	All classes benefited from progressive dance teaching. Specialist modelling strengthened teachers' subject knowledge and confidence, while pupils developed their dance skills and shared outcomes at the end of units. This has provided a sustainable model for teachers to use when planning and delivering future dance lessons.	
Play leader training	Play leader training increased pupils' confidence and leadership skills and supported more active, inclusive and engaging lunchtime play. Pupil leaders developed social skills, teamwork and responsibility while helping to promote positive behaviour and well-being across the school.	
PE and sports equipment	Investment in appropriate PE and sports equipment improved the quality and range of physical activity available to pupils. New and replenished equipment supported skill development, increased engagement and motivation, promoted inclusivity and enabled teachers to deliver lessons confidently with the resources required.	
Sporting events and inter-school competition	Participation in sporting events, including the inter-schools Olympic Games, provided pupils with opportunities to compete, work collaboratively and demonstrate teamwork, resilience and sportsmanship. Pupils developed confidence and self-esteem, experienced success and managed setbacks positively, while building relationships with children from other schools.	

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	89%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	85%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	<i>Ben Nelson-Smith</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Callum Shipton PE Subject Lead</i>
Governor:	<i>Ian Brown</i>
Date:	<i>24.7.26</i>