

Sports Premium Update – July 2026

Schools **must** use the PE and sport premium to:

- build capacity and capability within the school and **ensure** that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years; and
- develop or add to the PE, sport and physical activity that the school provides.

Summary of how the funding for 2025/26 was spent	Cost
PE sports specialist Teacher to upskill teachers (Premier Education) and a club every week. - Following CPD approach to develop teacher's knowledge and skills when teaching PE. - Carries out a club after school each half term to encourage sport participation. - Targeted lunch clubs with a focus on female participation in football.	£6,650.00
Dance specialist NK Dance) to upskill teachers - Dance is part of the NC – 'perform dances using simple movement patterns'(KS1), 'perform dances using a range of movement patterns' (KS2).	£3,600.00
Year 5 top up swimming and coach - National Curriculum objective: swim competently, confidently and proficiently over a distance of at least 25 metres. Children that did not secure this in Year 4 have attended the top up.	£1375.00
Wow experiences: 2 days for Year 1-6 provided by Wanna Teach PE – (Around the World Sports – Haka, Kabbaidi, Gaelic Football, American football)	£1099.00
2 days of Street Dance for Year 1-6 provided by Hannah Simmons Dance Workshop	£520.00
2 days of Skipping workshops for Year 1-6 and lunchtime animation work provided by Dan the Skipping man	£873.00
2 days of Pickleball workshops for Year 1-6 provided	£674.00
Remote competitions for all year groups - NC objective - Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect - Increased participation in competitive sport for all children.	£480.00
Afterschool Club - Football x 2, Gymnastics x 2, Multi Skills x 2, Dance x 4	£1520.00
Equipment and Resources - Update resources for PE and equipment required for Sports Day - Lunchtime resources	£2449.00
Total	£19240.00

There are 5 key indicators that schools should expect to see improvement across:

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1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.

- Funding for the Premier Education CPD programme and dance specialist coaching enabled staff to develop secure subject knowledge and confidence in delivering high-quality PE lessons. Teachers observed and practised effective modelling of movement patterns and dance composition, ensuring progression from KS1 to KS2. This investment has strengthened teaching consistency.
- Gymnastics, Handball and Outdoor and Adventurous Activities (OAA) were identified as areas requiring development. Premier Education deliver targeted CPD and modelled high-quality teaching. Through this support, staff gained practical strategies for progression, improving their confidence and competence in delivering these units. The coaching also enabled teachers to observe effective demonstrations. As a result, pupils now experience better-structured lessons with clear skill progression, enhancing engagement and attainment across PE.
- Wow experience (enrichment days) with Wanna Teach and Hannah Simmons having these specialists lead two full experience days allowed teachers to observe high-quality modelling in real time across multiple year groups. Staff were able to see effective teaching of skills, warm-ups, differentiation and behaviour management within authentic lessons. This hands-on exposure strengthened teacher confidence and provided practical strategies they could immediately apply in their own PE delivery. (enrichment days)

2. Engagement of all pupils in regular physical activity.

- Wow experience (enrichment days) with Wanna Teach and Hannah Simmons having these specialists delivered highly engaging sessions that introduced pupils to new, fast-paced activities. The excitement and novelty of the experience days increased pupil motivation and resulted in high participation levels across the school. Many pupils who are usually reluctant became more active and enthusiastic, helping to embed a culture of regular physical activity.
- The introduction of targeted lunch clubs and after-school sessions led by the Premier Education increased daily participation, particularly among girls through football-focused activities. These opportunities ensured pupils were active beyond curriculum time, supporting the government's ambition for 60 minutes of physical activity per day and promoting inclusion.
- To sustain this impact of the skipping workshops, midday supervisors were included and actively involved, to help support pupils to practise skipping and other playground games daily. Their engagement has ensured that physical activity is embedded into the school's lunchtime routine, increasing participation and helping pupils achieve the recommended 60 minutes of daily exercise. This initiative has strengthened whole-school commitment to active play.

3. The profile of PE and sport is raised across the school as a tool for whole school improvement.

- The Premier Education specialist delivered weekly sessions along staff has embedded high-quality practice and ensuring PE is recognised as a driver for wellbeing and engagement.
- 'Wow experiences'—including *Around the World Sports*, *Street Dance Workshops*, and *Pickleball Sessions*—created excitement and inclusivity, promoting cultural diversity and teamwork. These events generated whole-school enthusiasm, with pupils sharing their experiences in assemblies and class discussions, reinforcing PE's role in personal development and community spirit.
- Targeted lunch clubs focusing on female football participation and remote competitions across all year groups have strengthened the school's ethos of fairness, respect and resilience.

4. Broader experience of a range of sports and activities offered to all pupils.

- The '**Wow experiences**'—including *Around the World Sports*, *Street Dance*, *Skipping*, and *Pickleball workshops*—broadened pupils' exposure to diverse physical activities. These experiences encouraged enjoyment, curiosity and lifelong participation, ensuring pupils experience both traditional and culturally diverse sports.

5. Increased participation in competitive sport.

- Funding for remote competitions across all year groups provided inclusive opportunities for pupils to compete and demonstrate teamwork, fairness and respect. This aligns with the National Curriculum aim to build character through sport. Increased participation has strengthened pupils' confidence and sense of belonging, fostering a healthy competitive spirit across the school.