

Use of Sports Premium in 2025/2026

The government is providing additional funding of £150 million per annum to improve provision of physical education (PE) and sport in primary schools. This funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport – will be allocated to primary school head teachers. This funding is ring-fenced and therefore can only be spent on provision of PE and sports in schools.

Allocation

Funding for schools is calculated by the number of primary aged pupils (between the ages of 5 and 11) as at the annual census in January. All schools with 17 or more primary aged pupils will receive a lump sum of £19540.

Accountability

Schools are held to account for how they spend the sport funding. Ofsted has strengthened its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision offered.

Sports Premium Funding Objectives

1. The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school
2. The profile of PESSPA being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching and assessing PE and sport
4. Broader experience of a range of activities and sports during leisure time
5. Increased participation in competitive sport – inhouse and externally

Measuring the impact of Sports Premium Spending

PE leaders, management and class teachers work together to provide and monitor impact for the pupils in PE. Activities and provision are carefully planned and evaluated by these staff, who monitor the impact on the pupils in a variety of ways:

- Observations of learning taking place in PE lessons plus team teaching.
- Pupil voice: making use of opportunities to discuss with the pupil the activities they have taken part in and their experiences of the teaching and learning of PE.
- Assessment data of the achievements of pupils from PE lessons
- Feedback from staff about curriculum delivery and expertise

How we are using our sports premium

Improve the delivery and assessment of the P.E curriculum: A portion of the Sports Premium funding has been allocated to support an existing member of staff in their role as P.E. Lead. This investment enhances the capacity for strategic development and delivery of high quality physical education across school

Development of relationships with external agencies to provide better Outside Sporting facilities for children: The school has seen a significant amount of funding invested in its buildings; however the outside provision is now being developed. Links have been made with some local schools, which has enabled children to access their provision. Agencies include specialised delivery of football, golf, fitness circuits, dance, singing, netball and athletics.

Further improvement to Sports Clubs, breaktime/lunchtime activities and competitive participation: Due to the effects of Covid-19 preventing us from participating in competitions against other schools. This year the school wish to increase this and host an increased number of events at the school, as well as increased participation in intra school competitions allowing the children to have the opportunity to represent their house in a competition. Achievement will be acknowledged and celebrated on the school website, in the school newsletter and in classes during the star of the week Friday afternoon assembly. Sports clubs are provided after school with a mixture of clubs being provided by our staff and external organisations. This year the focus will be on high quality provision at lunchtimes, with the PE lead training the children as play leaders to provide high quality games for the children. In addition we are also focusing on high quality provision after school, with sessions being delivered internally by the PE lead and externally by sports qualified coaches with a different topic each half term.

Academic Year: 2025/26

Total fund allocated: £19520

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Percentage of total allocation:

46%

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence	Impact	Sustainability and suggested next steps:
<p>Increase participation of pupil in after school clubs and lunchtime animation through the development of the role of pupil sports leaders.</p> <p>A range of after school clubs provided through JC Academy and staff members each term.</p> <p>Raising the profile of specific sports through clubs which have a direct link to inter school competitions.</p> <p>All pupils will participate in regular exercise in addition to weekly PE lessons (daily mile)</p> <p>Continue to have a bank of trained play leaders for lunchtime animation</p>	<p>Continue to provide more after school and lunchtime opportunities that will engage pupils for all key stages.</p> <p>Analyse pupil attendance at club with specifics of SEN, EAL, LAC and PP children.</p> <p>A strategic overview of the impact of sports leaders on the wider school.</p> <p>To increase participation in inter school competition for football and netball.</p> <p>Establish a timetabled daily mile to improve regular exercise participation and mental</p>	<p>£8408</p>	<ul style="list-style-type: none"> -Club provision -Attendance registers -Pupil voice -sports competitions -sports leaders rotas. Daily mile tracking -Play leaders 	<ul style="list-style-type: none"> - increased daily activity, helping children maintain a healthy weight and develop strength and flexibility. - Enhance mental health and well-being - Greater engagement and enjoyment, encouraging more pupils to participate and discover activities they enjoy. - Developing life-long 	<p>Use pupil voice to assess new clubs and gather suggestions for future provision.</p> <p>Reflect termly on participation and gather pupil voice for development of activities</p> <p>Teacher/ sport coaches develop play leaders.</p> <p>Enquire about opportunities for professional sports people/athletes/teams/coaches to come</p>

	well-being.			<p>positive attitudes to health and fitness.</p> <ul style="list-style-type: none">- Improve behaviour and social skills through the promotion of team work, co-operation and respect.- Pupils will develop self-discipline and a sense of belonging.- Stronger school ethos, developing a culture of achievement and pride.	
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<p>activities.</p> <p>One specialised staff member will oversee and train any new play leaders.</p> <p>Provide a broad and balanced curriculum which incorporates fitness, sports, competition and swimming.</p> <p>increased participation of competitions for targeted pupil e.g- SEND pupils</p> <p>Join Bikeability</p>	<p>train new leaders along with overseeing and implementing a program of activities for breaktimes and lunchtimes</p> <p>-Whole school daily mile during last 15 mins</p> <p>-Follow Champions PE curriculum resource.</p> <p>Basket ball workshop</p> <p>Join or host sporting events particularly for the SEND children.</p> <p>School join Bikeability programme for year 5 or 6</p>	<p>£480.00</p> <p>£100 Penathalon competition sunflowers</p>	<p>timetable and booklet</p> <p>-Feedback from the play leaders, lunchtime supervisors and children.</p> <p>-Our Champions PE curriculum covers, sport skill-based lesson, fitness-based lessons, elements of competition and theory-based lessons for inside the classroom.</p> <p>Photos and feedback forms from the things we attend.</p>	<p>and are responsible for the setting up, running and packing away of their chosen game. Pupils feedback shows children enjoy the Play Leaders and games they put on.</p> <p>Children take part in the daily mile during the last 15 minutes of lunchtime, Nursery also do it every morning encouraging fitness and wellbeing across the whole school</p>	<p>In to school and work with children and staff</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

>1%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence	Impact/Evaluation	Sustainability and suggested next steps:
<p>Raise profile of the student sports leaders by showing sporting visitors or governors around our school alongside their own role of leading games at lunchtime.</p> <p>Sports champion of the week for KS1/2 celebrated in Good work assemble on Friday.</p>	<p>Children apply for a role on the sports council.</p> <p>Fellow peers and the PE lead choose 1 or 2 pupils from each class alongside 2 sports leaders in year 6 and house captains from year 6 to promote sport around school.</p> <p>-Hold monthly meetings to get feedback on how</p>	<p>£100</p>	<p>-Minutes from meeting</p> <p>-Council display board</p> <p>-Any actions we take or things we try implement or change.</p>	<p>Sporting champion was chosen by PE lead and class teacher but was not presented in good work assembly.</p> <p>Sports leaders/council was a success.</p> <p>PE profile has been raised by</p>	<p>More celebration and profile raising by making sure PE stars are chosen and presented in good work assemblies</p> <p>Termly awards for club participation and PE lessons</p>

<p>Improve on celebrating sports-based achievements within school, along with raising online profile</p>	<p>everything is going.</p> <p>-Termly sports stars to be chosen by PE lead and teachers and presented with certificate in good work assembly.</p> <p>-Record and post results of league fixtures or external competitions we take part in.</p>		<p>-Certificates</p> <p>-Online photos and results</p> <p>-More online pictures from PE lessons as evidence to parents and carers.</p>	<p>staff as all staff members have had to deliver their own independent lessons and then assess at the end of term.</p> <p>In comparison to last year, we will have competed in more in-house and outer school events, building relations with fellow school in the local area.</p>	<p>CPD and gather staff voice on training needs.</p> <p>Continue to host more in house competitions and compete in more out of house competitions alongside professionally supported events.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff through staff training and upskilling through a coaching model.

Percentage of total allocation:
46%

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence:	Impact/Evaluation :	Sustainability and suggested next steps:
<p>Maintain high-quality lessons provided by specialist PE lead</p> <p>Continue to improve subject knowledge of all staff through input from PE lead in staff workshop.</p> <p>To implement a pupil book study approach in PE to evaluate learning experiences, measure impact and inform curriculum development.</p>	<p>Develop a clear framework and question set for PE book study discussions</p>	<p>£9,011</p>	<p>Team teaching observations and staff voice</p> <p>Assessment and progress data for all pupils.</p>	<p>Identification of strengths and gaps in teaching and curriculum delivery.</p> <p>Findings will highlight pupils skills and knowledge.</p> <p>Pupils will improve their understanding of subject specific vocabulary leading to a greater emphasis in language in PE</p>	<p>Further development of staff skills (find courses for staff to attend to uplevel knowledge)</p> <p>More EYFS based PE knowledge needed</p> <p>Identify gaps in attainment for further learning opportunities</p>

	All teachers to attend PE focused staff workshop.		Qualifications	sessions.	
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Up-skill by utilising online training and staff workshops and opportunities to attend accredited courses.	Find accredited courses outside school to enhance knowledge.		/certificates from courses		
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Key indicator 4: Broader experience of a range of activities and sports during leisure time

Percentage of total allocation:

5%

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence	Evaluation/impact :	Sustainability and suggested next steps:
<p>Broader experience of a range of activities and sports offered during lunchtime through trained play leaders. Overseen by specialist staff.</p> <p>A range of leisure time equipment ordered to enhance leisure time.</p> <p>Lunchtime sports activity timetable</p>	<p>Play leader timetable to show what they are doing and when they are doing it. (Overtime play leaders create their own timetable choosing what games to run and when)</p> <p>experienced play leaders will demonstrate to new leaders how to use and</p>	<p>£963</p> <p>Cost of new outdoor play equipment</p>	<p>Play leader timetable.</p> <p>Competent play leaders will begin to fill out a daily log and take pictures for evidence.</p> <p>Pupil feedback about how they are</p>	<p>Play leaders are now very independent and do not work off a structured timetable telling them what to do, they choose their own game what they want to run.</p> <p>The new equipment ordered went</p>	<p>Further investment in a range of leisure activities</p> <p>More evidence, through photos, Twitter, info on the newsletter, pupil surveys</p> <p>Continue to train play leaders,</p>

<p>Broader range of indoor activities offered through staff doing lunchtime clubs.</p>	<p>facilitate the equipment.</p> <p>Teachers and support staff will host a variety of lunchtime clubs all aimed at different age groups for different needs.</p>		<p>finding leisure time and the provision.</p> <p>Feedback from the Sports Coach</p> <p>List of clubs offered and who attended them</p>	<p>down very well with pupils and play leaders alongside lunchtime supervisors try to ensure it stays in good condition. They play games such as circus skills, table tennis, giant connect 4, giant Jenga, dominoes, chess, naughts and crosses, obstacle courses, fitness circuits and the usual sporting games.</p>	<p>getting the more experienced older children to teach the younger children.</p>
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Key indicator 5: Increased participation in competitive sport in-house and externally

Percentage of total allocation:

3%

<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence</p>	<p>Evaluation/ impact:</p>	<p>Sustainability and suggested next steps:</p>
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<p>Continue to take part in competitive sports within school and its consortium, especially in-house competitions. Continue competing in local events or against local schools</p> <p>Continue to take part in local ESPFA league for boys' and girls' teams alongside the tournaments they host through the year.</p> <p>Join the 'Spark Active Partnership' (formally Kingsbury Partnership) so we can attend a variety of</p>	<p>Consult with sports council. Half-termly competitions for existing clubs making sure all year groups get a chance through the year. Increase frequency of school competitions with other local schools.</p> <p>Further building of links with ESPFA and fellow schools in local area. Facilitate support for pupils at fixtures, e.g. staff, parents and other pupils attending to watch/support</p> <p>Meet with the manager of Spark Active (Heather) and get the school into as many competitions as possible. Good chance to build links with local</p>	<p>£200 plus £100 travel £300 total</p>	<p>Booked fixtures</p> <p>Termly competitions between year groups.</p> <p>Competitions mentioned in school newsletters and celebrated in good work assemblies.</p> <p>Photos, results and tables posted online in school and ESPFA website.</p> <p>Photos, results and feedback from pupils and</p>	<p>Took part in local ESPFA league. We were a host school and held fixtures hosting various other schools.</p> <p>Built links with other local schools inviting them to play fixtures in other sport. For example, hosted a year 3, 4, 5 and 6 Dodgeball tournament vs other schools</p> <p>In house competitions take part during PE lessons. A subject is taught for a half term then during the last week or two classes will go out together and play against each other. Feedback</p>	<p>Further investment in competitive events</p> <p>Re-join ESPFA league next year.</p> <p>Continue with in house competitions.</p> <p>Invite local schools to take part in competitive matches hosted by St Barnabas.</p> <p>Continue working with Kingsbury Partnership as that creates lots of opportunities and links for the school.</p>
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sporting events aimed at a varying group of children.	primary and secondary schools with area.		staff who attend.	showed pupils enjoy playing against opposing classes.	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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?	No