SS Simon & Jude
Church of England Primary School

Primary PE and Sports Premium Evaluated Report 2025-2026









The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated Primary PE and sport premium guidance.

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future.

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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
1. Bought a PE scheme of work and employed a PE coach for 2 days a week to deliver the curriculum. 2. Enter local cluster competitions and competitions as part of Bolton School Games Mark. 3. Provide bike workshops for most year groups. 4. Provide a range of extra-curricular activities linked to the pupils' interests. 5. Invite an inspirational figure into school. 6. Replenish equipment and resources.	1. Teachers increased their confidence and knowledge in how to teach the different units and lessons from observing the coach over the year. The pupils also received at least good PE lessons and developed their own skills and knowledge. 2. Pupils took part in a range of competitions at different ability levels. Lots of pupils were able to represent school and apply the skills they've learnt in the events. SEND and Pupil Premium pupils also got to take part in some of the targeted events. 3. Provided balance bike workshops for Reception and Year 1. Cycling workshops for year 3 and 4 and Bike Ability lessons for year 5 and 6. Pupils were taught key skills matched to their ability. It increased awareness of physical activity levels amongst the pupils and parents. Pupils also felt more confident riding a bike which led to an increase in the number of pupils coming to school on their bike, increasing active travel to and from school.	1. The teachers are now more confident teaching the games units and the skills within these lessons. However, they need more support with teaching gymnastics and dance to increase their confidence and knowledge. 2. Next year, we will look to increase the number of competitions we enter that are led by Bolton School Games Mark. This will give the opportunity for more pupils to represent school and also within different events. 3. This worked really well and is something that we can continue to do next year. Look at a way of tracking active travel to and from school and increasing and promoting active travel further. 4. Explore other extra-curricular clubs that could be provided for the pupils that they may otherwise not get the opportunity to take part in. Look at purchasing equipment that will allow

	4. The majority of the pupils across school attended an extra-curricular club. The pupils were able to experience activities which they may otherwise not get the opportunity to take part in such as archery and boxercise. Pupils who didn't attend clubs in the Autumn and Spring term were targeted to find out their interests and these clubs were provided to further increase the number of pupils attending. 5. Pupils were inspired to be active. They were taught and shown the importance of perseverance, to keep on practicing and to not give up. This was linked to our new vision, mission and values that were introduced this year. They were inspired to go for and achieve their goal whatever that may be. 6. PE equipment was replenished so PE lessons could be taught effectively. Replenishing PE equipment also enabled the school to continue with active play times so play leaders could lead playground games and provide extra-curricular clubs for the pupils to attend.	different extra-curricular clubs to be provided by school such as archery. 5. This was a really good memorable experience for the pupils, which inspired them and taught them the importance of perseverance. Next year, we will look to raise the school profile through engaging with School Sports Week. 6. Replenish PE equipment after completing a stock check. Look at purchasing equipment that will allow different extra-curricular clubs to be delivered by staff like archery and explore new playground equipment to encourage even more pupils to be active at playtimes. Look at introducing challenge zones, cards and developing play leaders.

Key priorities and Planning 2025-2026

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
Employ specialist coaches to deliver dance and gymnastics during curriculum time to deliver high quality PE lessons and increase the confidence knowledge and skills of staff. Provide a new dance and gymnastics scheme and progression maps for our school PE curriculum. Employ PE coaches to provide targeted extra-curricular activities linked to the pupils' interests for pupils to attend – dance and gymnastics.	This will impact on the pupils' development in dance and gymnastics and ensure they are experiencing a high-quality PE curriculum. Class teachers will also observe and support the PE coaches for professional development for dance and gymnastics. This will upskill them and give them the knowledge, skills and confidence to deliver gymnastics and dance. Providing extra-curricular clubs that the pupils have shown an interest in will allow them to improve their physical activity levels, experience a range of sports and develop their skills and	*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 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.* *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.*	Pupils received high quality dance and gymnastics lessons and made good progress in these units. Teachers observing the coach feel more confident delivering the scheme for dance and gymnastics and have improved their knowledge and skills. New scheme of work for dance and gymnastics that the teachers are able to follow confidently after observing it being taught in action from specialist coaches. More pupils meeting their daily physical activity goal and more pupils encouraged to take part in PE and Sport activities. Pupils encouraged to	*£9,315*

	confidence in dance and gymnastics. They will also have the opportunity to carry this on with a club outside school.		continue their hobby outside of school at a dance/gymnastics club.	
The coaches will also lead dinnertime activities and games.	Increase physical activity levels at playtime and lunch times and support lunch time supervisors with leading on games.	*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.*	More pupils meeting their daily physical activity goal and more active at playtimes and dinner times.	
Enter the local cluster competitions.	This action will allow for the pupils to compete and represent school in different competitions. It will allow them to apply the knowledge and skills they've learnt in PE and extra-curricular clubs and develop their key life skills.	*Key indicator 5: Increased participation in competitive sport.*	Pupils were able to represent school and compete in a variety of events and competitions. Pupils increase their confidence and the profile of PE and sport across school is raised.	*£700*
Enter the Bolton School Games competitions and affiliation	This action will allow for more pupils to compete and represent school at different events and competitions matched to their abilities.	*Key indicator 5: Increased participation in competitive sport.* *Key Indicator 1: Increased*	More pupils are able to represent school and compete in a variety of events and competitions. Pupils increase their	*£150*

	CPD training for the PE subject leader and up to date information on PE and school sport.	*confidence, knowledge, and skills of all staff in teaching PE and sport.*	confidence and the profile of PE and sport across school is raised. PE subject leader receives the most updated information linked to Physical Education and is part of a PE lead group for support.	
Provide bike workshops for most year groups across school (Reception – Year 6)	Bike ability - Year 5 and 6 Balance bike workshop – Reception and Year 1 Cycling workshop – Year 2, 3 and 4 They will learn key cycling skills linked to their ability. This will give them the confidence, knowledge and skills to ride their bikes outside of school safely and provide a physical activity they can continue with later on in their life. Reception and Year 1 – Balance bike workshops. This will teach the pupils key skills such as ABC and how to ride a balance bike safely. It will give them the foundation skills to go on to ride a pedal bike and promote this as a fun physical	*Key indicator 3: The profile of PE and sport being 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 have learnt key cycling skills matched to their ability as well as how to ride their bikes safely. They will be able to continue their development with riding a bike outside of school. Learning the skills has allowed them to continue this physical activity outside of school and lead a healthy and active lifestyle. The workshops also promoted cycling and increased active travel to and from school.	*Balance bike workshops* *Cycling workshop –* £1,512.25

	activity that they can continue to do outside of school.			
Provide a range of extra-curricular clubs linked to the pupils' interests.	The pupils are able to take part in a range of sports and activities as well as take part in activities that they may not otherwise get the opportunity to do so matched to their interests.	*Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.*	High number of pupils attending extra-curricular clubs and being physically active. Some pupils have experienced activities they may have not otherwise had the opportunity to do so previously, helping them to develop a hobby to continue physical activity levels outside of school. Forms and links with the external companies providing the clubs for pupils to attend. School can now provide a wider range of extra-curricular clubs and continue to use the equipment to do so in the future.	*£750.52*
Replenish playground equipment and provide more playground games and activities.	This will allow the pupils to be more active at playtimes and dinner times and participate in a variety of activities.	*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*	The pupils are more engaged in activities and games at playtimes and dinner times. There are a wider range of activities to	*£2175.00*

		in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	choose from. There is plenty of equipment for the pupils to access.	
Replenish PE equipment and buy new equipment to ensure sufficient equipment for PE lessons.	Pupils, teachers and coaches	*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.*	PE equipment available so staff can provide high quality physical education and scaffold learning effectively. Pupils and staff are motivated to take part in physical activity.	*£3908.25*
Take part in National School Sports Week and sports day medals and certificates	This will facilitate promoting healthy lifestyles and the importance of it across school. It will raise the profile of PE and sport across school and allow opportunities for healthy social interactions through physical activity.	*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*	Lasting impact on the pupil's awareness of how to lead healthy and active lifestyles and took part in a wide variety of games. Development of leaders in Year 5 and 6 teaching the Year 1 and 2 games and activities. Raising the profile of sport with parents through having sports days on this week.	*£2558.98*

			Promotion of British and school values.	
Use assemblies, newsletters and display boards to celebrate participation and achievements. Promote the School Games values alongside school values on newsletters. Celebrate individuals weekly for sport-related effort.	Raise awareness of sports and physical activity across school to encourage more pupils to become involved in sport and physical activity. Develop the pupil's confidence through celebrating their achievements both in school and outside of school. Promote an even further community belonging across school.	*Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement*	School communities are more aware of the physical activity and school sport across school and the values. Parents engaged with school and sharing experiences/achievements pupils are doing outside of school. Pupils are more confident and eager to participate in physical activity and sport across school. Even better community belonging created.	£0
Safe Practice License AFPE	PE lead can access and is up to date with latest information.	*Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.*	PE lead up to date with latest information and advice.	

				£40

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
1. Bought a PE scheme of work and employed specialist coaches for dance and gymnastics	1. Teachers increased their confidence and knowledge in how to teach dance and gymnastics units and lessons from observing the coach over the two terms. The pupils also received at least good PE lessons and developed their own skills and knowledge.	1. The teachers are now more confident teaching the dance and gymnastics units and the skills within these lessons. Next year, teachers will deliver the PE curriculum
2. Enter local cluster competitions and competitions as part of Bolton School Games Mark.	2. Pupils took part in a range of competitions at different ability levels. Lots of pupils were able to represent school and apply the skills they've learnt in the events. SEND and Pupil Premium pupils also got to take part in events specifically for these focus groups.	2. Next year, we will continue to look at entering the local cluster competitions. We will also look to set up networks with other local skills to arrange competitions for pupils to experience.
3. Bike workshops provided for Reception to Year 6.	3. Provided balance bike workshops for Reception and Year 1. Cycling workshops for year 2, 3 and 4 and Bike Ability lessons for year 5 and 6. Pupils were taught key skills matched to their ability. Pupils also felt more confident riding a bike which led to an increase in the number of pupils coming to school on their bike, increasing active travel to and from school.	3. This worked really well and is something that we can continue to do next year. Look at a way of tracking active travel to and from school and increasing and promoting active travel further.
4. Provide a range of extra-curricular activities linked to the pupils' interests.	4. There was a high number of pupils across school attending an extra-curricular club. The pupils were able to experience a range of activities some of which they may otherwise not get the opportunity to take part in such as archery and boxercise. Pupils who didn't attend clubs in the Autumn and Spring term were targeted to find out their interests and these clubs were provided to further increase the number of pupils attending.	4. Explore other extra-curricular clubs that could be provided for the pupils that they may otherwise not get the opportunity to take part in. Look at purchasing equipment to enable the school to sustain extra-curricular clubs such as archery and axe throwing equipment.
5. School Sports Week	5. Pupils thoroughly enjoyed school sports week. They took part in their sport days which parents were invited to and took part in	5. This was a really good week that the pupils engaged with promoting the importance of physical activity and allowing the pupils from

6. Replenish equipment and resources.	different fun activities. The Year 5 and 6 pupils created and taught their own PE activities and games to the younger pupils which was really successful. The Year 5 and 6's learnt co-operation and leadership skills and the Year 1 and 2's were inspired by the older pupils and learnt and applied new skills as well as how to play some new games. It raised the profile of PE across school and increased physical activity levels. 6. PE equipment was replenished so PE lessons could be taught effectively. Replenishing PE equipment also enabled the school to continue with active play times so play leaders could lead playground games and pupils had access to different equipment.	across school to come together. It would be worthwhile providing more opportunities for the different year groups to collaborate with each other in different ways, to engage with School Sports Week again and look at the possibility of getting an inspirational person in school within this week. 6. Replenish PE equipment after completing a stock check. Explore new playground equipment to encourage even more pupils to be active at playtimes as well as equipment that allows for different activities and units to be taught within PE lessons such as quidditch etc.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	26.1%	*26.1% of the cohort can swim over a distance of at least 25m. The challenges have been that for many of our year 6 pupils this is the first time they have experienced going into water and having swimming lessons.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	26.1%	*26.1% of the cohort can swim over a distance of at least 25m. The challenges have been that for many of our year 6 pupils this is the first time they have experienced going into water and having swimming lessons.* *They make good progress during the 10 hours of swimming that the receive but this time frame is not enough for the pupils to learn a range of strokes and swim competently.*

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	26.1%	*26.1% of the cohort are able to perform safe self rescue in different water-based situations. The challenges have been that for many of our year 6 pupils this is the first time they have experienced going into water and having swimming lessons.*
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	*K. Jones*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*J. Winteringham*
Governor:	*(Name and Role)*
Date:	20.07.26