

PE and Sports Premium Funding

What is PE and Sports Premium Funding?

The Government is providing funding to primary schools to provide additional and sustainable improvements to the provision of PE and sport to primary school children to encourage the development of healthy active lifestyles. The funding is based on the number of pupils aged 5 and over in the school in September 2024. This document sets out St Charles' plans for using the PE and Sports Premium Funding.

Number of Pupils and PE and Sport Grant (PSG) received 2025/26	
Total number of pupils on role academic year 2025/26	212 (whole school) 168 (excluding Nursery and Reception)
Total number of PSG expected in the academic year 2025/26	£17,760

At St Charles Catholic Primary School we have a Physical Education development plan in order to continue to improve provision and raise the achievement of all pupils in PE and sport.

Our key objectives include:

- ❖ To ensure provision is fully inclusive and addresses gaps
- ❖ To ensure all children are active for at least 60 minutes each day
- ❖ To continue to ensure all children have the opportunity to be involved in after school clubs, especially vulnerable pupils
- ❖ To take account of pupil views when developing PE programmes
- ❖ To increase participation in competitive sport.

Plans for PE and Sport Grant expenditure 2025-26

Key objectives	Initiative	Partners	Impact	Cost	Evaluation
To provide INSET for teachers to ensure they have the skills to deliver high quality PE lessons	Improve the depth of knowledge of PE for staff, with specific focus on dance/ playground games. Give them the opportunity and confidence to deliver a consistently high standard of PE lessons in the future by working and teaching alongside specialist sports coaches. Staff training will be held which allows staff to understand the progression of skills, which, in turn will allow them to teach high quality PE lessons in gymnastics and, assessment framework. INSETs will allow teachers to ensure all PE lessons are fully inclusive	PlaySport Coaching Company	- Teaching staff will be up-skilled by enabling them to work alongside specialised practitioners or independently to teach engaging and effective lessons. - Teachers will gain experience and confidence teaching PE including gymnastics and therefore have a sustainable and long term impact. - Teachers will have an understanding of the PE curriculum and the progression of skills across the year groups to allow them to stretch and support pupils in their learning. - Teachers will be able to assess pupils effectively and identify gaps.	£610	Teachers and support staff were upskilled through high-quality CPD and by working alongside specialist coaches from PlaySport Coaching. This collaborative approach increased staff confidence, subject knowledge and understanding of effective PE teaching strategies. Teachers are now more confident delivering all areas of the PE curriculum, including dance and gymnastics, and have a stronger understanding of progression in skills across year groups. Pupils with SEND and medical needs accessed PE successfully through adapted activities. Participation rates increased and pupil engagement in lessons improved. Fitness levels and confidence in physical activity have shown positive progress.

			▪ All lessons will be fully inclusive.		
To ensure the PE curriculum is inclusive for all pupils and addresses any gaps	St Charles Catholic Primary school is an inclusive school. We aim to engage all children in PE lessons and are looking to increase provision for all children (including those with SEND and medical conditions) to be fully engaged in PE. Where necessary, lessons will be adapted to meet the needs of pupils, whether they be physical, emotional or learning. Provision will focus on improving fitness for all pupils.	Coaches contracted through PlaySport Coaching Company	▪ All children including those with SEND and medical conditions will have equality of opportunity to access the full PE curriculum. ▪ Fitness and activity levels for children increase. ▪ Lessons adapted to meet the needs of children with medical needs.	£2400	The PE curriculum remained fully inclusive throughout the year, ensuring that all pupils, including those with SEND and medical needs, were able to access and participate successfully in PE lessons. Teachers and coaches adapted activities, equipment and teaching approaches where necessary to meet individual needs whilst maintaining high expectations for all learners. Staff developed greater confidence in identifying and addressing barriers to participation, ensuring that every child had the opportunity to experience success and make progress. As a result, pupil engagement in PE was consistently high and children demonstrated improved confidence, fitness and enjoyment of physical activity.

To continue to ensure the curriculum provides progression in skills and allows children to acquire a range of PE skills	All staff are aware of the curriculum; its Intent, Implementation and Impact are clear. Progression in skills across the year groups and curriculum areas will continue to be clear so all children make progress in PE.	PlaySport Coaching Company	▪ Progression of skills across year groups and areas of the curriculum is clear and allows teachers to plan for stretching lessons that are appropriate for each year group. ▪ Children make progress in PE and in skills acquisition as well as knowledge about PE. • Action taken to ensure children do make progress.	£1500 equipment	The PE curriculum continued to provide clear progression in skills and knowledge across all year groups, ensuring that pupils built upon prior learning and developed increasing competence in a wide range of physical activities. Staff demonstrated a secure understanding of the curriculum intent, implementation and impact, enabling them to deliver lessons that were appropriately sequenced and matched to pupils' developmental needs. As a result, pupils developed key physical skills, improved their understanding of tactics and strategies, and gained greater confidence when participating in a variety of sports and activities. Assessment information and lesson observations showed that children made good progress throughout the year, with targeted support provided where gaps in learning were identified.
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To assess outcomes in PE effectively	Children to be aware of learning intentions through use of Knowledge Organisers. Equipment available is suitable for the curriculum. Curriculum covers both PE skills and knowledge about PE. Assessment processes will effectively assess children's progress and achievements.		▪ Children are aware of what they are learning through Knowledge Organisers ▪ Effective assessment using arbor and gaps identified ▪ Clearly identify the disciplinary knowledge all children need to acquire so that they can know more and remember more.		Knowledge organisers have been used consistently to help pupils understand what they are learning and to reinforce key vocabulary and concepts within each unit of work. As a result, pupils are increasingly able to recall previous learning and make links between different areas of the curriculum. Teachers have used Arbor assessment data effectively to monitor progress, identify gaps in learning and plan targeted support where necessary. Appropriate equipment has been maintained and updated where necessary to support curriculum delivery and ensure pupils can fully access all areas of PE. Assessment information demonstrates that pupils are making good progress in both their physical skills and their understanding of PE concepts and knowledge.
To ensure children are active for at least 60 minutes each day	St Charles Catholic Primary school aims to ensure all children are as active as possible during the school day. Alongside PE lessons, children are provided with	Coaches contracted through PlaySport Coaching	▪ Increase engagement in sports. ▪ Positive impact on behaviour. ▪ More enriching lunchtimes for pupils.	£7700	Sports Ambassadors successfully organised mini competitions and activities including basketball, table tennis, skipping challenges and races, encouraging greater participation and engagement from

	the opportunity to take part in a variety of sports at lunchtime. This is particularly important to improve fitness. Daily mile to be incorporated into weekly routines for all pupils. Raise the profile of walking, scooting or biking to school in increase activity levels. Although many pupils now are active for at least 60 minutes and access lunchtime and after school sports activities, a number of children are reluctant to do so. We aim to provide targeted interventions/ enjoyable playground games for these. Also, we aim to increase the physical activity of girls and instill in them good routines of physical activity for later life	Partner organisations such as Grenfell Athletic/ Platform Cricket.	▪ Access to a wide range of sports and physical activity including basketball, table tennis. ▪ Sports ambassadors to take responsibility to organise inter-house sports competitions aimed at engaging a wider variety of children as well as playground games to involve children who don't enjoy competitive sport. ▪ Children not accessing lunchtime or after school sports activities to be targeted by teachers and coaches. ▪ Opportunities offered through partner organisations to engage and encourage pupils to participate in sport Improved fitness as a result of engaging in daily mile.		pupils across the school. The Daily Mile was embedded into the weekly routine for Key Stage 2 pupils and contributed to improving fitness levels and promoting healthy habits. Additional initiatives, including scooter and pedestrian training, encouraged active travel and raised awareness of the benefits of regular physical activity. Partnerships with Grenfell Athletic and Platform Cricket provided pupils with access to high-quality coaching and sporting opportunities, resulting in increased enthusiasm for sport and physical activity. Several pupils have gone on to participate in extracurricular opportunities offered by Platform Cricket, further extending their engagement in sport beyond the school day.
To inspire children to be involved in sport	At St Charles we aim to inspire children through sport to develop physical and social skills such as		▪ Children are inspired to develop the skills and attributes of sports people: resilience,	£2500	Regular participation in the Daily Mile and other fitness activities encouraged pupils to develop healthy habits and improve their

	teamwork, resilience, respect and endurance. We aim to develop our house captains to organise inter-house sporting competitions to inspire and involve children across the school. Daily Mile to inspire pupils to be more active and take up running. We will engage with local partners (Bikeability, Chelsea, Grenfell Athletic, and Platform Cricket) and other schools to inspire children to take up sport and competition.		respect, hard work, teamwork etc. ▪ Children to be involved in the Daily Mile and regular fitness activities. ▪ Run mini competitions during school day to inspire pupils ▪ Participate in competitions with Grenfell Athletic. ▪ House captains/Sports ambassadors to take responsibility to organise inter-house sports competitions aimed at engaging a wider variety of children ▪ Children to be involved in supporting MA run fun festivals. (Y5/6)		physical wellbeing. Sports Ambassadors played an active role in organising and leading mini competitions and activities during lunchtimes, helping to increase participation and enthusiasm across the school. Pupils also represented the school in a variety of sporting events, including football competitions and festivals organised in partnership with Grenfell Athletic, giving them opportunities to experience competition and develop confidence. During the summer term, older pupils will support younger children through the MA Fun Festivals, developing leadership skills whilst inspiring younger pupils to engage positively with physical activity.
To continue to ensure all children have the opportunity to be involved in after school clubs, especially vulnerable and disadvantaged	We believe that all children should have access to good quality sports activities after school, regardless of their economic, social or educational background. We will aim to ensure that no group is under-represented at after school	FitforLife Youth	▪ Children from all backgrounds have the opportunity to engage in sports, particularly team sports. ▪ Termly monitoring of participation rates. ▪ No child is disadvantaged in terms of attendance at	£500	Following a review of participation rates from the previous year, the school worked closely with parents and external partners to better understand barriers to attendance and to develop a wider range of clubs that would appeal to more pupils. As a result, participation in after-school sport has increased and

pupils	clubs and remove any barriers to attendance. This will include removing barriers for families where children do not participate in after school clubs. Take up clubs was limited last year so we will work with partners and parents to understand and develop these.		sports clubs. ▪ SEND pupils are supported to attend after school clubs where necessary ▪ Staff support pupils so they can take part in sports competitions ▪ Children who do not take up after school clubs will be targeted to ensure they are not missing out on opportunities for sport participation.		pupils now have access to a broader range of activities, particularly team sports. SEND and vulnerable pupils have been supported to attend clubs where necessary, ensuring that all children are able to benefit from extracurricular sport. Staff have also provided additional support to enable pupils to take part in sporting competitions and events.
To take account of pupil views when developing PE programmes	We believe that children should be given the opportunity to express their views over PE provision in the school. We will work with the house captains, School Council representatives, sports ambassadors and pupil focus groups to ensure the views of pupils are taken into consideration when planning activities and programmes. We will aim to include pupil views when planning and delivering PE and sports provision both during and after school.	PE Coordinator and teaching staff	▪ Pupils are able to express views about PE provision through pupil voice. ▪ Pupils have increased input into PE provision and delivery.	£300	Pupils have been given regular opportunities to share their views and experiences of PE through discussions, pupil voice activities and feedback sessions. House Captains, Sports Ambassadors, School Council representatives and pupil focus groups have worked closely with staff to provide valuable insight into the activities and opportunities they would like to see within the PE curriculum and extracurricular provision. Their feedback has been used to inform the planning and delivery of PE lessons, lunchtime activities, competitions and after-school clubs. As a result, pupils feel that their opinions are valued and that they

					have a meaningful role in influencing PE provision within the school.
To ensure every pupil in KS2 learns to swim	We believe that swimming is a life skill and that all pupils should have the opportunity to learn to swim and develop this skill before they leave us.	Local swimming teachers	▪ Pupils learn to swim confidently ▪ Pupils are coached by professional swimming coaches	Swimming met from school funds	Swimming lessons were delivered by qualified and experienced swimming instructors, providing pupils with high-quality coaching and support throughout the year. As a result, the majority of pupils were able to swim competently and safely, with many meeting or exceeding the expected national swimming standards by the end of Key Stage 2. The provision has helped ensure that pupils are equipped with important lifelong skills that will support their health, safety and wellbeing beyond

					primary school.
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To increase participation in competitive sport.	Participating in competitive sport, both internally and externally, allows children to develop key life skills such as teamwork, communication, sportsmanship and pride in their achievements.	Coaches, teaching staff and support staff.	▪ Children participate in mixed football, as well as age appropriate borough competitions, cricket tournaments and Swimming Gala. ▪ Children across year groups participate in mixed competitions with Grenfell Athletic. ▪ Children in year 5/6 will compete in in a dodgeball league. ▪ All pupils in KS2 have an opportunity to engage in competitive sport during inter-house competitions at break-times, whilst KS1 are able to access competitions during curriculum time. ▪ Children develop sportsmanship qualities, resilience and teamwork.	£2200	Pupils represented the school in a range of competitive events including mixed football competitions, girls' football tournaments, borough cricket tournaments and a swimming gala. Year 5 and Year 6 pupils also participated in a weekly dodgeball league, allowing them to experience regular competitive sport and develop their skills over time. In addition to external competitions, pupils took part in a variety of competitive activities during lunchtimes, including mini tournaments and house competitions, ensuring that a wider range of children had access to competitive sporting experiences. Through these opportunities, pupils developed important sporting values such as resilience, determination, teamwork, respect and good sportsmanship.
To develop pupil sports ambassadors	Pupils who excel at particular aspects of PE to support their peers during lessons. This will allow them to deepen their understanding of PE by sharing their expertise as	Coaches, teaching staff and support staff.	▪ Children disseminate their expertise ▪ Children act as 'PE ambassadors/specialists' ▪ Children develop a sense of responsibility and leadership skills	£50	The Sports Ambassador programme has been highly successful in developing pupil leadership and promoting physical activity across the school. Sports Ambassadors have taken their roles seriously and have shown a strong commitment to

	well as developing leadership skills, empathy and patience. Children in year 5 to be sports ambassadors and assist in the running of lunch time games.		Children help make the playground an inclusive and enjoyable environment at break and lunch	supporting their peers, dedicating their time at lunchtimes to organising and leading activities for other children. Through their responsibilities, Sports Ambassadors have developed valuable leadership, communication and organisational skills, as well as a greater sense of responsibility and confidence. Their contribution has had a significant impact on lunchtime provision, helping to create a more inclusive, active and enjoyable playground environment.
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Swimming and Water Safety – Year 6

<u>Meeting national curriculum requirements for swimming and water safety</u>	
The percentage of our current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 meters	91%
The percentage of our current Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water- based situations?	82%

Sustainability and Future Development

- Staff have been upskilled through high-quality CPD and collaborative work alongside specialist coaches, increasing their confidence and expertise to deliver high-quality PE lessons independently.

- A clear and progressive PE curriculum, supported by knowledge organisers and assessment systems, is now embedded across the school and will continue to support high-quality teaching and learning.
- Sports Ambassadors and House Captains have developed leadership skills that will continue to promote active play, participation and intra-school competition.
- Equipment purchased through the funding will continue to support high-quality PE, physical activity opportunities at lunchtimes and wider sporting experiences for pupils.
- Partnerships with local organisations, including Grenfell Athletic, Platform Cricket and other community providers, will continue to provide additional opportunities for pupils to engage in sport and physical activity beyond the curriculum.
- Inclusive approaches developed through staff training and adapted provision will ensure pupils with SEND and medical needs continue to access and succeed in PE and physical activity.
- Established initiatives such as the Daily Mile, active travel promotion, lunchtime physical activity and inter-house competitions will continue to encourage regular participation in physical activity and support healthy lifestyles.
- The school will continue to monitor participation in clubs, festivals and competitions to ensure that all pupils, particularly disadvantaged and vulnerable pupils, have equitable access to a broad range of sporting opportunities.

Going forward, the school will continue to focus the PE and Sport Premium on providing additional and sustainable improvements to the quality of PE, physical activity and school sport. Funding will be used to further develop staff knowledge and confidence through high-quality professional development, broaden opportunities for pupils to participate in physical activity, and embed sustainable improvements that have a lasting impact beyond the funding period.

After-school sports clubs will continue to operate on a self-funding basis. Where possible, the school will provide support to enable disadvantaged pupils, including those eligible for Pupil Premium, to access these opportunities so that no child is excluded from participation due to financial barriers.

As swimming and water safety form part of the statutory National Curriculum, core swimming lessons will continue to be funded through the school's main budget. PE and Sport Premium funding will only be used, where appropriate, to provide additional top-up swimming and water safety lessons for pupils who have not yet met the required national standard.

Governor Approval Date: July 2026