

St Philip's Primary PE and Sport Premium Spending Plan and Impact Report 2025 – 26

Impact in red

Plans for 2025-26	How we are going to achieve and action the plans?
Intent	Implementation
- To support our school's physical literacy through structured lunchtime play and extra-curricular activities, ensuring the activities target the key elements of physical literacy: motivation, confidence, physical competence, knowledge, and understanding. - To continue to ensure the current level opportunities for all the children to engage in regular physical activity is maintained and where possible increased. - To develop children's knowledge and understanding about the importance of being physically active by providing opportunities within curriculum PE, Science, PSHCE and enhancements to the curriculum. Key indicator - 2, 3, 4 and 5.	5 x lunchtime sessions with sports coach. Children to engage in playground activities that encourage the use and development of fundamental movement skills as well as a focus on fitness. Children will be involved in small sided intra school competitions in a motivating environment. <i>All children in the school have benefitted from this all year. Only 8% of year 1 and 2 children working below in PE showing the impact on additional lunchtime fundamental skill skills to achievement. KS2 children have benefitted from enjoyable intra-school competition - 18% of KS2 children above expectations in summer assessments.</i> - 5x sensory circuits for those children that need a short, active routine at the beginning of afternoon sessions. These will incorporate alerting, organizing and calming activities.

	47% of SEND children in Year 1 and 2 working towards expectations in 2024-25 38% of SEND children in Year 1 and 2 working towards expectations in 2025-26 - Active Education visits in Year 3,4 and 5. Theory and intra school tournaments related to sports being covered in curriculum time. KS2 children have benefitted from enjoyable intra-school competition - 18% of KS2 children above expectations in summer assessments. - Fitness units of work mapped into each year group. Looking at the importance of fitness and changes that occur when exercising. Pupil voice show evidence of physical literacy. During discussions about PE, one pupil commented, "PE is a lesson where you exercise and it's good for your mental health." Another pupil immediately added, "And your mental health." When one child was asked to rate PE and sport they said "10 because I go to lots of clubs and I get better. I think I do really good things." These responses show that pupils are developing an understanding of the benefits of being physically active and have confidence in PE.
- To increase pupil participation in extra-curricular sports clubs this year, ensuring all pupils groups are given the opportunity to take part and equal access to clubs for both boys and girls. Key indicator 2 and 3 -	- Review after school club timetable each half term. Analyze those children taking part and those not using the GetSet4PE tracking system. Invite only clubs to encourage those not taking part. - 3x half terms of girls football run by Sports Skills - 3 x half terms of clubs targeted at least active year

	groups. Health champions to provide pupil voice of clubs that children would like to participate in. - Recreational football to be run by UltimateKidz to ensure all children have access to football and not just those making the squad. 31 KS2 girls have attended extracurricular football this year. 18 KS2 boys have attended extra-curricular football. 20 children have represented the school in a football match showing football opportunities available.
- To increase participation in inter-school sports competitions over the academic year, by funding transport, staff and equipment, with a focus on engaging pupils from underrepresented groups (e.g., girls, SEND, and Pupil Premium). - To raise the profile of PE and the children's motivation for sport by providing a range of competitive and festival afternoons for all pupils. Key indicators – 2,3,4 and 5	- Provide competitive opportunities for pupils through the 'aspire' school games programme and non-competitive festivals to motivate all pupils' groups. Tag rugby, ten pin bowling festival, football league, netball league, swimming gala, personal best festival, kurling, festival judo festival, lawn bowls, golf festival - Monitor those attending competitions using the GetSet4PE reporting tool. - Enter competitions that are targeted at other pupil groups. - Use PE and Sport Premium to cover transport, staffing and subscription to the North Sefton Partnership and football league. Our commitment to providing inclusive opportunities is reflected in our participation data. This year, 77% of pupils in Years 5 and 6 have represented the school in a sporting event, compared with 74% in the previous academic year, demonstrating continued progress towards our goal of increasing participation.

	Participation rates in Years 3 and 4 have remained consistently high, showing that opportunities to represent the school are well established across the younger key stage.
- To increase staff confidence and competence in delivering intra-school competitions by providing termly CPD on teaching transferable skills (e.g. teamwork, communication, agility) and game formats, resulting in at least two intra school competitions each year. Key indicator - 1,2,3,4, and 5 -	- UltimateKidz to come in one afternoon a week to deliver CPD to staff on a rota, with the focus being transferrable skills and intra-school competitions. - Use of School Games formats to implement competitions. - Rota to be set up to allow all staff to access the CPD. Feedback from staff following staff CPD - "PE CPD has enhanced my professional development in Reception by increasing my confidence, improving my understanding of age-appropriate physical activities, and helping me create more engaging and effective learning experiences for the children. I now feel that moving forward I am able to consider the age and stage of the child's physical development and adapt to this accordingly. "
- To target pupils that are not on track to achieve the National Curriculum expectations in swimming, by providing Top up sessions. Key indicator - 2 and 4 -	- Pupils identified as not achieving National Curriculum expectations from Year 5 data. - UltimateKidz coach to provide Top up swimming in a small group to those children not expected to achieve each week. Swim competently, confidently and proficiently over a distance of at least 25 metres. 84% Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) 81% Perform safe self-rescue in different water-based situations

	81%
- To target those children that are working below expectations in EYFS and KS1, and those that need support with the development of key fundamental skills. Key indicator – 2, 3 and 4 -	- Targeted Fundamental/gross motor skill interventions to be delivered by UltimateKidz coach x1 a week and then reviewed within classes. Only 8% of year 1 and 2 children working below in PE showing the impact on additional lunchtime fundamental skill skills to achievement. - Daily sensory circuits to be delivered to children that incorporate these skills.

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
- Children have a positive attitude and are motivated in their PE lessons, observed in lessons and from formal and informal discussions with the children. Children can talk about the importance of being active. - Staff feel confident to adapt lessons for all pupil groups. They are able to recognize transferable skills and run intra-school competitions as part of their PE lessons - Large uptake in extra-curricular clubs. - <i>At least 70% of children in KS2 to take part in extra-curricular sport and 50% of KS1.</i> - <i>Children given the opportunity to participate in competition.</i> - <i>Newsletter articles</i>	Analysis of tracking both GetSet4PE and Insight. Pupil Voice Lesson Drop ins Staff discussion Data analysis

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| <ul style="list-style-type: none">- <i>Children's knowledge of the impact physical activity has on physical and mental health is increased.</i>- <i>At least 90% pf children achieving 25 metres in swimming. 50% of children able to swim 25 metres of each stroke.</i>- Lesson drops show evidence of transferable skills- Analysis of GetSet4PE club and competition tracking show similar numbers of girls and boys taking part.- Subject leader overviews identify children that need intervention regardless of gender.- Girls and boys have equal access to football and competitive football.- Girls have a positive attitude to PE and sport. | |
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