



Strive4 Academy Trust

Sports Premium Report

2025 - 2026

Primary PE and Sport Premium 2025/26

Details with regard to funding	
Total amount allocated for 2025/2026	**£21,400**
Total amount of funding for 2025/2026 to be spent and reported on by 31 July 2026 Note: The key-indicator costs in this report are estimated allocations based on the provision described and should be reconciled with final invoices and expenditure records.	**£21,400**

Swimming Data	
Meeting national curriculum requirements for swimming and water safety.	Swimming is a vital life skill and an important part of pupils' physical education. Year 5 pupils attended swimming lessons at Mayfield Leisure Centre, receiving professional instruction to develop swimming ability and water-safety knowledge. Baseline information showed that 66% of the cohort were non-swimmers with no prior swimming experience.
Percentage of the current Year 5 cohort able to swim competently, confidently and proficiently over at least 25 metres	**19%**
Percentage of the current Year 5 cohort able to use a range of strokes effectively	**14%**
Percentage of the current Year 5 cohort able to perform safe self-rescue in different water-based situations	**2%**
Has the Primary PE and sport premium been used for additional swimming provision over and above the national curriculum requirement?	**No**

Comparison with last year

Measure	2024-25	2025-26
Non-swimmers reaching 25m	2%	**19%**
Non-swimmers reaching 10m	10%	**32%**
Experienced swimmers achieving NC Water Skills	31%	**42%**

This cohort showed stronger progress than the previous year, particularly among pupils who began as non-swimmers. The data indicates improved confidence and increased distance achieved by pupils with little or no prior swimming experience.

Academic Year: 2025/26	Total fund allocated: £21,400	Date Updated: 04.09.26
Key indicator 1: Improving the quality of teaching and learning in PE through targeted professional development and support		
Intent	To improve the quality, consistency and sustainability of PE teaching and physical activity across the school.	
Implementation	• A PE specialist worked alongside the PE lead and staff to support high-quality curriculum delivery. • Playground equipment was replenished and organised to increase purposeful activity at break and lunchtime. • Inter-school fixtures provided opportunities for pupils to apply skills in competitive contexts. • Active travel was promoted through the school travel plan, Bikeability and Road Safety initiatives. • Sports Leaders supported younger pupils at lunchtimes, developing leadership and increasing active-play opportunities. • Active learning and movement breaks were promoted across the school day. • Targeted physical-activity mentoring supported disadvantaged pupils. • Phase Sports Days were structured to maximise participation, enjoyment and healthy competition.	
Funding allocated	£3,693 Estimated allocation: PE specialist support, playground/equipment provision, active play and movement initiatives.	
Impact	The range of provision increased pupils' opportunities to be physically active beyond timetabled PE and strengthened the profile of sport across the school. Playground provision and Sports Leaders supported more purposeful active play, while Sports Days and fixtures developed teamwork, resilience, enjoyment and leadership. Staff reported improved engagement and readiness to learn following active sessions. Bikeability and Road Safety also embedded safe, active travel within wider school practice. Recognition through praise and certificates helped celebrate participation and achievement in PE. Evidence: workshop/CPD records, participation records, Sports Day and fixture information, certificates and pupil/staff feedback.	
Sustainability and suggested next steps	• Sustain active-travel initiatives and links with the school travel plan. • Provide further training and support for MDAs and Sports Leaders to strengthen active play. • Track participation more systematically, with particular attention to disadvantaged pupils, pupils with SEND and less-active pupils. • Use participation data and pupil voice to identify gaps and target future provision. Review actual expenditure against this estimated allocation before final publication and retain invoices, provider costs and participation records as supporting evidence.	

Academic Year: 2025/26	Total fund allocated: £21,400	Date Updated: 06.07.26
Key indicator 2: Increasing participation in physical activity, particularly for less-active pupils and those who face barriers to engagement		
Intent	To increase regular participation in physical activity, particularly for pupils who are less active or experience barriers to engagement.	
Implementation	• Targeted mentoring and physical interventions, including sensory circuits, were provided for identified pupils. • Free places in extracurricular clubs were offered to disadvantaged pupils to reduce financial barriers. • Pupils accessed competitions and festivals delivered with external providers. • Play Leaders worked with targeted pupils at break and lunchtime to encourage positive, active participation.	
Funding allocated	£3,500 Estimated allocation: targeted physical interventions, sensory circuits, free extracurricular places and external-provider opportunities.	
Impact	Targeted provision gave pupils who may otherwise have had limited access to sport and physical activity additional opportunities to participate. Sensory circuits supported regulation and readiness to learn, while free club places and supported playground activity reduced barriers to engagement. Competitions and festivals broadened pupils' experiences and helped raise enjoyment and the profile of physical activity. Evidence: club registers, intervention records, festival/competition participation and staff/pupil feedback.	
Sustainability and suggested next steps	• Maintain partnerships with external providers and review the quality and reach of provision. • Train and deploy new Play Leaders. • Identify new target groups using participation data and pupil voice. • Monitor whether targeted pupils sustain participation over time and move into wider clubs or activities. Review actual expenditure against this estimated allocation before final publication and retain invoices, provider costs and participation records as supporting evidence.	

Academic Year: 2025/26	Total fund allocated: £21,400	Date Updated: 05.09.26
9		
Intent	To strengthen staff confidence, subject knowledge and pedagogical skill so that high-quality PE provision is consistent and sustainable.	
Implementation	• A PE specialist provided modelling, coaching and curriculum support. • Staff feedback was used to identify areas for development. • Get Set 4 PE provided a clear, progressive and accessible scheme of work. • ECTs observed specialist teaching and accessed team-teaching opportunities as part of CPD. • Staff were signposted to supporting documents and resources. • Equipment was replenished so lessons could be taught safely and effectively.	
Funding allocated	£6,200 Estimated allocation: specialist PE support/CPD, ECT coaching and observation, curriculum resources and equipment.	
Impact	Use of Get Set 4 PE strengthened consistency in curriculum delivery and progression across year groups. Specialist modelling and observation gave ECTs and other staff practical examples of effective PE teaching, while improved access to guidance and equipment supported lesson preparation and delivery. The approach is building internal capacity rather than relying solely on external delivery. Evidence: staff feedback, CPD/observation records, planning and curriculum documentation.	
Sustainability and suggested next steps	• Introduce staff-confidence surveys and pupil voice to identify strengths and development needs. • Continue coaching, team teaching and observation, with a particular focus on ECTs and less-confident staff. • Review Get Set 4 PE implementation and progression across year groups. • Continue to improve digital and physical resources so staff can deliver the curriculum independently and confidently. Review actual expenditure against this estimated allocation before final publication and retain invoices, provider costs and participation records as supporting evidence.	

Academic Year: 2025/26	Total fund allocated: £21,400	Date Updated: 04.09.26
Key indicator 4: Expanding opportunities for competitive and non-competitive sport within and beyond the school		
Intent	To broaden access to competitive and non-competitive sport so that pupils across year groups can represent the school, participate for enjoyment and develop confidence, teamwork and resilience.	
Implementation	• The school football team participated in competitions and friendly fixtures. • The netball team competed against other schools. • Pupils represented the school in a range of sporting events throughout the year. • Sports Days provided inclusive opportunities for healthy competition and participation. • Opportunities to represent the school were extended across different year groups and sports.	
Funding allocated	£3,000 Estimated allocation: competition entry, fixtures, festivals, team opportunities and associated provision.	
Impact	The breadth of opportunities increased the visibility of school sport and enabled pupils to experience competition beyond regular PE lessons. The girls' football team won a local tournament, contributing to the raised profile of girls' participation in sport. Whole-school Sports Days and a wider range of events ensured that competitive sport was not limited to one team or a small group of pupils. Links to major sporting events were also used to build interest and engagement. Evidence: fixture and competition records, Sports Day participation and evidence of the increased profile of girls' football.	
Sustainability and suggested next steps	• Increase the number and variety of fixtures, including opportunities beyond football and netball. • Strengthen partnerships with local schools, clubs and providers. • Record participation by year group and pupil group to identify under-representation. • Use pupil voice to offer a balance of competitive and non-competitive opportunities that reflect pupils' interests. Review actual expenditure against this estimated allocation before final publication and retain invoices, provider costs and participation records as supporting evidence.	

Academic Year: 2025/26	Total fund allocated: £21,400	Date Updated: 06.07.26

Key indicator 5: Promoting physical activity as part of a whole-school approach to health and wellbeing	
Intent	To embed physical activity, sport and wellbeing within whole-school culture and help pupils understand the contribution of active lifestyles to physical and emotional wellbeing.
Implementation	• Achievement assemblies and weekly awards celebrated sporting effort, participation and success. • PE displays showcased learning, competitions and pupil achievement. • Links with UEL enabled pupils to attend workshops focused on physical activity, health and wellbeing. • Sports Days provided whole-school enrichment and participation. • Cross-curricular links with PSHE reinforced messages about healthy lifestyles and wellbeing. • PE and sporting achievements were shared through newsletters, social media and communication with parents. • External providers broadened access to competitions and enrichment opportunities.
Funding allocated	£1,800 Estimated allocation: whole-school health and wellbeing activity, enrichment, Sports Days, workshops and pupil leadership.
Impact	Regular celebration through assemblies, certificates, displays, newsletters and social media increased the visibility of PE and sport across the school community. Workshops and external opportunities enabled pupils to experience physical activity in different settings and broadened their understanding of health and wellbeing. Cross-curricular links helped reinforce the message that physical activity is part of a healthy lifestyle, not only a curriculum subject. Evidence: certificates, displays, newsletters/social-media communications and UEL workshop participation.
Sustainability and suggested next steps	• Expand pupil leadership through a structured Sports Leader programme. • Develop stronger links with local sports clubs to create pathways beyond school. • Gather pupil voice on wellbeing, activity levels and preferred opportunities. • Continue to celebrate participation as well as performance so that the whole-school message remains inclusive. Review actual expenditure against this estimated allocation before final publication and retain invoices, provider costs and participation records as supporting evidence.

Academic Year: 2025/26	Total fund allocated: £21,400	Date Updated: 06.07.26
Key indicator 6: Embedding equitable access, inclusion and sustained participation in physical activity for all pupils, with a particular focus on disadvantaged pupils and those with SEND.		
Intent	To ensure that physical activity is accessible, inclusive and responsive to need, with targeted support for disadvantaged pupils, pupils with SEND and other vulnerable pupils.	
Implementation	• Sensory circuits were introduced for identified disadvantaged pupils and pupils with SEND. • Mentoring for pupils with SEND and vulnerable pupils incorporated purposeful physical activity. • Free extracurricular club places reduced financial barriers for disadvantaged pupils. • Provision was targeted to pupils who would benefit from increased confidence, regulation and participation.	
Funding allocated	£3,207 Estimated allocation: inclusive SEND/disadvantaged provision, mentoring, sensory/physical activity resources and subsidised access.	
Impact	Targeted provision increased opportunities for identified pupils to participate in physical activity and supported confidence, regulation and readiness to learn. Free club places and supported interventions reduced barriers to access and gave pupils greater exposure to a range of environments in which physical activity can take place. Evidence: intervention records, club registers, participation information and feedback from staff/providers.	
Sustainability and suggested next steps	• Hold half-termly reviews with external providers to evaluate attendance, engagement and impact. • Identify new pupils who would benefit from targeted support and review whether current pupils can transition into sustained, independent participation. • Track participation of disadvantaged pupils and pupils with SEND across clubs, competitions and wider physical activity. • Use pupil and parent voice where appropriate to identify barriers and improve accessibility. Review actual expenditure against this estimated allocation before final publication and retain invoices, provider costs and participation records as supporting evidence.	

Signed off by	
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Subject Leader:	Sinead Makins
Date:	10/09/26
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Date:	