

John Wheeldon Primary School

Sports Funding Impact Report



2025/26

What is the PE and Sports Premium Funding?

The government has provided funding of over £320 million per annum since 2013. The aim of this funding is to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Key Indicator 2: Engagement of all pupils in regular 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.

Key Indicator 5: Increased participation in competitive sport.

The school has been receiving the funding since 2013.

Key achievements to date:	Future Ideas and Development areas to achieve our PROUD vision.
• Schemes of work and assessments for PE are now in place across the school in line with the new PE curriculum. The new schemes will continue to be used in future years. The confidence and knowledge of the staff members has been significantly improved giving them the confidence to deliver the curriculum across the key stage in future years. This has been supported through the addition of skills grids to allow progression. • Through activities planned throughout the year including School Games Week, enrichment days, forest school sessions & whole school celebrations promote the profile of health and meeting recommended daily activity levels has been raised. Developments within lunchtimes and additional extra-curricular clubs on offer to pupils has led to increased participation, fitness levels and enjoyment for pupils. This has been particularly apparent for previously non-active pupils, PP pupils & SEND pupils and a big focus has been on providing the opportunity for pupils to try alternative activities and sports. • Pupil sports leaders continue to be trained up to lead and organise events in school alongside the lunchtime staff. Staff and pupil confidence and ability to lead events and activities is sustainable and will be something the school builds upon as part of next year's plan. • The curriculum has been vastly enriched through the special days and weeks planned where pupils get to take part in various alternative sporting activities such as cheerleading, orienteering, archery, skipping and much more. Activities pupils have enjoyed and found they want to continue with, in or out of school, has led to sustainable attitude change and increased present and future participation. • We have trained 2 members of staff to Forest School leader Level 3. These members of staff lead forest schools within the curriculum. In addition to this, we have provided external sessions for all KS2 pupils to experience forest schools activities and complete a skills progression in the area. All of the sessions have been linked into significant topics they have been studying. • We have achieved the AFPE Quality Mark with distinction, as well as School Games Mark at a Platinum level for 2 years in a row.	• Continue to develop the CPD needs of all staff teaching the PE curriculum • Further developing our provision of the swimming curriculum to ensure an increase in end of KS2 expectations. • Train new playground leaders in upper KS2, as well as the new zones • Analyse & broaden our enrichment framework offered through the PE curriculum • Boosting local links in the community • Analysing and expanding our extra-curricular offer, aiming to hit all focus areas e.g. PP children

Long-Term Vision for Physical Education

At John Wheeldon we believe that Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim for both teachers and children to be aware of its importance. We strive to provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. We value the importance of a varied curriculum experience. Our aim is to increase participation in physical activity outside of the two hours offered as part of the curriculum. In order to achieve this vision, we strive to offer varied opportunities for engagement in physical activity at lunchtimes and after school, which are tailored, to the children's interests.

The Aims of Our Policy

The school's aims for PESSPA are for our pupils to:

- Develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- Build confidence and resilience to try hard and make progress across all activities
- Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school
- Be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them
- Develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis
- Be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.

Amount of grant received IN YEAR 2025/26: £20,700

Area of Focus	Amount spent	Impact	Sustainability
Physical Education Curriculum & quality of teaching. To ensure all staff are able to plan, deliver and assess high quality PE lessons with clear skill based focus To ensure staff and children are safe for sport and PE in school To link and share ideas with other schools who value PE and Sport and are working on creative visions and outcomes for their pupils. To support the development of staff and sustainability of leadership in PE at JWPA To ensure needs to curriculum through resourcing is met To update all health and safety related paperwork for PE in line with changes from the Safe practice in PE and schools sport book 2024. To ensure all members of staff and pupils are aware of and following health and safety in PE guidance. To ensure the effective delivery of swimming to increase % of those achieving KS2 standard Links to Key Indicator 1 Key Indicator 3 Key Indicator 4	£11,531.11 on Staff CPD £2,600 on Enrichment Days £3331.17 on PE Equipment	- Lessons are planned based on key skills with a clear progression whole school - Staff are clear of expectations of standards in PE and how to deliver effective lessons - Therefore: - Children aware and able to explain what they are learning and how they can achieve their objectives - Pupils confident in discussing their skills and use of key vocabulary to explain how PE benefits them outside of lessons. - All children make progress from their varied starting points based on initial and on going assessment of key skills across all areas of PE - Improved % of swimmers meeting the KS2 requirement - Staff are all updated on latest health and safety in PE information. They are aware of school PE policy and risk assessments and actively contribute to these and follow guidance in lesson. This results in pupils accessing safe, well planned lessons that they can gain the most from. Pupils are actively taught safety pointers and can speak knowledgeably about these. They consider risk themselves and take action to make changes if needed -	- leadership capacity of school maintained through CPD of staff to L5/6 level. - CPD embedded so that staff are able to continue to support one another - Pupils continue to access high quality sessions so that there is sustained progress, achievement and enjoyment within PE - Children able to thrive and strive to have active healthy lives upon leaving the school - PE subject lead vision and strategy in continuing to move school forward towards desired outcomes. - Other key stakeholders understanding and support behind the developments and change. - PE now embedded into whole school objectives/ vision and outcomes. -
Early Years PE To look at improvements to Early years Physical development to gain key fundamental movements skills and enjoyment of PE early on		Early years pupils get the best start in physical development and learn the fundamental skills well. They are able to apply these skills and knowledge in different contexts and actively choose to take part in physical activity in their continuous provision.	

To assess pupils early fundamental movement skills within the early years and implement a programme to support those who need it to increase opportunities for all pupils to develop good physical literacy skills. To look at transition and competition/ festival opportunities specifically for EYFS		Staff training in physical literacy and the opportunities then available for pupils to practice fundamental movement skills has had a profound impact within this crucial stage for motor skill development providing: Stronger Foundations for Movement – and helping pupils develop basic movement skills like running, jumping, throwing, and catching, which form the building blocks for future physical activities and sports. Increased Confidence and Independence in their abilities, helping them feel more comfortable and excited about engaging in movement-based activities. Better Coordination and Balance Increased Enjoyment of Physical Activity making movement fun and engaging and instilling a love for being active. Improved Social and Emotional Development supporting teamwork, turn-taking, and following instructions, which has supported their social skills, patience, and emotional regulation.	
Health and wellbeing in school- To identify and engage vulnerable groups in physical activity and healthy lifestyles To improve pupils’ overall emotional health and well-being throughout the school To support the school community in making healthy food choices To embed the ethos of using physical activity to enrich the curriculum and school days To ensure JWPA meets the 30/30 requirement Links to: Key Indicator 2 Key Indicator 3 Key Indicator 4	Links into funding in other areas	- Pupils feel happy in school and have trusted adults to support social and emotional wellbeing - Children understand what being healthy means, what social and emotional wellbeing relies on - Children make healthy choices in and out of school, with increasing independence - Children travel to school in an active way-monitored through Travel Tracker - Children are physically fit and have improved health and fitness following lockdown - Obesity levels reduced from Childhood measurement programme (ey/y6) - Children are physically active for up to 60 minutes per day in school - Children develop coping strategies to lead happy lives in and out of school -	- Children have a strong knowledge of health, fitness and social and emotional wellbeing so are able to sustain health going forward - Children are confident and have a high self-esteem so are able to maintain strategies in later lives - Ethos of health and wellbeing is fully embedded school so all children access an appropriate means of support no matter their circumstances - All stakeholders share in the school vision to ensure progress is maintained and sustained going forward -

Forest Schools provision- To improve provision of forest schools to encourage more outdoor learning across the school To link with forest school leads on the ideas for improving health and wellbeing through the use of the outdoor environment. Links to: Key Indicator 2 Key Indicator 3 Key Indicator 4		- Forest schools is embedded across the whole school and receives positive feedback from stakeholders and learners - forest school areas are used as positive models and examples of good practise - Children show confidence and improved self esteem - Children work effectively within teams and show outstanding co-operation - Children have increased independence and are more effective as leaders and learners in other subject areas as a result of forest school skills - Children who require nurture make good progress from their starting points in terms of personal development - Pupils are physically active in other areas of the curriculum through forest schools and outdoor education	- Forest school areas so well organised and maintained for use in future years for ongoing provision - Team of forest school mean increased capacity to lead and provide for whole school - Training of staff means forest schools areas and the outdoors are utilised more in other curriculum areas going forward - Pupil take their key skills when they leave the school to support them in later life -
Extra-Curricular Competition & Community. – To improve the provision of physical activity and competitions at lunchtime towards 30/30 To improve the organisation of sports and events To engage more children in extra curricular clubs whole school To engage parents with sporting and physical events To engage in national events involving sports and competitions. To continue to improve running of whole school events to raise profile within community and expose children to new experiences Links to: Key Indicator 3 Key Indicator 4 Key Indicator 5	£400 on an Active Lunchtime Programme £190 on membership fees £2,500 on resources for Active Lunchtimes School Games Week spending linked into Enrichment Day spending	- Children develop character and resilience through enhanced leadership skills - Clubs reach capacity - School achieves School Games Award - Children are physically active for up to 60 minutes throughout the school day - Children are aware of their increased physical activity during the school day - Children experience a range of activities during the school day including at lunchtimes - Children access creative and physical provision during lunchtimes - Children say they enjoy their lunchtimes and breaktimes through strategies introduced in school - Children show positive citizenship values through cooperation and teamwork developed with competition and active breaktimes - Through competitive opportunities children show a commitment and desire to improve - Through taking part in the pathway to Paris national Olympic event parents and children have been taking note of all the exercise they have done and this has developed positive attitudes towards celebrating physical activity as a family.	- Uptake to clubs both inside and of school remains high and children maintain their commitment to join external clubs - Pupils enjoy sport and are keen to get involved- this motivation is passed down in school - Pupils support and encourage each other to maintain these life keys developed through extra-curricular clubs and opportunities - Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. - Raised profile of sport and health and well-being apparent to pupils and families will ensure a year on year

			involvement of pupils and encourage more pupils to join teams
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 meters when they left primary school at the end of last academic year?	71%
Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	71%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	89%
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