

ST ANDREW AND ST FRANCIS C E PRIMARY SCHOOL

Evidencing the impact
of the Primary P E and
Sports Premium

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools must spend the PE and Sport Premium in full within the academic year for which it is allocated. For 2025-26, funding must be spent by 31 July 2026. Schools must publish their online report by 31 July 2026 and complete the DfE digital expenditure reporting return by the current DfE submission deadline.

The published report should set out the amount received, a full breakdown of expenditure, impact on pupils' participation and attainment, how improvements will be sustained, and Year 6 swimming and water-safety attainment. Governing boards should scrutinise the use and impact of the funding before submission and publication.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2024-25	£0
Total amount allocated for 2025-26	£19,390
How much (if any) do you intend to carry over from this total fund into 2026-27?	£0
Total amount allocated for 2025-26	£19,390
Total amount of funding for 2025-26 to be spent and reported on by 31 July 2026	£19,390

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. Report the percentage of the current Year 6 cohort meeting each national curriculum swimming and water-safety outcome, using pupils' most recent swimming assessment data. Schools should retain attainment information from earlier year groups so Year 6 outcomes can be reported accurately.	
What percentage of the current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	53%
What percentage of the current Year 6 cohort can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	47%
What percentage of the current Year 6 cohort can perform safe self-rescue in different water-based situations?	43%
Has the school used PE and Sport Premium for additional swimming/water-safety provision above the core curriculum, such as top-up swimming or staff training?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025-26		Total fund allocated: £19,390	Date Updated: July 2026	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				64%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the proportion of pupils who are physically active throughout the school day, with particular attention to pupils who are less active, disadvantaged pupils and pupils with SEND. Increase access to purposeful, structured physical activity at breaktimes, lunchtimes and after school. Develop pupils' understanding of healthy, active lifestyles and encourage active travel to and from school.	Provide and replenish appropriate playground/lunchtime resources to support active play and a wider range of activities. Maintain daily structured lunchtime opportunities including football, table tennis, foursquare and basketball, led by trained staff. Use pupil voice and participation information to identify pupils who are less active and remove barriers to participation. Promote active travel through the SASF travel plan, Walk to School initiatives and encouragement of walking, cycling and scooting. Ensure activities are adapted so pupils	£12,490	Staff CPD and specialist leadership have strengthened the quality and consistency of PE and physical-activity provision. Daily lunchtime football, table tennis, foursquare and basketball, together with after-school clubs, have increased the range of structured opportunities available to pupils. New lunchtime and PE resources have enabled staff to offer a broader range of activities and support greater participation. Impact evidence to retain: club registers; lunchtime participation monitoring; pupil voice; observations; active-travel	Embed structured active-play routines so they are not dependent on individual staff members. Maintain staff training and a clear rota for lunchtime provision. Audit and maintain equipment annually from the core budget where appropriate. Continue termly participation reviews, identifying groups with lower engagement and adapting provision in response. Use pupil voice to shape future lunchtime and extra-curricular activities.

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	with SEND and differing levels of confidence can participate successfully.		information; SEND/disadvantaged participation analysis.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Raise the profile of PE, sport and physical activity across the school so pupils, staff and families understand its contribution to physical health, wellbeing, confidence, behaviour, attendance and achievement. Increase pupils' aspirations by providing positive sporting role models and stronger links with community sport.	Celebrate sporting participation and achievement through assemblies, newsletters, displays, certificates and the school website. Invite sporting role models and community partners to speak to pupils and provide demonstrations or participation opportunities. Continue development and review of the LDBS LAT PE curriculum so progression, inclusion and ambition are clear. Strengthen links with local clubs, QPR/Allchild and local parks/community facilities so pupils and families know where activity can continue beyond school.	£0	Sport has been promoted through Careers Day, including input from a PE teacher with professional Rugby League experience and GB Tag Rugby involvement. EYFS/KS1 visits and cross-curricular work have highlighted local parks and spaces where families can be active. Allchild links and visits to QPR have broadened pupils' experiences and raised aspirations. Evidence to retain: assembly/newsletter records, pupil voice, photographs, curriculum review notes and community-partner links.	Create an annual calendar for celebrating PE, sport and physical activity. Develop sustainable links with local clubs and community providers, including clear signposting for families. Review the PE curriculum annually and report key findings and impact to governors. Track whether targeted pupils take up community or school opportunities following promotion and signposting.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the confidence, knowledge and skills of teachers and support staff so high-quality PE and physical activity can be delivered sustainably by school staff. Develop staff expertise in inclusive practice, differentiation and supporting disadvantaged pupils and pupils with SEND. Develop playground leaders and support staff to deliver safe, purposeful and engaging activity at break and lunchtimes.	PE specialist/subject leader to model effective practice, support planning and provide targeted CPD based on staff need. Train TAs and playground leaders in inclusive active-play approaches, organisation, rules, safety and strategies to maximise participation. Use lesson observations, staff voice and curriculum monitoring to identify further CPD needs. Continue subject-lead networking and curriculum development with Brent SIS/LDBS and disseminate learning to staff.	£0	The PE specialist/subject leader has worked with Brent SIS to strengthen curriculum documentation and progression. TA training led by the AHT and PE leaders has improved the organisation and quality of lunchtime clubs and activities. Staff have clearer routines and expectations for structured play, supporting participation and sportsmanship. Evidence to retain: CPD records, staff confidence surveys, monitoring notes, planning scrutiny and observations of lunchtime provision.	Maintain an annual PE CPD needs analysis and induction for new staff. Build coaching and modelling into subject leadership so expertise remains within school. Create a simple bank of inclusive activity cards/resources for staff and playground leaders. Review staff confidence and quality of provision termly and provide targeted support where needed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Broaden the range of sports and physical activities available so all pupils can discover activities they enjoy and are more likely to continue. Reduce financial and other barriers to extra-curricular participation, particularly for disadvantaged pupils, pupils with SEND and pupils who are less active. Use pupil and parent voice to shape a varied, inclusive programme.	Provide a varied extra-curricular programme, including opportunities such as tag rugby, netball, cricket, dance and other activities identified through pupil voice. Subsidise clubs where this is necessary to secure equitable access and viable participation. Purchase appropriate non-capital resources needed to broaden activities, ensuring expenditure meets grant conditions. Monitor attendance by year group and, where possible, by disadvantaged/SEND status and gender to identify gaps in access. Adapt activities and equipment to enable meaningful participation for pupils with SEND.	£4000 (subsidises cost for afterschool clubs)	Pupil and parent voice has informed a more diverse after-school programme through PlaySports. Where the cost-of-living pressures reduced uptake, additional subsidy helped clubs remain accessible and viable. The programme has broadened the range of sports available beyond curriculum PE. Evidence to retain: club offer by term, registers, subsidy information, pupil/parent voice and participation analysis for targeted groups.	Review the club programme termly using participation and pupil voice. Prioritise sustainable provision and staff knowledge alongside external expertise. Continue targeted subsidy where evidence demonstrates a participation barrier, reviewing value for money. Develop links with community clubs so pupils have pathways to continue activities outside school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Increase participation in intra-school and inter-school competitive sport so pupils can apply skills, experience teamwork and develop resilience, respect and sportsmanship. Ensure competitive opportunities are inclusive and extend beyond pupils who already represent the school regularly. Provide a progressive range of appropriate competition experiences across the year.	Maintain membership of the Brent School Sports Partnership and use the programme to access suitable inter-school competitions and festivals. Deliver a whole-school/inter-house Sports Day at Willesden Stadium with a broad range of events and high levels of active participation. Develop intra-school competition through PE, lunchtime activities and house events. Use certificates, trophies and medals appropriately to celebrate achievement, effort, improvement, teamwork and sportsmanship. Track competition participation so new and under-represented pupils are actively encouraged to take part.	£1700 £1200	The Inter-House Sports Day at Willesden Stadium enabled large numbers of pupils to participate simultaneously and was well attended by parents. Year 10 sports helpers from a local secondary school provided positive role models and supported delivery. Membership of the Brent School Sports Partnership increased access to organised competitive opportunities. Training for support staff has increased the structure and rigour of lunchtime games, with a positive effect on pupils' understanding of rules and sportsmanship. Evidence to retain: competition calendar, team/festival registers, Sports Day participation, photographs/results and pupil voice.	Maintain partnership membership where evaluation demonstrates value and increased participation. PE lead to continue relevant CPD and local networking to extend competition pathways. Track unique pupils participating in external competition, including disadvantaged pupils, SEND and gender, and use the data to widen access. Develop pupil leadership and officiating so competition can be sustained within school.
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Signed off by	
Head Teacher:	Miss Lisa Collins
Date:	July 2026
Subject Leader:	Jack Payne
Date:	July 2026
Governor:	Malti Kerai (PD link Governor)
Date:	July 2026