

Sports Premium Strategy Statement

School Overview			
School	Paganel Primary School	Academic Year Covered by Statement	2025-2026
Sports Premium Allocation	£19,360	Publish Date	November 2025
Sports Premium Lead	Vicki Shuter/Dan Jones	Review Date	July 2026
Responsible Trustee	Justin Gray	Authorised By	

Key achievements to date	Areas for further improvement and baseline evidence of need
-The school is continuing it's endeavour to organise a greater variety of clubs to take place after school this year – every member of staff across the school will be leading a club and these clubs have been mapped out across the academic year in a similar fashion to the last academic year – however this year our focus will also include ensuring pupils with low levels of previous engagement with clubs to attend.	-In 2024/2025 on 66% of Year 6 pupils reached the expected standard of swimming 25m, we aim to use some of the funding to ensure a greater % of children meet this objective to bring the school inline with figures observed nationally for this standard.

National Curriculum Requirements for Swimming and Water Safety

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [<i>for example, front crawl, backstroke and breaststroke</i>]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes.

The following key indicators should be used to inform the strategic use of the sports premium funding. Not all key indicators need to be included, especially where strengths have been previously identified.

Key Indicator 1: The engagement of all pupils in regular physical activity

Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: Increased participation in competitive sport

Key Indicator	School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
1	To increase the % of children who can confidently, competently and proficiently swim 25m at the end of KS2 to bring the school inline with standards observed nationally (72%).	-Assess children in year 6 at the end of their block of swimming lessons to see if they are able to meet the objective of swimming 25m. -Identify children from Year 6 after they have completed their allocated block of swimming in the Autumn 1/summer term 1 and organise and then deliver booster sessions to increase the % of children who can swim 25m confidently, competently and proficiently. -Identified children to receive additional booster lessons from coaches at Birmingham University pool. -Re-assess the children at the end of the booster lessons to establish	-Minibus travel for 6 week block of lessons and cost of 6 weeks of booster lessons: £1200.	Intended evidence collection: Swimming assessments completed at the end of term.	14 Children have attended additionally swimming lessons on Thursday pm, which has seen an increase our swimming data for who can swim the required metres. Children were chosen from data when attending swimming lessons from September.

		how many of the year 6 children are now able to swim 25m. -PE leader to request data for the current year 5 children to prepare for supporting year 6 children the following academic year to reach this standard.			
1	To increase the engagement of children in EYFS in physical activity and develop their gross motor skills through the implementation of balanceability.	-All children in nursery and reception to participate in the balanceability 6 week course in the Spring term. -PD baseline and subsequent progress in the area of PD used as an evaluative measure. -Parent workshops to take place after this course to explain to the parents what the children are now able to do and encourage getting the children out on bikes.	-Cost of balanceability course £3025.	Intended evidence collection: Baseline of PD upon entry to reception. Tracking of reception children's assessments in the area of PD. Parent and pupil voice about the impact of the balanceability lessons.	All children attended the balanceability for 12 weeks which supported their biking ability. We also targeted our KS1 complex need children. This course was run successfully.

2	To increase children's engagement in physical activity at lunchtimes to support positive behaviour of pupils.	-School to continue to develop the Opal approach during lunchtimes – continuing to develop the variety of provision for the children to engage with during lunchtimes. -Sports coach to work with children from year 1-6 on a range of sports activities during the 1.5hours of lunch. -Resources to be purchased to support the introduction of this approach. -Analysis of behaviour term on term to demonstrate a 10% reduction in behaviour incidents during this time. -Use of resources such as the scrap store to ensure the resources are regularly replenished. -Pupil voice to be collected to establish their views	-Cost of continuing to develop Opal £4500. -£8000 cost of sports coach.	Intended evidence collection: Behaviour data to be analysed every ten weeks – establish is reductions have been observed. Pupil voice regarding the impact of the lunchtime provision.	Sports coach has been coming in for lunch to promote high levels of activity focussed on varied sports. Behaviour has decreased due to sports coach focussing on those specific. Money has been spent in enhancing OPAL to work on getting children more active at lunchtime.
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		on the impact of Opal on behaviour during lunchtimes.			
2	To develop parental knowledge of how to support their children in leading healthier, more active lifestyles.	-School to survey parents on information and support they would like around the concept of healthy lifestyles. -School to lead a healthy living campaign. -Parent workshops to be held on topics such as healthy eating (healthy lunchboxes) and increasing physical activity in daily life. -Funding to used for resources such as lunchbox items for parent workshops on healthy eating/lunchboxes. -School to organise presentations from community sports partners to support parents in developing their knowledge of the different activities that are available in the local area which	-£250 to fund the example lunchboxes for the parent workshop.	Intended evidence collection: Parent surveys pre and post workshops. Monitoring of contents of lunchboxes to establish if healthier choices have been secured. Increase in number of pupils participating in physical activity outside of school.	This is to be incorporated in next year's school development.

		the children could be involved in. -Impact to be measured in follow up parent surveys and monitoring of lunchboxes to establish if improvements have been made in their contents.			
3	To increase the confidence, knowledge and skills of teachers teaching dance and OAA and to ensure all new teachers are able to teach consistently good PE lessons.	-In the review of the curriculum the teaching of dance has been highlighted as in need of development to ensure that dance is taught consistently well. -Conduct staff survey to establish what elements of the teaching of dance staff would like support with. -Develop and deliver staff CPD to provide staff with training to develop their skills of teaching dance. -PE leader to conduct joint planning dance/OAA lessons.	-£1000 for cover for PE leader and dance specialists to conduct support activities to develop teachers understanding of the teaching of the teaching of dance and OAA. -£600 to purchase the OAA resources from the Enrich curriculum to support CPD for teachers in this area of PE.	Intended evidence collection: Staff surveys pre and post CPD and planned support to establish is staff knowledge and confidence have improved. Pupil voice to establish if the quality of lessons has supported good knowledge of the different PE elements and progress in areas such as use of subject related vocabulary. Findings of monitoring e.g. lesson visits to establish the quality of the provision on	Been into lessons to support with this and supported ECT with their training to develop confidence and knowledge in P.E.

		-PE leader to teach modelled lessons for staff to observe to develop their own teaching of these elements of the PE curriculum. -To utilise the skills of x2 dance specialists on the staff team to lead modelled lessons and team teach with other members of staff to improve subject knowledge and confidence. -PE leader to team teach with teachers to support their development in the teaching of these elements of the PE curriculum. -PE leaders and SLT to conduct learning walks to establish how effectively these areas of the PE curriculum are being taught following CPD and support delivered. -PE leader to monitor the evidence of PE		offer for all staff in the subject area of PE.	
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		assessments to evaluate the children's progress across these units of work. -Re-do staff survey's at the end of the unit of work. -PE leader to conduct pupil voice at the end of the unit of work. -Use lesson visits to establish the quality of teaching of PE for the new staff of the school. -Ensure the new staff have opportunities to work with the PE leader on planning, teaching and evaluation of lessons. -Re-do lesson visits to establish progress made in quality of PE teaching. -School to purchase and trial the use of Enrich planning and resources to support staff CPD in the area of OAA at Paganel Primary School.			
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1 & 4	To continue to improve the school's extra-curricular sports offer and increase the number of children attending these clubs – particularly those children who have not frequently attended clubs in the past.	-All staff to lead an extra-curricular club this academic year – clubs to be spread across the 3 terms. -Subscribe to affiliations with relevant associations e.g. Football/Netball association. -Registers to be taken and PE lead to analyse attendance to ensure representation of all groups of pupils. -Resources to be purchased to ensure that the clubs can effectively run. -Staff to be booked onto training courses if required to support the effectively delivery of clubs. -Pupil voice to find out the impact of the clubs – what knowledge and skills they have developed during the course of the clubs and where the intended learning outcomes achieved.	-£500 for equipment and affiliations required for clubs to run successfully.	Intended evidence collection: Monitoring registers to establish how many children attend after school provision, from which pupil groups and to identify and target pupils who have not accessed this provision. -Pupil voice to establish the impact of the clubs.	Money has been spent to have equipment to further enhance clubs.
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5	To improve the school's offer of intra-school sports competitions (House competitions).	-Place one intra-school competition into each half term across the academic year – with a variety of sports being selected for the events. -Order relevant resources for these competitions to ensure that the children are able to access these sports effectively. -Order relevant prizes for the winning houses of these competitions. -Provide opportunities for house captains and sports/play leaders to take a lead role during these events – PE leader to provide relevant training to these pupils. -Collect pupil voice to establish the impact of these events on pupils.	-£250 for resources and prizes for intra-sport competitions.	Intended evidence collection: Pupil voice to establish the impact of the competitions. Registers to monitor the % of children who have taken part in competitions.	Stickers and prizes have been brought for sports day, which was a house competition. More prizes could be given out next year to enhance competition in school. This could be done in lessons at the end of each unit.
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Total planned cost £19,325