

Little Aston Primary Academy

Sports Funding Impact Report



Achieving Together

2025/26

What is the PE and Sports Premium Funding?

The government is providing funding substantial primary school sport funding. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers 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. The funding is allocated to pupils Y1 to Y6 and is based on the January census. In 2025/26 the funding for Little Aston Primary Academy will be £16,940.

Purpose of funding

Schools have to spend the sport funding on improving provision of physical activity, PE and sport to ensure sustainable high quality PE provision taught by confident and knowledgeable teachers. The aim is for children to experience and participate in a wide range of sports as well as building capacity and capability of staff and improving school provision and resources.

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: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is 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

Review of 2025/26 spend and Key Achievements to date	Future Ideas and Development Areas to Achieve our Vision
• Appointed a new PE Co-ordinator and enabled paired coaching and training activities with another two teachers to raise the profile of physical activity throughout the school. This included taking children to a variety of inter school tournaments / competitions during the academic year. • Subject Leader, SUAT CPD and subject network meetings. • During the academic year 2025-26 we continued to provide our pupils with the opportunity to compete in a wide range of inter-school competitions eg. Football, Netball and Athletics tournaments. • We offered a comprehensive programme of traditional and alternative out of school learning opportunities including before school, lunchtime and after school clubs in a wide range of activities. This includes residential opportunities at an Outdoor Education Centre in Staffordshire for Y5 and Y6 pupils and on and off site orienteering for Y6 pupils. • Further developed school facilities within the Forest School area which includes den building, balance beams and a range of forest school resources. • Fully accredited Forest School teacher delivered Forest School activities from Sparkletots pre-school to Y3 weekly. • 30 minutes daily physical activity in place through sensory circuits, body breaks, wake up shake up, lunchtime, before school and after school activities, inline with the childhood obesity plan. Lunchtimes extended to 60 minutes to provide more dedicated PA time. • A bank of resources including bespoke teaching materials has been created to support the delivery of high- quality PE lessons. • An increased number of pupils have been involved in competitive opportunities.	• Train further pupil play leaders to help lead and organise events in school alongside the lunchtime staff in 2026/27. • A further programme of CPD to be delivered to ensure staff confidence, consistency and ability to teach high quality PE increases and embeds further. • Embedding the use of PE planning and assessment systems across the school by all teaching staff to ensure consistency in the quality of lessons and provision. • Raise awareness of emotional and mental wellbeing for both staff and pupils. • Continue to involve parents in understanding the importance of an active, healthy lifestyle via newsletters and parental involvement days. • Increase community links through implementing further community Forest School opportunities.

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| <ul style="list-style-type: none">• During the academic year 2025-26 85% of pupils have attended one or more school sports clubs.• PE Hub Scheme embedded.• Pupils' mental health and well-being were further supported through a trained teacher in advanced level drawing and talking as well as the provision of additional sensory equipment and OT training for staff to implement sensory circuits. | |
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Amount of grant received IN YEAR 2025/26: £ 16,940

Area of Focus	Amount spent	Impact	Sustainability
PE Curriculum Review all medium term planning to identify key knowledge, skills and vocabulary and ensure progression. Introduce more structured lunchtime sport sessions/activities and sensory circuits for pupils. Train pupils to lead activities. Continued to increase staff confidence and ability to teach PE through delivery of a comprehensive programme of targeted CPD including; • Team teaching • Delivery of staff meetings to share resources, plan lunchtime clubs etc. • Risk assessments and PE Policy reviewed and amended in line with school scheme and AfPE guidelines. • Further SUAT subject leader CPD. Embed and monitor implementation of the whole school scheme of work. PE Co-ordinator to provide feedback to staff in staff meeting updates, curriculum development groups and through the coordinator resources to share on the Google Drive.	£1,000 for supply release time for PE monitoring and staff CPD.	• High percentage of pupils meeting and exceeding national curriculum expectations • Increased enjoyment and engagement in PE lessons. • Improved staff confidence and coherence in planning, teaching and assessing PE lessons. • Outcomes for pupils improved through up to date information / training. • Subject leader has a clear vision and action plan to successfully lead the school forward that all stakeholders have contributed to. • All staff members and stakeholders in the school committed to moving PE forward and improving outcomes for children in the school. • Additional resources, including lunchtime sports clubs, playground markings and sensory circuits contribute to pupils' improved outcomes and experience. • Range and quality of resources support teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons. Teaching materials and activities help embed learning from other curriculum areas	Staff who have attended specific PE courses using this knowledge and supporting colleagues to continue to move practice forward. PE lead continues to support colleagues to move practice forward through modelling lessons/ team teaching and sharing good practice. The increased number of teachers in school with knowledge, expertise and enthusiasm for PE will ensure that pupils continue to make excellent progress and that the subject remains a high priority in school. The quality of the PE curriculum and wider opportunities continues to improve and is recognised and rewarded. These improvements and the legacy will last in future years. PE is recognised for the difference it can make to promote increased outcomes and opportunities for pupils in school and

Key Indicator 2 Key Indicator 3			continues to be an integral part of the whole school vision
Improve out of school hours learning To increase activity levels of pupils at lunchtimes To increase and reintroduce the amount of Intra competitive opportunities offered to pupils. Redevelop the outdoor play area and EYFS outdoor environment, including resurfacing. Key Indicator 2 Key Indicator 5	£1.900 for a play leader to lead lunchtime activities 3x per week. £2,000 to purchase resources of active play and forest school equipment. Replacement resources: £1000 Smaller basketballs for Y3, basketball nets, volleyball nets, badminton nets, playground re-marked. Orienteering for Y6 £400	- Increased awareness of health recommendations and number of pupils being more physically active within the school day with all staff. - Increased pupil engagement and involvement in activities through the additional after school clubs being reintroduced during the year and competition opportunities. - The least active pupils have been engaged and had the opportunity to try out different sports and/or physical activities through clubs and activities at lunchtimes. - Children value and enjoy the extra opportunities provided by upskilled lunchtime staff and the opportunity to take part in games and other activities – or to access newly-acquired equipment to use in self-organised games and activities. - Well attended after school clubs during the summer and spring term, included football, netball, dance, tennis, first aid and dance. - Pupil-led sports leaders trained which motivates pupils to participate as well as ensuring a greater level of sustainability. - Whole school weekly achievement assemblies reintroduced and pupil achievements outside of school celebrated in these to raise aspiration and motivation in a range of physical activities.	Embedded work around health will continue in future years and eventually lead to pupils lifelong participation in physical activity. Pupil development of wider life skills to use out of school and eventually in the workplace and their adult lives
Wider School competition and Health. Continue to offer an ambitious, broad and balanced range of activities within our out of hours PE programme. Mixed and girls only clubs offered in response to pupil voice (e.g. girls only football and cricket)	£1,620 Drawing and Talking coaching / staff training, also release time for a member of staff to work with children.	- Increased awareness of health recommendations and number of pupils meeting these. - Increased attainment and enjoyment of literacy and numeracy. Attainment in Reading and mathematics remains high compared to national. - The greater emphasis on active learning across the curriculum has contributed to the narrowing	New additional activities and enhanced curriculum projects will continue to support healthy lifestyles and raise the attainment in Literacy and numeracy. More active lessons will continue as we move

Raise profile of the impact health and physical activity can have on attainment within the school and wider community. Focus on improving outcomes for pupils with SEND through improving confidence to participate, access to the PE curriculum and providing opportunities for sensory body breaks and sensory circuits during the school day for identified children. Improve outcomes in Literacy and numeracy through active learning initiatives and resources which also improve concentration and engagement. Improve pupil mental health and well-being through active learning, Forest School activities and Advanced Drawing and Talking. Support pupils executive function development through individual Early Help plans which also include physical activity. Key Indicator 1 Key Indicator 4:	£9,640 contribution towards Forest School Leader cost plus additional support staff Reception to Y3 in 2025/26 - total 5-6 hours per week.	of identified gender gaps throughout the school. • Increased engagement of parents within the school. • The number and range of activities offered during our out of school hours programme continues to broaden in response to pupil voice and the capacity to deliver. • Uptake by pupils continues to be excellent with 100% KS 2 pupils attending one or more clubs. • 30% of our KS2 have represented the school in an inter-school competition (this does not include Sports Day participation) • Pupils demonstrate the ability to work as part of a team. They show resilience and desire to give their best. They not only show respect for their team members but also the opposition and officials. Pupils understand the importance of fair play and a majority accept winning and losing graciously. • Forest School sessions are implemented in all year groups and provide a safe, natural and fun environment for children to develop: • Physical ability • Social skills • Self-esteem • Independence • Confidence • Communication • Curiosity and motivation to learn and explore. • Children enjoy the opportunity to experience outdoor activities which helps them to understand their environment. • The Drawing and Talking interventions have been further developed with staff completing	forward. Parents will be able to use these ideas in the future to support their children. Forest School offers a long-term sustainable approach to their involvement and personal experience / well-being and engagement.
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		advanced drawing and talking training. These interventions have a positive impact on pupil's mental health and well-being and there is evidence of children trying to self-regulate more through using strategies like body breaks. This has improved standards of behaviour and well-being	
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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 metres when they left primary school at the end of last academic year?	94%
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?	94%
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?	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?	<u>No</u>