

PE and Sport Premium Spending Plan and Evidence of Impact 2025-2026 St Vincent's Catholic Primary Schools

Details with regard to funding
Please complete the table below.

Total amount carried over from 2023/2024	£ 1,868
Total amount allocated for 2024/2025	£17,790
How much (if any) do you intend to carry over from this total fund into 2025/2026?	£ 0
Total amount allocated for 2025/2026	£17,670
Total amount of funding for 2025/2026. To be spent and reported on by 31st July 2026.	£17,670

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: 2025/2026		Total fund allocated:		Date Updated: Sept 2025		
<p>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</p>						
Intent	Implementation		Proposed Impact (to be updated July 2026)			
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i></p>		
<p>To ensure all playground equipment is safe, accessible and supports active play for all pupils</p>	<p>Conduct audit of playground equipment to identify repair and replacement needs Implement a planned maintenance schedule to ensure all equipment remains safe and accessible Allocate budget for targeted repairs and replacement of high-use equipment Introduce clear storage and access systems to maximise pupil use of equipment</p>		<p>£1,500.00</p>	<p>All pupils have daily access to safe, well-maintained equipment that supports a range of physical activities. Increased proportion of pupils actively engaged in purposeful play during break and lunchtime (measured through observation/audit). Reduction in incidents linked to lack of engagement at playtimes (behaviour logs). Pupils demonstrate increased independence in selecting and using equipment appropriately. Playground areas are consistently used effectively by all groups of pupils, including</p>		<p>Investment in durable, high-quality playground equipment will support active play for multiple years, with only low-cost maintenance required. A planned approach to maintenance and replacement will ensure equipment remains safe and usable without significant additional funding. Regular auditing of equipment will allow for cost-effective repairs rather than full replacement.</p>

			less active and SEND pupils.	
To significantly increase the physical activity levels of all pupils through structured and purposeful play	<p>Implement OPAL programme with phased rollout across the academic year</p> <p>Deliver staff and midday supervisor training in playwork principles (minimum 2 sessions per year)</p> <p>Introduce zoned play areas and structured routines to maximise active engagement</p> <p>Train and deploy pupil play leaders to support active play at lunchtimes</p> <p>Conduct activity audits and pupil voice surveys to monitor impact</p>	£5,500.00	<p>At least 90% of pupils achieve 30 minutes of physical activity daily in school (in line with DfE guidance).</p> <p>Increased participation of previously less active pupils in physical activity (target group monitoring).</p> <p>Improved pupil wellbeing and enjoyment of playtimes (pupil voice surveys).</p> <p>Reduction in behaviour incidents at playtimes due to higher engagement levels.</p> <p>Pupils demonstrate improved social skills, cooperation and resilience through play-based activities.</p>	<p>OPAL will be embedded into the school's daily routines, ensuring sustained increases in physical activity without reliance on external providers. Staff will be trained in playwork principles, enabling them to independently sustain high-quality active play.</p> <p>Playtime systems (zoning, routines, access to equipment) will be embedded to ensure long-term engagement. Midday supervisors will be trained to facilitate active play, sustaining provision beyond initial training.</p> <p>Pupil leadership (play leaders) will support active play, reducing reliance on adults.</p>

Key indicator 2: The profile of PESSPA (Physical Education, School Sport, and Physical Activity) being raised across the school as a tool for whole school improvement

Intent	Implementation		Proposed Impact (to be updated July 2026)	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

To ensure all PE lessons delivered will be engaging, active and well-resourced to deliver high quality teaching	<p>Conduct a whole-school audit of PE equipment and replace outdated insufficient resources</p> <p>Ensure all PE lessons are fully resourced through targeted equipment investment</p> <p>Promote PE and sport through termly assemblies, newsletters and displays</p> <p>Track participation in clubs and events to raise visibility</p> <p>Include PE and physical activity as a standing item in staff meetings and SIP monitoring</p>	£1,300.00	<p>Increased pupil participation in physical activity and clubs</p> <p>Improved quality of PE teaching across the school</p> <p>Greater pupil awareness of healthy lifestyles</p> <p>Increased engagement of all pupil groups</p>	<p>Equipment and resources will be used across multiple years, ensuring long-term value.</p> <p>Staff confidence and embedded systems will sustain high-quality PE provision without ongoing external support.</p> <p>Promotion of PESSPA will be embedded into whole-school routines, maintaining its profile without additional cost.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Proposed Impact (to be updated July 2026)	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Develop, support and embed staff expertise in PE	<p>Conduct a baseline and follow-up staff confidence audit in PE</p> <p>Introduce and embed a new PE Scheme of Work across all year groups</p> <p>Deliver CPD sessions led by PE lead</p> <p>Provide team-teaching</p>	£1,500.00	<p>Increased staff confidence in teaching PE, with at least 90% of staff reporting improved confidence (staff survey).</p> <p>Improved quality of PE lessons, evidenced through lesson observations showing high levels</p>	<p>Staff will develop the confidence and subject knowledge to deliver high-quality PE independently, reducing reliance on external coaches.</p> <p>The PE Scheme of Work will provide a consistent structure</p>

	<p>opportunities</p> <p>Establish a monitoring cycle (lesson observations, planning scrutiny) led by PE lead</p>		<p>of engagement and activity. Consistent delivery of the PE curriculum across all year groups.</p> <p>Pupils demonstrate improved skill development and progression across a range of sports.</p> <p>Reduced reliance on external coaches for curriculum delivery.</p>	<p>for long-term curriculum delivery across all year groups. CPD will be embedded through ongoing staff collaboration, modelling and peer support, ensuring sustained improvement beyond the funding period.</p> <p>The PE lead will be equipped to monitor, support and develop teaching practice, ensuring continuous improvement over time.</p> <p>Relationships with external providers (e.g. SGO) will enable access to future CPD opportunities without significant additional cost.</p>
Develop effective assessment in PE	<p>Deliver staff training on PE assessment and use of assessment systems</p> <p>Allocate termly time for staff to assess and record pupil progress</p> <p>Introduce a whole-school PE assessment framework</p> <p>Use assessment data to identify and support pupils needing additional development</p>	£500.00	<p>All staff confidently use assessment to inform planning and provide effective feedback. Assessment in PE is consistent across the school and used to track pupil progress.</p> <p>Pupils demonstrate clear progression in skills and knowledge across year groups.</p> <p>Teachers adapt teaching effectively based on assessment, leading to improved pupil outcomes.</p> <p>Improved identification and support for pupils who require additional development in PE.</p>	<p>Staff will be trained to confidently assess PE, embedding assessment as part of everyday teaching practice. Assessment systems will be embedded into school routines, ensuring ongoing use without additional training costs.</p> <p>Regular moderation and monitoring will ensure consistency and accuracy of assessment across the school.</p> <p>Improved staff understanding of assessment will support better planning and differentiation in future years.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Proposed Impact (to be updated July 2026)	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Broaden curriculum PE through a wider range of sports	Review and implement a long-term PE curriculum map ensuring coverage of a wide range of sports Use PE Scheme of Work to ensure progression and skill development across all year groups Provide staff CPD to support delivery of less familiar sports Monitor curriculum delivery through planning and lesson observations	£1,520.00	Pupils experience a broad and balanced PE curriculum, including a wide range of sports and activities. Pupils demonstrate improved skills and confidence across multiple disciplines. Increased pupil engagement and enjoyment in PE lessons (pupil voice). All pupils make clear progress in PE across year groups.	The PE Scheme of Work will provide a long-term structure ensuring all pupils are exposed to a wide range of sports each year. Staff will develop the knowledge and confidence to teach a variety of sports independently, reducing reliance on external specialists. Long-term curriculum planning will ensure breadth and progression are embedded across all year groups. Resources purchased will be used across multiple cohorts, ensuring long-term value and sustainability.
Provide additional opportunities through Bikeability	Organise and deliver annual Bikeability training for all Year 5 pupils Liaise with provider to ensure full	FOC	All Year 5 pupils develop the knowledge and skills to ride a bike safely on the road. Increased pupil confidence in	Bikeability will continue to be offered annually through established links with external providers at no cost to the

	<p>participation and high-quality delivery</p> <p>Track participation and outcomes to ensure all pupils access the programme</p> <p>Reinforce cycle safety through PSHE and wider curriculum links</p>		<p>cycling and road safety (pupil voice).</p> <p>Pupils demonstrate a clear understanding of safe cycling practices.</p> <p>Increased number of pupils able to cycle safely and independently.</p>	<p>school.</p> <p>Staff awareness of cycle safety will support reinforcement of key messages beyond the programme.</p> <p>Embedding cycle safety within the wider curriculum will ensure ongoing impact without additional funding.</p>
<p>Increase participation in extra-curricular clubs and external sports links</p>	<p>Provide a minimum of 2 extra-curricular sports clubs per half term across KS1 and KS2</p> <p>Target participation of SEND, disadvantaged and less active pupils</p> <p>Establish partnerships with local sports clubs to provide pathways</p> <p>Conduct pupil voice surveys to inform club offer</p> <p>Promote clubs through assemblies, newsletters and direct communication with parents</p>	<p>£850.00</p>	<p>Increased percentage of pupils participating in extra-curricular sports clubs across all year groups.</p> <p>Increased participation of targeted groups (e.g. less active pupils, SEND, disadvantaged pupils).</p> <p>A wider range of clubs offered, reflecting pupil interests.</p> <p>Increased pupil engagement and enjoyment in physical activity beyond curriculum time.</p> <p>Clear pathways established between school and community sports clubs.</p>	<p>Strong links with local sports clubs will provide ongoing access to provision and pathways for pupils beyond school.</p> <p>Increased staff confidence will enable school-led clubs to be sustained without reliance on external providers.</p> <p>Pupil voice systems will be embedded to ensure clubs remain relevant, engaging and well-attended over time.</p> <p>Resources purchased will support a wide range of clubs for future cohorts.</p> <p>Established routines for promoting clubs (assemblies, newsletters) will maintain participation without additional cost.</p>

Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Proposed Impact (to be updated July 2026)	
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:
Engage with the School Games Organiser (SGO)	<p>Subscribe to School Games and participate in a minimum of 2 events per term</p> <p>Attend SGO network meetings and access CPD opportunities for staff</p> <p>Track participation to ensure inclusive representation across groups</p> <p>Use SGO calendar to plan and schedule competition opportunities</p>	2,500.00	<p>Increased number of pupils participating in inter-school competitions and festivals. All pupils have the opportunity to represent the school at least once during their time at St Mary's.</p> <p>Increased participation of targeted groups (e.g. girls, SEND, less active pupils) in competitive sport.</p> <p>Pupils demonstrate increased confidence, teamwork and resilience through participation in competition.</p>	<p>Continued partnership with the School Games Organiser will ensure sustained access to competitions, festivals and CPD opportunities on an annual basis.</p> <p>Staff will become familiar with competition structures and processes, enabling them to independently organise and attend events in future years.</p> <p>Established systems for entering competitions and coordinating participation will ensure ongoing engagement without additional administrative burden.</p> <p>Links with local schools and networks will support long-term participation in inter-school sport.</p>

<p>Develop leadership and widen participation (Young Leaders & clubs)</p>	<p>Train Year 5 pupils as Sports Leaders annually Deploy leaders to support intra-school competitions and lunchtime activities Provide ongoing support and monitoring of pupil leaders Evaluate impact through pupil voice and staff feedback</p>	<p>£500.00</p>	<p>Increased number of pupils taking on leadership roles in sport (e.g. Sports Leaders). Pupils demonstrate improved leadership, communication and organisational skills. Increased participation in intra-school competitions and events. Greater engagement of pupils across all year groups in competitive opportunities.</p>	<p>The Young Leaders programme will be embedded annually, with trained pupils supporting the organisation of intra-school competitions and activities. Staff will be supported to oversee and sustain leadership opportunities without reliance on external providers. Leadership roles will become part of school culture, ensuring ongoing pupil involvement in sport and physical activity. Established club provision will support ongoing opportunities for pupils to develop skills and prepare for competition.</p>
<p>Increase participation in competitive events and teams</p>	<p>Enter boys' and girls' teams into competitions Ensure participation in inclusive events for SEND pupils Track and increase the number of pupils representing the school</p>	<p>£2,000.00</p>	<p>Participation in at least 2 competitive or festival events per half term. Increased number of pupils representing the school in competitive sport. Development of both boys' and girls' teams, including increased participation of girls. Increased participation of pupils with SEND in appropriate competitive or festival events. Pupils demonstrate improved skills, confidence and understanding of competitive sport.</p>	<p>Established school teams and competition pathways will ensure continued participation in leagues and events year-on-year. Staff confidence in organising fixtures and attending competitions will enable sustained participation without reliance on external support. Links with local schools and competitions will provide ongoing opportunities for pupils to compete regularly. Inclusion strategies will ensure that competitive opportunities remain accessible to all pupils,</p>

				including those with SEND.
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Total Spend 2025 – 2026 = £17,670.00

Meeting National Curriculum requirements for swimming and water safety Year 6 2024-25

These figures are based on our Y6 children 2024 – 2025. At St Vincent’s children learn to swim in Years 4 and 5. Targeted catch-up swimming provision will be provided for pupils who do not meet national curriculum requirements, including additional support in upper KS2.

Percentage of Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres.	90%
Percentage of Year 6 cohort who can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	80%
Percentage of Year 6 cohort who can perform safe self-rescue in different water-based situations.	80%