



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

2025 2026



Commissioned by



Department
for Education

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Overall Impact of Sports Premium Funding 2025-2026

The PE and Sport Premium funding has had a positive impact on participation, inclusion and the quality of PE provision across Carrington Junior School. Investment in staff development has increased the effectiveness of teaching assistants and strengthened support for vulnerable pupils during PE lessons. Additional equipment and resources have improved the quality of both curriculum PE and active playtimes, leading to greater participation in physical activity throughout the school day.

Extracurricular opportunities have continued to expand, with particular success in increasing access for disadvantaged pupils, pupils with SEND and girls. Participation in School Games events and inter-school fixtures has enabled a greater number of pupils to represent the school and develop teamwork, resilience and confidence. As a result, pupils are more engaged in physical activity, have access to a broader range of sporting experiences and are developing positive attitudes towards lifelong participation in sport and healthy lifestyles. Funding has also created a sustainable legacy through staff development, improved resources and established systems that will continue to benefit pupils in future years

Review of last year's spend and key achievements (2024/2025)

Activity/Action	Impact	Comments
Training for TAs on active playtimes	Some groups of children are more active at playtimes as evidenced by playground observations. Many TAs are more proactive about facilitating active play including a better use of four-square and football.	This can be developed further to enable less-active pupils to be targeted and to widen the range of games on offer to engage pupils who do not like football or four-square.
Teaching high quality PE lessons using Get Set for PE	Sports coach and teachers who deliver PE are very clear about the skills/knowledge and progression in lessons.	Continue to use this scheme as Carrington Infant School (our main feeder school) are aligning to this which will enable a smoother transition.
Increase student participation at external festivals to ensure 100% of pupils have the opportunity to represent our school in a sporting area wither competitive or non-competitive	Participation was significantly improved. 100% of children were invited to attend an external sporting festival at some point during the academic year and 97% of pupils did.	Maintain this standard in 2025/2026
Ensure appropriate resources are purchased to allow PE lessons to be delivered safely and actively.	New football goals, futsal balls, basketballs were purchased to enable safe participation for all children across the school.	Further kit needs updating in 2025/2026 and there should be money spent on football kit to ensure that our larger-sized children can represent the school comfortably and with a sense of belonging.

Key priorities and Planning 2025 – 2026 total £18,330

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Increase the impact of teaching assistants to support the learning of vulnerable pupils.	Sports coach and teachers to clearly direct teaching assistants in all parts of the lesson to support our most vulnerable children in the school (SEND, EAL and PP), and future children in the school, through increasing staff awareness and support strategies.	Staff complete training through a mentoring approach Evidence of effective strategies and support seen in PE sessions. Staff complete training and take part in reflective coaching after session.	Development of clear direction for teaching assistants to develop a more active role for them in PE lessons this year and beyond. Increased participation and success for the most vulnerable children as evidenced by learning walk to build a love of PE lessons which will continue to future years and settings	£1750 spent on: mentoring teaching assistants within lessons to upskill them mentoring teachers to direct teaching assistants in all parts of lessons mentoring SCITT teacher to be able to confidently deliver PE lessons
Improve resourcing for playtime equipment to ensure more active play at breaktime to improve the fitness of pupils and for lessons to ensure a broad and balanced curriculum can be taught effectively to a high standard to ensure lessons are fully active at all times	All children across the school with a particular focus on targeting children who are less active Teachers to have adequate equipment to teach fully active sessions Teaching assistants to have required resources to engage	Additional resources are purchased including four-square balls, basketball hoops and tennis balls Current equipment is maintained and inspected to ensure it is still safe to use Activity bingo grids are provided monthly Rewards are purchased to be given out as prizes for completion of activity	Increased participation in staff-led playground games as evidenced by breaktime observations leading to more active and, therefore, fitter children. Increased participation in self-led PE activities at breaktime as evidenced by breaktime observations leading to more active	£4170 spent on: balls (four-square, basketballs, tennis balls) basketball posts equipment servicing pitch marking £959.50 spent on:

	target children, with a focus on SEND pupils	bingo	and, therefore, fitter children. Increased confidence of staff supervising break to run playground games as evidenced by staff surveys leading to higher skill level and continued high quality break times. Decreased behavior incidents as a result of more active play, facilitated by adults, leading to more regulated children who will then be ready for learning in upcoming lessons.	Get Set for PE access
Improve internal and external extra-curricular opportunities	All children across the school including vulnerable groups with a focus on SEND, PP and girls	Increase in range of sports clubs offered before and after school offered to all pupils Specific places allocated to vulnerable pupils including PP and SEND to ensure wide participation from the most vulnerable groups WWET mentors to use sport activities as part of their mentoring process with PP pupils Increase the range of children able to participate in fixtures for netball and football match with the specific aim to	Before and after school clubs offered with a wide range including two lots of football, two lots of gymnastics, netball, basketball, cricket/tennis which has increased club participation and increased participation in these for vulnerable pupils including SEND and PP children. Football and netball fixtures increased by 15%, enabling more girls and disadvantaged pupils to	£8820 spent on: sports coach and TA allocation for club provision new football kit for boys and girls football teams including those in larger sizes WWET mentoring through individual and paired sports sessions

		increase the number of fixtures for girls Ensure children have access to school games events	participate.	£2630 spent on: participation in school games events
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Swimming Data

<u>Question</u>	<u>Stats:</u>	<u>Context</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	68%	We have a number of children (19) who could not complete this proficiently. These children generally have had limited swimming access out of school and we will need to consider using top-up swimming lessons moving forwards.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	Our proficient swimmers can use a range of strokes but not all can use these strokes over longer distances.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	68%	This year group had a large number of children who were not water proficient. We will need to consider using top-up swimming in the future.
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	National figures indicate that approximately 71% of pupils leave primary school able to swim 25 metres confidently and competently. At Carrington Junior School, 68% achieved this standard. Whilst this is broadly in line with national attainment, the school recognises the need to improve outcomes for the 19 pupils who did not meet the expected standard and will explore the use of targeted top-up lessons in future years.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	4 staff were already swim trained and training refreshed as necessary meant no funding needed for this during this academic year.

Key achievements 2025-2026

Activity/Action	Impact	Comments
Increase the impact of teaching assistants to support the learning of vulnerable pupils.	Learning walks demonstrated that teaching assistants played a more active and purposeful role within PE lessons. Staff were better able to support SEND, EAL and disadvantaged pupils through targeted questioning, modelling and encouragement, resulting in increased engagement, participation and success for vulnerable learners during PE sessions.	This had a notable impact in the Autumn and Spring 1 terms. Our change in sports coach mid-year did decrease this impact and, as a result, we are changing our sports coaching provider for 2026/2027.
Improve resourcing for playtime equipment to ensure more active play at breaktime to improve the fitness of pupils	Playground observations have shown more active playtimes including a wider range of games on offer outside of football and four-square e.g. street netball, volleyball. Activity bingo used by specific sports coach had notable impact with the number of pupils completing this monthly increasing from an initial 2% to 10% of the school which included many of our less-active children.	This did not sustain as well in spring 2 and summer with the change in sports coach which has been addressed through our change in providers. An audit of playground equipment will be needed to ensure we have refreshed stock e.g., balls to continue this provision.
Improve resources for lessons to ensure a broad and balanced curriculum can be taught effectively to a high standard to ensure lessons are fully active at all times	Continued use of Get Set for PE has ensured consistency in PE delivery which did, broadly, sustain even with the change in coaching staff as evidenced by learning walks. The purchase of further kits for sporting fixtures has enabled more pupils to take part with a sense of pride and belonging.	A full PE audit would be helpful to ensure we have the appropriate equipment to ensure high quality lessons next year as some equipment is looking tired and worn and some sets are now incomplete.

Signed off by:

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Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Nicola Gibbons</i>
Governor:	<i>Nadia Zachary</i>
Date:	14/7/26