



St. Peter's
Church of England
Primary School

2025-2026
PE and Sport Premium
Impact Report





St. Peter's Church of England Primary School

Opening doors with learning, faith and care

PE and Sports Premium funding for 2025-2026 equates to £17,640

PE and Sport Premium has been used in such a way that it has a positive impact on the following key performance indicators:

- Key Indicator 1:** Increase staff confidence, knowledge and skills of all staff in teaching PE and sport
- Key Indicator 2:** Increase engagement of all pupils in regular physical activity and sport
- Key Indicator 3:** The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Key Indicator 4:** Offer a broader and more equal experience of a range of sports and activities offered to all pupils
- Key Indicator 5:** Increased participation in competitive sport

Our broad aims for our PE and Sports Premium in 2025-2026 were:

- To continue to further increase staff confidence and ability to teach and assess PE.
- To continue to increase the proportion of learners meeting the end of KS2 expectations in swimming.
- To further develop the PE co-ordinators strategic management of PE, including evaluating effectiveness and impact of provision and spending.
- To encourage all learners to lead healthy and active lives both in and out of school, providing them with enrichment opportunities that give them experience of a wide-range of activities and sports.
- To ensure there is an engaging lunchtime experience on offer to all learners.
- To offer a broad range of sports and activities that engage learners in 60 minutes of physical activity a day, including through cross-curricular learning, lunchtimes, after-school clubs, an engaging curriculum and enrichment days.
- To provide interventions to support learners to develop their fundamental movement skills.
- To raise the profile of physical activity within the school and wider community.
- To open the door to competitions for all our learners, increasing participation across all age groups.

Key priorities and the Impact

Spending Area	Key Indicators	Amount	What it was spent on	Impact	Sustainability
Increase staff confidence and ability to teach and assess PE	1, 3	£3,124.50	PE development CPD for staff Early Years physical development training Forest School CPD and conference attendance Supply cover costs PE equipment.	• Staff confidence in teaching, assessing and adapting PE lessons has increased across all year groups. • PE CPD enabled staff to develop a deeper understanding of progression, assessment and high-quality teaching strategies, resulting in improved learning opportunities for pupils. • Fundamental Movement Skills training has supported staff in identifying children requiring additional support and implementing targeted intervention. • Forest School leaders developed their knowledge through CPD and networking opportunities, improving the quality of outdoor learning experiences available to pupils. • New equipment has ensured lessons are well-resourced, inclusive and engaging, enabling children to access a wider variety of activities whilst developing physical literacy. • Increased staff confidence is reflected in the quality of provision and pupils' enjoyment and participation within PE lessons.	• Knowledge and expertise gained through CPD remains within school and will continue to impact future cohorts. • Staff are better equipped to deliver high-quality PE lessons independently. • Assessment systems and intervention strategies are now embedded within practice. • PE equipment purchased will continue to support curriculum delivery for several years. • Forest School expertise has been strengthened, ensuring long-term sustainability of provision.
Increase proportion of learners	2, 4	£2,499.75	Top-up swimming provision for Year	• Additional swimming lessons provided opportunities for pupils who had not yet achieved the expected standard to	• Continued use of targeted swimming interventions will support future cohorts who require additional swimming

meeting KS2 swimming expectations			5 pupils and transport costs.	receive further targeted instruction. • Pupils developed greater confidence in the water and improved their technical ability across a range of swimming strokes. • Water safety awareness and self-rescue skills were further developed. • The intervention helped reduce barriers to achieving the end of KS2 swimming requirements and enabled more pupils to work towards national expectations.	provision. • Increasing the number of pupils meeting expectations at an earlier stage reduces the long-term need for intervention. • Pupils gain a life-long skill that supports health, safety and participation in physical activity beyond primary school.
Develop strategic management of PE	1, 3	£2,374.47	PE leadership release time PE network meetings PE conference attendance Monitoring activities	• The PE Lead effectively monitored and evaluated PE provision across the school. • Action planning and spending reviews ensured that funding was allocated strategically and reviewed regularly. • Attendance at conferences and network meetings ensured provision reflected current national guidance and best practice. • Regular governor engagement strengthened accountability and strategic oversight. • PE maintained a high profile within school improvement priorities and continued to contribute positively to pupils' personal development, wellbeing and achievement.	• Effective monitoring systems are now embedded and will continue to inform future planning. • Strong leadership capacity ensures high-quality PE provision remains a priority across the school. • Strategic documentation provides clear direction for future development. • Ongoing links with local networks and PE professionals will continue to support school improvement.
Enhance lunchtime provision and encourage healthy,	2, 4	£9,619.91	Specialist sports coaching providing lunchtime	• Weekly lunchtime support and clubs increased physical activity levels and encouraged more pupils to be active during break and lunch times. • The repair of the KS2 balance beam	• Resources, equipment and repairs will continue to benefit pupils for future years. • Established partnerships with specialist coaches and external providers can

active lifestyles through a broad range of sports, activities and enrichment experiences			provision and after-school clubs Enrichment experiences Residential support Forest School resources Lunchtime equipment and repairs	and purchase of equipment improved opportunities for active play and supported pupils in achieving the recommended 60 active minutes each day. - Pupils accessed a broad range of extra-curricular opportunities including football, cricket, dance, gymnastics, archery, tennis and multi-skills activities. - Enrichment experiences such as golf, cricket, badminton, Fishing for Families, Forest School, street dance, challenge activities and outdoor learning enabled pupils to experience sports they may not otherwise encounter. - Bikeability, WOW Travel Tracker, Walk to School initiatives and work alongside the School Travel Advisor promoted active lifestyles beyond the school day. - Forest School provision continued to positively impact pupils' confidence, resilience, communication, teamwork and wellbeing. - Residential experiences at Stanley Head and Laches Wood provided valuable opportunities to develop independence, perseverance and outdoor adventurous activity skills. - Specialist coaches enriched curriculum provision and exposed pupils to high-quality sporting experiences and role models.	continue to support provision. - Pupils have developed positive habits and attitudes towards physical activity. - Active travel initiatives have increased awareness of healthy lifestyle choices amongst pupils and families. - Forest School provision is now embedded within the curriculum and will continue to support future cohorts. - Pupils have experienced a broad range of activities which may encourage lifelong participation in sport and physical activity.
Increase participation	5	£347.17	Stafford and Stone School Sports	Pupils participated in a wide range of competitions, festivals and	Strong links with School Games, Stafford & Stone School Sports

in competitive sport			Association affiliation Participation in School Games and other competitive events	tournaments including football, cricket, swimming, multi-skills, Sports4All, MAT competitions and Fishing for Families events. • More pupils represented the school across a wider range of sporting opportunities. • Girls' football participation was further developed through festivals and partnership work with Staffordshire FA. • Pupils developed confidence, teamwork, resilience, communication and sportsmanship through competition. • Competition opportunities were inclusive and accessible across a range of ages and abilities. • Pupils represented St Peter's with pride and enthusiasm.	Association and MAT partners will continue to provide opportunities. • Pupils develop confidence and positive attitudes towards competition that can be transferred into future participation. • Increased exposure to competition supports the school's long-term vision of fostering lifelong engagement in sport and physical activity.
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Total spend - £17,965.80

Swimming data for Y6 pupils at St. Peter's Primary School 2025/26

Meeting national curriculum requirements for swimming and water safety	Each child = 4.17%
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?	71%
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?	71%
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?	67%
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, we paid for additional lessons for Y5 pupils who had not yet met the KS2 expectations.