Greenfield Primary School

Greenfield Primary School PE Funding Evaluation Form 2025-26

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

Greenfield Sports Premium 2025-26

The government provides additional funding to improve the provision of physical education (PE) and sport in primary schools. This funding is provided jointly by the Departments for Education, Health and Culture, Media and Sport and is allocated directly to primary schools to achieve the DfE's vision for Primary PE and Sport Premium that:

All pupils leaving primary school will be physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. The funding is ring-fenced and therefore can only be spent on the provision of PE and sport in schools.

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 emphasis 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:

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*
2. *The profile of PE and sport is raised across the school as a tool for whole school improvement*
3. *Increased confidence, knowledge and skills of all staff in teaching PE and sport*
4. *Broader experience of a range of sports and activities offered to all pupils*
5. *Increased participation in competitive sport*

Funding for schools will be calculated by reference to the number of primary-aged pupils in years 1-6 as recorded in the annual schools' census in January 2025.

In 2020-21 the DfE doubled the funding, so schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil. Schools must spend the additional funding on improving their provision of PE and sport, but they will have freedom to choose how they do this.

We believe that quality PE and school sport impacts on the whole school. We aim for our PE and school sport provision so that our pupils can develop and demonstrate the following personal qualities to their full potential:

- A strong desire to learn and make progress
- High levels of dedication, attendance and involvement in the school
- High levels of commitment and attainment
- Positive behaviour such as politeness, respect and helpfulness
- High levels of enthusiasm and fulfilment

- A strong desire to get involved, which derives from a sense of belonging and inclusion
- An understanding and appreciation of benefits of taking part in physical activity and maintaining a healthy lifestyle

PE Physical:

- Contribute to the physical, academic. social, cultural and emotional development of our pupils – it develops the whole child
- Improves health and well-being
- Promotes positive attitudes
- Benefits all young people whilst also giving those pupils with greatest opportunities to achieve the highest standards

PE Academic:

- Opportunities for pupils to be creative
- Helps improve concentration
- Develops commitment and self-discipline and encourages pupils to think in different ways in creative and competitive activities

PE Social:

- Allows pupils to learn to work and socialise with different children
- Improves ability to communicate, allows individual pupils to meet challenges as an individual, in groups and in teams
- Allows leadership potential to develop, introduces activities that the children may enjoy in the future, improves behaviour

PE Cultural:

- Introduces our pupils to the rich cultural heritage of sport, exercise and dance, allows pupils to learn to work with, learn about and socialise with all races and cultures

PE Emotional:

- Develops confidence, provides opportunities to be competitive and to face different challenges
- Enhances self-esteem and affects how young people feel (I can’t becomes I can)

PE Moral:

- Teaches the right principles (distinguishing right from wrong)
- Promotes fair and honest behaviour
- Promotes behaviour based on ethical values, principles and rules

PE Spiritual:

- Supports the formation of pupils as people with feelings, ideas, intuitions, emotions, opinions and beliefs
- Fosters lively, enquiring and reflective spirits in pupils

2025-26 EXPENDITURE

EXPENDITURE	COST
External CPD	4573
CPD to deliver swimming and water safety lessons	575
Internal CPD	
Inter-schools CPD	
Online CPD	
External coaches CPD	
External courses	
Internal Learning and Development	
Online training	
TOTAL CPD SPEND	5148
Internal sports competitions	
Top-up swimming and water safety (internal provision)	
Active travel initiatives	
Equipment and resources (internal use)	4387
Internal membership fees	1600
Internal education platforms	
School-based extra-curricular clubs	2580
TOTAL INTERNAL SPEND	8567
External inter-school sports competitions	450
Activities by SGOs	1250
Equipment and resources (external use)	
External coaching staff	5665
Other external activities	
TOTAL EXTERNAL SPEND	7365
TOTAL FUNDING RECEIVED	**21080**
TOTAL PE & SPORT PREMIUM SPEND	**21080**

Review of 2025-26

What went well?	How do you know?	What didn't go well?	How do you know?
Reviewed the PE scheme (Real PE) and having identified gaps, have identified the need for greater focus on skills in KS1 to prepare for the KS2 games focus. Whole school games have been promoted and this has been supported with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across the school. **Our PE Co-ordinator and our lead HLTA PE support have taken part in local PE Subject Leader meetings. The PE Co-ordinator /HLTA have shared the learning points with all colleagues during staff meetings.** **More opportunities for pupils to support and lead lunchtime activity sessions so that pupils have a purpose to improve on their skills and to reflect on how they can be used in PE / lunchtimes** **The school has continued to maintain the Gold**	Staff feedback from professional development has been positive and changes to the planning and delivery of lessons are being implemented. All pupils were given the opportunity to engage in regular physical activity whilst in school and an increase in out of school participation The school has seen an increase in the number of pupils participating in PE before / lunch / after school activities. Feedback from pupil / parent questionnaires. The school has increased the number of competitions. All pupils in KS1 and KS2 accessed regular playtime and lunchtime activity on a timetabled basis. PE leaders support lunchtime activities.	The need for additional time for coaching alongside teachers linked to the summer term planned topics – particularly looking at how pupils are developing their skills and applying them within lessons as they progress through the year. Implications for budget and this will need to be reviewed for the new academic year. **Whole school training to be provided for 2026-27. GetSET PE to be brought in as more skills based** Need to improve tracking of pupils involved in enrichment and school activities so that we can more closely identify who needs to be targeted. This will also help inform staff CPD as well as in-school provision	Implications for staffing and budget.

Review of 2025-26

Sports Mark in recognition of year-on-year commitment and improvements to the PE provision throughout the school.	After the subject leader conference, adaptations were made to lunchtime provision to ensure range of activities linked to and curriculum timetables as well as providing more opportunities for pupils to be involved in dance, skipping skills at lunchtime – more variety	We would still like to increase participation in competitions and increase the number of pupils accessing this from different groups across the school – vulnerable / disadvantaged, SEND. Looking to increase holiday provision 20227 We would like to increase KS1 after school activities as well as holiday provision. Looking to increase sports provision for our BASC club too A refreshed timetable of lunchtime activities written for which includes sports leaders sessions during the week.	

What went well?	How do you know?	What didn't go well?	How do you know?
Provided targeted activities and support to involve and encourage the least active. **Pupils and staff showed they value PE, school sports and physical activity within school and they understood the life benefits that this subject area can bring to pupils. Pupils and staff understood that access to physical activity brings with it improvements to both physical**	Reports of sports fixtures and competitions were announced in assemblies, the school website, newsletter and social media platforms. We are seeing in increase in pupils now attending our holiday sports provision	Identification is included in vulnerable / send reviews. Need to create tracking that is for all pupils	

Review of 2025-26

and mental health that can help with other aspects of learning within school. **Our broad and balanced curriculum gave pupils the opportunity to experience a range of sports and physical activity during the year.** **The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March**	The school delivered a successful Aspiration Active project, 4 weeks of activity for less active pupils in year 5/6. Feedback from pupil discussions, % of pupils participating in activities. Positive feedback within pupil and parent questionnaires. Data submitted to the school PE partnership. Certificates and prizes were awarded to children as part of whole school assemblies. who achieved physical activity milestones.	Would like to increase participation next year and find additional ways of supporting this. Look at PE assembly awards for each half- term to promote sport participation and achievement beyond participation in competitions School PE end of year award	

Review of 2025-26

What went well?	How do you know?	What didn't go well?	How do you know?
Inspired ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school. **The school trained 4 pupils to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sports organising crew and devised an action plan to promote PE and physical activity in school.** **The ambassadors contributed to the took a PE and school sport noticeboard. The notice board included the physical activity guidelines infographics.** **Younger pupils were encouraged to submit pictures of themselves taking part in physical activity and pupils' sporting achievements were included.**	We promoted SLSSP holiday resources to all parents and students that inspired children to be active and healthy over the Christmas, Easter and Summer holidays. Sports ambassador training helped pupils to lead sports day events. Pupils received games training and have led lunchtime activities. Sports / clubs notice board celebrates pupils' achievements. Activities shared on school Facebook. Sporting achievements also celebrated in assemblies and in school newsletters along with information about activities, sports clubs and fixtures.	Need to find ways of increasing the number of pupils / families accessing the Easter and summer clubs – particularly disadvantaged.	Pupil tracking. We now have new providers who will support the school staff, to improve participation. We have agreed to host more holiday clubs and to increase the range of sporting activities offered to increase uptake

Review of 2025-26

What went well?	How do you know?	What didn't go well?	How do you know?
We encouraged active travel to school and took part in an Active Travel Month. During October, students and families were encouraged to walk to school. **We focused on embedding Physical Activity and Well-being into the school day. Pupil playground leaders and lunch time supervisors were trained to provide additional activities.**	Sports leaders developed this role and we would like to extend this with some work on well-being for the new academic year.	We would like to source additional training for Well-being ambassadors who can support the Sports Ambassadors. Seek to allocate awards to promote physical activity – identification within class and certificates in assembly.	
A member of staff from external sport provision external delivered a Playground Leader workshop to 12 Year 5/6 students and lunchtime supervisors - **We purchased sports equipment to support playtimes.** **We utilised the some of the SLSSP to Well-being resources to support pupils at different times throughout the year. These included:** **5 minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques. We used some SLSSP resources to devise some easy ways to implement 5-minute brain and active breaks.**	The lunch time supervisors put on a range of activities/games. They have created zones to ensure a variety of activities can take place during lunch times. The Playground Leaders put on a lunch time activities for KS1 children. Children had to plan and devise activities to lead at lunchtime Good feedback from staff and pupils. The brain and active breaks allowed mental refocus and the opportunity to expel some energy.	Need to consider the development of this role and refresher training throughout the year. Ensure we continue to target vulnerable groups to participate in the lunchtime training. train pupils Plan to extend this playground support further for KS2 for the new academic year.	

Review of 2025-26

What went well?	How do you know?	What didn't go well?	How do you know?
We aimed to increase the number of staff who are active to raise the profile of sport and exercise in school. We have promoted SLSSP's Staff Well-being challenges to all staff. **This included Marathon Month challenge where staff had to travel 26.2 active miles during the month. Some staff also took part in the Move It March challenge alongside students and a summer holiday activity challenge.**	A number of staff did participate but we would like to encourage this further during 2026-27.	Want to increase the number of staff participating in the autumn term staff well-being 'Steptober' inter-schools challenge for staff.	
Our pupils experienced a greater range of sports and activities, as part of our broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport. **We promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.** **Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a design a football competition. The ideas of the week was to raise the profile of girls football and increase participation.**	A range of activities offered to targeted groups through SLSSP membership. Pupils' questionnaires and subject monitoring shows that pupils thoroughly enjoyed the activities and opportunities offered them. Pupils state that they enjoyed participating in an unfamiliar sport which further increased the pupil's exposure to a broad range of sporting activities.		

Review of 2025-26

What went well?	How do you know?	What didn't go well?	How do you know?
We wanted to increase and actively encourage pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children. **Our subscription to SLSSP provided opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupils. We participated in sports festivals to aid transition to secondary schools.** **Pupils took part in INSPIRE festivals which are designed to engage targeted pupil and inspire them to be involved in physical activity.** **These were hosted at Countesthorpe Academy.** **Sports coaching cover allowed pupils across the school to attend competitions organised by SLSSP.**	Sports leaders report an increase in number of pupils participating in sports activities at lunchtime and we are beginning to see an increase in our enrichment clubs School participated in more competitions.	Still seeking to increase participation in-school and out of school.	

Swimming data

Meeting National Curriculum requirements for swimming and water safety.

Question	Stats	Context
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	96%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	90%	

Intended actions for 2026-27

	How are we going to action and achieve these plans		
Intent	**Implementation**	**What impact/extended impact/sustainability are you expecting?**	**How will you know? What evidence do you have or expect to have?**
Continue to increase the number of pupils who are accessing sports provision within school and out of school. Sports to include: football, girls' football, basketball, cross country, dodgeball, gymnastics, netball, athletics, table tennis, swimming, cricket, inclusive activities.	SLSSP timetable supports the school's PE action plan. Additional opportunities planned in to up-skill pupils in advance of competitions, include to increase participation of pupils and to make the events as inclusive as possible.	Year-on-year increase in pupils accessing a variety of sports and our monitoring show that more children sustain their involvement with these activities and more pupils participate in clubs in and out of school. Pupils are keen to represent the school within a broader range of activities and competitions. Pupils are keen to access sports clubs during holidays	Increased number of pupils participating in school and competitions. More pupils participate in a variety of activities at lunch. SLSSP calendar of competitions and festivals inspires pupils to develop physical / sports skills. More pupils are able to talk with confidence and enthusiasm about their participation in sport. More pupils able to demonstrate progression of skills and to explain how skills learnt in PE help them in their learning and as life skills
Continue to develop the role of sports ambassadors and sports leaders.	Training provided within school and as part of the SLSSP. Training to be delivered termly and a rota of playground activities.	Continue to raise the profile of sport within the school day and to promote out -of-school sport and competitions. Sports leaders have a higher profile within school assemblies and newsletters / website to	Increase participation at lunchtimes Increased participation within competitions and activities Increased participation at our sports clubs and holiday provision

Intended actions for 2026-27

		parents. Sports leaders act as role models and begin to train up new leaders during the summer term.	Feedback via pupil / parent questionnaires.

Intended actions for 2026-27

	How are we going to action and achieve these plans		
Intent	**Implementation**	**What impact/extended impact/sustainability are you expecting?**	**How will you know? What evidence do you have or expect to have?**
Active travel month during October / Steptober encourages pupils and families to walk, cycle, or scoot to school.	SLSSP and PE leaders encourage participation.	Engagement of all pupils in regular physical activity and raises the profile across the school and within the school community.	Newsletters and our social media pages / news promotes active travel.
Selection and training of wellbeing ambassadors to promote the 5 ways to well-being and internet safety.	Internal and external training during autumn – spring terms. Pupils are involved in assemblies and promoting wellbeing within assemblies Mental health activities / anti-bullying assemblies provide links to PE curriculum and also involve pupils where appropriate	Pupils to engage pupil voice and use pupils' leaders to promote a healthy and active lifestyle to their peers.	Pupils see this as important part of participating in school life and contributing to school.
EYFS andKS1 staff continue with Big Moves activities to support pupils who lack fundamental movement skills.	Targeted pupils identified via EYFS staff and SLSSP (trained in the programme).	Increased confidence and skills with pupils making improvement of movements within the programme. Impact in core strength, sitting, co-ordination, balance Younger pupils experience a broader range of sports and activities as well as learn	Pupil assessments Feedback from EYFS / KS1 staff Pupils are keen to participate in lunchtime activities and involvement in the school's sports provision.

		about daily exercises that will help them with balance and to keep strong	

Intended actions for 2026-27

	How are we going to action and achieve these plans		
Intent	**Implementation**	**What impact/extended impact/sustainability are you expecting?**	**How will you know? What evidence do you have or expect to have?**
Continue to review the impact of our curriculum on staff knowledge and pupil outcomes. Continue to improve the quality of instruction, modelling, development of skills, improved vocabulary.	See PE curriculum action plan.	Curriculum action plan identifies that the professional development of skills is not just dependent on school competition timetables, but ensures progression and development of skills throughout the school year for all year groups, as well as providing opportunities for pupils to revisit previous learning and vocabulary.	Pupil interviews Lesson drop-ins Discussions with staff
The school participates in PE aspiration events for year 5 / 6 pupils as well as participation in inclusive sports activities to target SEND / disadvantaged pupils.	SLSSP as well as sport links with Countesthorpe college to promote PE within feeder schools.	Increased confidence, knowledge skills developing for all groups of pupils which leads to greater participation of pupils.	Discussion with pupils and impact within SEND reviews. New activities and links with Countesthorpe college will be fed into school / lunchtime activities.