



St Paul's Church of England Academy

PE & School Sport Premium Spend 2025 – 2026

The Sports Premium funding is allocated directly to all primary schools to support and improve the provision of PE in school.

For the 2025-2026 academic year we will receive £ 17,950

Vision for PE & School Sport at St Paul's

- We promise all of our children that through PE & School Sport they will develop:
 - Physical competence and self-confidence.
 - Enthusiasm and enjoyment for Physical Activity.
 - Positive attitudes to support an active and health lifestyle.
- A drive to take on challenge, new experiences and take safe risks.
 - Personal qualities and guidance of core values.



Identified Priority	Success Criteria	Cost	Outcome
Physical Education To engage all pupils in regular physical activity.	Target pupils to take part in a try Something New initiative identifying the least active pupils. Increased participation in competitive sports To allow all to experience competitive sport there will be planned inter house style competitive sport events. Play Leaders will be elected from each KS2 Year group, and they will be trained to deliver games on the playground. Year Six Sports Leaders are elected	£4,720	• The "Try Something New" initiative successfully engaged our least active pupils, increasing their confidence, enjoyment and willingness to participate in physical activity. We linked this activity to the Women's T20 World Cup. Pupils developed positive attitudes towards sport and many accessed activities that were previously unfamiliar to them. • Participation in intra-school and inter-school sporting events increased across the academic year, with greater representation from pupils of all abilities and backgrounds. • SEND pupils were provided with meaningful opportunities to experience competitive sport, resulting in improved confidence, engagement and inclusion. • Termly inter-house competitions are in their infancy but are developing well as part of showcasing learning across a term – these events have been planned in ahead of next year as a non-negotiable to ensure that every pupil experiences competition in a supportive environment and developed teamwork, resilience and sportsmanship. • Boys' and girls' football teams represented the school throughout the year, providing pupils with opportunities to compete, develop skills and demonstrate positive sporting behaviours. • KS2 Play Leaders successfully completed training and confidently led a range of lunchtime activities. Their leadership contributed to increased participation in physical activity and improved playground engagement. • Sports Leaders completed an audit of equipment, leading to improved access to high-quality resources that supported both curriculum PE and active play opportunities. • Most Year 6 Sports Leaders grew in confidence as role models, demonstrating leadership, responsibility and a commitment to encouraging active lifestyles across the school – some were supported further in their roles to develop leadership qualities by staff • Observations and pupil voice indicated increased levels of physical activity during lunchtimes and before school, contributing to a more active school culture.

Identified Priority	Success Criteria	Cost	Outcome
To increase the confidence, knowledge, and skills of all staff in teaching PE	Part funds the salary of a Sports Coach – successfully induct the new Sports Coach in post	£9,680	- Sports Coaches were reminded of expectations and have worked closely with the PE lead across the year with regards to curriculum and assessment – new coach was successfully inducted and became a valued member of the school team, supporting both pupils and staff while modelling high-quality practice. - Staff training was delivered in response to identified needs, resulting in increased confidence and competence when planning and teaching PE. - High-quality planning and resources were consistently shared across year groups, promoting greater consistency and progression throughout the PE curriculum. - Pupil voice and lesson observations demonstrated improved quality of delivery in PE lessons, with teaching increasingly focused on skill development, challenge and pupil engagement. - Collaborative working between the Sports Coach and teaching staff supported accurate assessment and enabled targeted intervention, resulting in improved pupil progress and attainment in PE.

Identified Priority	Success Criteria	Cost	Outcome
To work towards the School Games Mark Platinum Status for the year 2026-2027, ensuring that in achieving this, our pupils experience a broad range of activities and experiences.	Build evidence to support the process of obtaining School Games Mark Platinum status in 2026- 2027 - Involve pupils in planning and delivering sessions - Identify progression routes for pupils into community clubs/activities. - Identify holistic whole school approach – minimum 60 active minutes a day (Daily Mile)	£ 1,500	- The school successfully built upon previous achievements and strengthened the evidence base required to support continued progress towards the School Games Mark Platinum Award. - Pupils were actively involved in planning, leading and evaluating sporting activities, developing leadership, communication and organisational skills. - Stronger links were established with local schools, providing pupils – work still needs to be done to highlight to families clear pathways to continue participation beyond school. - A whole-school commitment to active lifestyles was maintained, with opportunities for pupils to engage in regular physical activity throughout the school day. - The range of extra-curricular sporting opportunities remained broad, providing pupils with greater choice and increased participation across different sports and activities.



	4. Identify a range of sporting activities to add to our calendar of After School Provision. 5. Increasing sporting enrichment extending the breadth of our offer and opportunities – including increased participation in level 1 and 2 competitions (KS1, KS2, SEND, G&T) 6. Introduce PE sessions for specific groups of pupils including SEND and G&T		• Enrichment opportunities enabled pupils to experience new sports, further extending the breadth of the school's sporting offer. • SEND and more able pupils were offered targeted sporting opportunities and competitions, ensuring that provision met a wide range of needs and abilities. • Increased numbers of children from both Key Stages represented the school at organised festivals, competitions and events, contributing positively to school pride, confidence and aspiration – these, coupled with extra-curricular offer have shown schools dedication to ensuring equity for our learners
Swimming Ensure that by the end of Key Stage 2 a higher % of pupils can swim according to national expectations.	Provide additional swimming sessions for targeted children to support progress in their ability to swim 25m unaided	£1 500	• Additional swimming provision supported targeted pupils to make accelerated progress and increased the proportion of pupils meeting national curriculum expectations by the end of Key Stage 2. • 64% of Year 6 pupils were able to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of the academic year. • 52% of Year 6 pupils were able to use a range of strokes effectively and demonstrate swimming competence across different techniques. • 52% of Year 6 pupils were able to perform safe self-rescue in a range of water-based situations. • Attainment of those who can confidently swim 25m has risen by 51% from baseline. • Compared with baseline data collected in Autumn 2025, attainment improved across all three swimming measures, ensuring more pupils left primary school equipped with essential lifelong water safety skills.

Identified Priority	Success Criteria	Cost	Outcome
Through maintaining PE as high profile, a healthy lifestyle is promoted both mentally and physically.	Continue to promote healthy eating, educating children about good food choices Enhance the PSHE curriculum taught in school via key teaching points throughout PE lessons and in wider curriculum opportunities Membership of the PSHE Association ensuring access to resources Ensuring that PE is high profile via effective communication with parents via Twitter, school website and newsletters	£550	- Pupils developed a stronger understanding of healthy lifestyles through curriculum links between PE, PSHE and Design Technology, including opportunities to prepare, cook and evaluate healthy meals. - Visits and workshops delivered by the Sandwell Nursing Team enhanced pupils' knowledge of nutrition, personal hygiene, wellbeing and physical development. - Staff were well supported through high-quality PSHE resources and professional development, leading to consistent and effective delivery of PSHE across the school – new lead appointed, curriculum adapted and CPD delivered on this - Good practice was regularly shared between staff, strengthening provision and ensuring key health and wellbeing messages were embedded throughout the curriculum. - Pupil voice and pastoral monitoring indicated that children were increasingly able to identify strategies to support their own mental health and wellbeing – wellbeing lead contributed to this with intervention groups - PE, sport and healthy lifestyles remained highly visible within the school community through newsletters, the school website and social media communications, helping to celebrate success and engage families. - Workshops and curriculum activities promoted healthy eating, wellbeing and positive lifestyle choices, resulting in increased awareness among pupils. - Anti-bullying activities strengthened pupils' understanding of respectful relationships, inclusion and the links between positive behaviour, wellbeing and mental health – including safe-use online