

Charles Saer Primary School
Primary PE and Sports Premium
Funding
2025-26

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

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p><u>Key indicator 1: The engagement of all 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.</u></p>	<p>Lunchtime provision: More pupils met their daily physical activity goal as they took part in PE and Sport Activities during lunch time for at least 30 minutes.</p>	<p>NEXT STEP: To more efficiently manage lunchtime provision, ensuring as many children as possible are taking part to undertake their 30 minutes (minimum) a day.</p>
<p><u>Key indicator 1: The engagement of all 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.</u></p>	<p>Extra-curricular club: We have provided a variety of after school clubs for children to join, some being competitive, and sport based and others not. The physical activity clubs have exposed the children to outdoor/physical activities that they could potentially pursue outside of school. We have used the SSP funding to pay for the following sporting clubs: multi-skills, girls' football, tag rugby, football and judo. Some of the clubs were chosen due to upcoming competitions, and we chose clubs like judo to give children an opportunity to experience a sport they have not experienced before.</p>	<p>NEXT STEP: To continue our vast range of extra curricular clubs maintaining opportunity within school.</p>

<p><u>Key indicator 3:</u> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p><u>Key indicator 2:</u> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><u>Key indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p> <p><u>Key indicator 5:</u> Increased participation in competitive sport.</p> <p><u>Key indicator 2:</u> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p><u>Key indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Staff courses: Some staff attended a course which targeted an area of development within their PE teaching. They are now more confident and skilled to deliver effective PE lessons. There is feedback from some staff below:</p> <p>Pupils received books surrounding sport and inclusivity in sport in every class and in key areas of school that children also access including, pastoral rooms and the sunshine room.</p> <p>Adventure day: The Year 5 children were given the opportunity to experience outdoor and adventurous activities that they have never done before. They were taken to the Lake District to do Ghyll Scrambling and Rock Climbing. It helped to develop their self-confidence, independence, and self-esteem. One child said, "I had the best day ever and I now want to go walking with my family."</p> <p>Competitions: Selected children were able to participate in competitions throughout the year such as athletics, football and netball. These opportunities helped to boost confidence and inspired children to do their best.</p> <p>Balanceability will hopefully have direct impact with the children in EYFS to promote gross-motor skills and allow the children to access the bikes on the playground during break times, and also ride bikes at home. This will be implemented with the current Year 1 class to further part of continuous provision and teacher-led intervention which will be accessed by children in EYFS and Year 1.</p> <p>P.E. lessons to be fantastically resourced, giving teachers maximum options for games and activities within lessons. A broader range of sports or activities will be taught, with the increased resourcing in a wide number of sporting areas.</p>	<p>NEXT STEP: For individual staff members to receive one to one support with and advice from the schools games organizer.</p>
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Key priorities and Planning

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
Improve the playground equipment for Key Stage 1 and reception specifically focussing on gross motor skills and their physical development.	Key stage 1 Reception	<p>Key indicator 1: <u>The engagement of all 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.</u></p> <p>Key indicator 2: <u>The profile of PESSPA being raised across the school as a tool for whole school improvement.</u></p>	This will have a direct impact on children's physical literacy and how active they are during the day. This will also develop their gross motor skills which will have an impact on their ability to successfully complete all of the FMS by the end of key stage 1.	£5,946
Lesson equipment: Basketballs Netballs Footballs	All pupils	<p>Key indicator 1: <u>The engagement of all 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.</u></p> <p>Key indicator 2: <u>The profile of PESSPA being raised across the school as a tool for whole school improvement.</u></p>	<p>Children will have fully resourced Pe lessons with high quality resources.</p> <p>This equipment will be kept separate from outdoor lunchtime equipment to ensure all lessons are fantastically resourced.</p>	£284.99

Extra-curricular clubs	<p>Teachers / sports coaches – they will deliver the clubs.</p> <p>Pupils – they will be taking part in the clubs.</p>	Key indicator 2 -Engagement of all pupils in regular physical activity.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£825
Lancashire PE passport app	Teachers – they will have access to a full curriculum of sequenced lessons with videos to support the narrative.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Teachers will teach engaging, interactive PE lessons which have a clear, progressive learning objective and differentiated activities throughout.	£799
Entering sports competitions	<p>Teachers / coaches who will be providing the training sessions prior to the competitions.</p> <p>Staff who will be taking the pupils to the competitions.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 2 -Engagement of all pupils in regular physical activity.</p>	<p>Pupils given the opportunity to take part in inter-school competitions. This will inspire them to do their best and to strive to do more than what is required. The skills developed during competitive sport will prepare the children for future situations of all kinds.</p> <p>As a result of this, more pupils will meet their daily physical activity goal.</p>	£60

Healthy heads British values extra curricular programme	Year 1	<p>Key indicator 2: <u>The profile of PESSPA being raised across the school as a tool for whole school improvement.</u></p> <p>Key indicator 4: <u>Broader experience of a range of sports and activities offered to all pupils.</u></p>	Extra curricular programme delivered in school to year 1 surrounding British values and incorporating sport and a range of activities to learn through movement.	£275
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This document is on going.

Key achievements 2025-2026

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>

Signed off by:

Head Teacher:	<i>H. Willott</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>E. Fryer</i>
Governor:	
Date:	24.10.25