

FOSSEBROOK PRIMARY SCHOOL

PE and Sport Premium Report

Editable working template aligned to the DfE digital reporting return

Academic year 2025-26

Report information	Details
School name	Fossebrook Primary School
URN	142410
UKPRN	10057805
Headteacher	Sarah Evans
PE lead	Lucy Upton
Date approved	27.09.26
Date published	30.09.26
Governor oversight	AB Board 28.09.26

1. Funding allocation

ExterSchFunding information	Amount
PE and Sport Premium allocation	£17,780
Funding carried forward from a previous year	£0
Total funding available	£17,780
Total expenditure	£17,780
Unspent balance	£0

If funding was carried forward or remains unspent, explain why and how it will be used:

No funding was carried forward and the full 2025–26 allocation was spent within the academic year.

2. Strategic context and priorities

School context and rationale for spending:

Spending was planned from evaluation of PE teaching, pupil participation, staff confidence, equipment needs and access to competition. The school prioritised a broad and inclusive offer, stronger staff expertise, targeted support for pupils facing barriers to participation and sustainable improvements to curriculum delivery.

Priority	Intended outcome	Success measure
1.	Improve staff confidence and competence through specialist coaching and team teaching.	Staff confidence surveys, observation and planning checks show improved independent delivery.
2.	Increase participation in clubs, festivals and competitions, particularly for under-represented pupils.	Registers show increased reach, repeat attendance and representation of target groups.
3.	Improve inclusion and active learning through suitable, adaptable equipment and resources.	Observations show reduced waiting time, better adaptation and increased active participation.
4.	Provide targeted top-up swimming and water-safety support for pupils not yet meeting statutory outcomes.	Baseline and final assessments record progress in distance, strokes and safe self-rescue.

3. Categories of grant spending

3.1 Continuing professional development (CPD)

CPD category	Spend
External training courses	£
Upskilling staff to deliver swimming lessons	£
Internal learning and development	£
Inter-school development sessions	£
Online training or resource development	£
External coaches supporting staff confidence and competence	£8181
Total CPD spend	£8,181

3.2 Internal activities

Internal activity category	Spend
School-based extra-curricular opportunities	£300
Internal sports competitions	£
Top-up swimming or broader aquatic opportunities	£1,800
Active travel	£
Equipment and resources	£3,500
Membership fees	£
Educational platforms and resources	£350
Total internal activity spend	£5,950

3.3 External activities

External activity category	Spend
External coaching or specialist provision	£
School Games Organiser network or events	£1,957
External competitions and festivals	£
Transport to competitions or events	£1692
PE and school sport partnership activity	£

External activity category	Spend
Other external activity	£
Total external activity spend	£3,649

4. Detailed spending and impact record

Activity / provision	Cost	Pupils or groups targeted	Evidence and measurable impact	How this will be sustained
Subscriptions	£350	All pupils and staff; PE lead uses resources to support consistent curriculum delivery	Planning and assessment resources supported curriculum coverage and progression. Review through planning scrutiny, staff feedback and pupil outcomes.	Resources and agreed approaches will remain embedded in curriculum planning and staff practice.
Transport to competitions	£1,692	Pupils selected for inter-school competitions and festivals, including targeted pupils who may face barriers to participation	Transport enabled access to a broader range of competitions. Evidence to include event registers, participation by pupil group and pupil voice.	The annual competition calendar and selection process will be retained, with future transport planned through core or partnership resources where possible.
External coaches supporting staff confidence	£8,181	Teachers and pupils across identified year groups, with a focus on staff requiring greater confidence in specific PE units	Team teaching and modelling strengthened staff subject knowledge, lesson structure and confidence. Evidence to include staff confidence surveys, observations and planning reviews.	Staff will apply the modelled approaches independently and share effective practice through planning, coaching and staff development.
Top-up swimming and water-safety sessions	£1,800	Seven pupils requiring additional support to achieve the statutory swimming outcomes	Baseline and final assessments against 25-metre swimming, use of a range of strokes and safe self-rescue	Progress records will inform future targeted provision and curriculum planning
School-based extra-curriculars	£300	Pupils with limited access to sport outside school, low prior participation or identified interests	Additional clubs broadened the offer and reduced barriers to participation. Monitor registers, repeat attendance,	Successful clubs will be repeated using trained staff, pupil leaders and reusable resources, informed

Activity / provision	Cost	Pupils or groups targeted	Evidence and measurable impact	How this will be sustained
			representation of target groups and pupil feedback.	by participation data and pupil voice.
Equipment and resources	£3,500	All pupils, with adapted and additional equipment supporting pupils with SEND and those developing confidence or fundamental movement skills	Improved quantity, range and suitability of equipment increased active learning time and enabled appropriate adaptation. Evidence to include curriculum checks, observations and staff feedback.	Durable equipment will support future curriculum and club delivery. An audit and replacement cycle will be maintained through the core budget.
School Games Organiser Network	£1,957	Pupils across key stages, including teams and groups selected for festivals, competitions and leadership opportunities	Membership increased access to organised events, festivals, professional support and local pathways. Evidence to include event attendance, breadth of participation and pupil voice.	Links with local schools and providers, the competition calendar and staff knowledge of pathways will support continued participation.

5. Opportunities provided

Opportunity 1

Prompt	Response
What was provided?	Specialist coaches worked alongside teachers to model high-quality PE teaching and build confidence in identified curriculum units.
Who benefited?	Teachers and pupils across identified year groups.
Number of pupils reached	210
Frequency or duration	Twice weekly sessions
How participation was monitored	Timetables, coach records, lesson observations and staff confidence surveys.
Impact	Staff developed stronger subject knowledge, lesson structure and confidence, supporting more consistent PE delivery.

Opportunity 2

Prompt	Response
What was provided?	Access to inter-school competitions, festivals and School Games opportunities, supported by transport.
Who benefited?	Pupils across key stages, including targeted pupils facing barriers to participation.
Number of pupils reached	60+
Frequency or duration	Across the academic year in line with the local competition calendar.
How participation was monitored	Event registers analysed by year group and pupil group, with pupil voice.
Impact	Pupils accessed a broader range of competitive and inclusive events and developed confidence, teamwork and aspiration.

Opportunity 3

Prompt	Response
What was provided?	A broader programme of school-based extra-curricular clubs, supported by appropriate equipment and resources.
Who benefited?	Pupils with limited access outside school, low prior participation or identified interests.
Number of pupils reached	40 – 50 pupils
Frequency or duration	Variety of clubs running for an additional hour per week in 6 week blocks
How participation was monitored	Club registers, repeat attendance, pupil-group analysis and pupil feedback.
Impact	The offer broadened, barriers were reduced and pupils had more opportunities to be active and develop confidence.

Opportunity 4

Prompt	Response
What was provided?	A six-week targeted top-up swimming and water-safety programme.
Who benefited?	Seven pupils who required additional support to achieve the statutory swimming outcomes.
Number of pupils reached	7
Frequency or duration	One session each week for six weeks.
How participation was monitored	Attendance and baseline/final assessment against distance, strokes and safe self-rescue.

Prompt	Response
Impact	[Insert the number who improved and the number who met each statutory outcome following the block]

6. Impact of the funding

6.1 Physical activity and participation

Describe changes in participation, activity levels, club attendance and engagement.

The funded offer increased opportunities to be active through curriculum PE, clubs, festivals, competitions and targeted swimming. Registers and pupil-group analysis should be used to confirm changes in unique participation, repeat attendance and engagement, with particular attention to pupils previously less active or less confident.

6.2 Quality of PE teaching

Describe the impact of CPD, coaching and curriculum development on staff confidence and teaching quality.

Specialist coaching, modelling and shared planning strengthened staff subject knowledge and confidence. Suggested evidence includes before-and-after staff surveys, lesson observations, planning scrutiny and examples of teachers applying approaches independently.

6.3 Competition and enrichment

Describe access to intra-school and inter-school competition, festivals, leadership and enrichment.

Membership of the School Games Organiser Network and funded transport widened access to inter-school events and festivals. School-based clubs and competition pathways provided further enrichment. Insert the verified number of events, teams, unique pupils and leadership opportunities.

6.4 Wider outcomes

Describe any impact on wellbeing, confidence, teamwork, behaviour, attendance, belonging or leadership.

Pupil voice and staff observations indicate that participation supported confidence, teamwork, resilience, belonging and positive attitudes to physical activity. Add specific examples and any recorded changes in behaviour, attendance or leadership without attributing improvement unless supported by evidence.

7. Targeted support and inclusion

Target group	Provision funded	Spend	Impact and evidence
Pupils with SEND	Adapted equipment, differentiated teaching and targeted club access	Included within shared provision	Participation records, observations and pupil voice show access, engagement and progress.
Pupils with long-term medical conditions	Individual adaptations and appropriately paced participation	Included within shared provision	Individual plans, attendance and staff observations evidence safe participation.

Target group	Provision funded	Spend	Impact and evidence
Girls	Targeted invitations, clubs, festivals and competition pathways	Included within shared provision	Registers and pupil voice show breadth, repeat attendance and confidence.
Disadvantaged pupils	Funded clubs, equipment and transport to remove cost barriers	Included within shared provision	Participation data shows access to opportunities without financial barriers.
Pupils with low participation or confidence	Targeted clubs, supportive coaching and suitable equipment	Included within shared provision	Baseline and follow-up pupil voice, attendance and staff feedback show progress.
Other identified group	Seven pupils received top-up swimming and water-safety sessions	£1,800	Baseline and final assessments record progress against statutory outcomes.

How did the school identify pupils or groups requiring targeted support?

Pupils were identified through participation registers, swimming assessments, SEND and medical information, staff knowledge, pupil voice and discussion with families. Data was reviewed to identify under-representation, low confidence and practical barriers to access.

How did adaptations enable equitable access and participation?

Adaptations included suitable equipment, differentiated tasks, additional adult modelling, targeted invitations, funded transport and provision matched to individual need. Staff reviewed participation and adjusted support so pupils could engage safely, meaningfully and with increasing independence.

8. Sustainability

Area	What has been embedded?	How will it continue without ongoing premium funding?
Staff knowledge and expertise	Team teaching, modelling and shared approaches to planning and adaptation.	Staff will teach independently, coach colleagues and include PE development in induction and CPD.
Curriculum and assessment	Consistent planning resources, progression and assessment expectations.	The PE lead will maintain curriculum review, monitoring and moderation.
Pupil leadership	Leadership roles linked to clubs, active play and events.	Annual recruitment and training will be built into the school calendar.
Equipment and resources	A broader, more inclusive range of durable equipment.	An audit, storage system and replacement cycle will be supported through core budgets.
Partnerships and pathways	Links with the School Games network, local schools and providers.	The PE lead will maintain the competition calendar and signpost community pathways.
Monitoring and evaluation	Registers, pupil-group analysis, staff feedback, observations and pupil voice.	Termly review will inform provision, targeting and future resource decisions.

9. Swimming and water safety

Year 6 outcome	Percentage
Swim competently, confidently and proficiently over at least 25 metres	77%
Use a range of strokes effectively	69%
Perform safe self-rescue in different water-based situations	77%

- ☒ The school used PE and Sport Premium funding for additional swimming or aquatic opportunities.
- ☐ The school did not use PE and Sport Premium funding for additional swimming or aquatic opportunities.

Additional swimming information	Response
Amount spent	£1,800
Number of pupils supported	7
Cohort or selection criteria	Pupils not yet securely achieving one or more statutory swimming and water-safety outcomes following core provision.
Provision delivered	Six weekly targeted top-up sessions focused on 25-metre confidence, effective strokes and safe self-rescue.
Impact	[Insert baseline-to-final progress and the number now meeting each statutory outcome]

10. Evaluation and next steps

Priority for 2026–27	Planned action	Intended outcome	How success will be measured
Embed staff expertise	Target coaching and peer support where confidence remains lowest.	Consistently strong and increasingly independent PE teaching.	Staff survey, observations and planning scrutiny.
Close participation gaps	Use registers and pupil voice to target under-represented groups.	More equitable access and sustained participation.	Unique participation, repeat attendance and pupil-group analysis.
Strengthen swimming outcomes	Identify pupils earlier and provide timely top-up support.	More pupils meet all statutory swimming and water-safety outcomes.	Baseline and final assessment against each outcome.

Key learning from this year:

The strongest investment combined immediate pupil benefit with lasting staff capability. Participation data needs to be reviewed by pupil group, not only as total attendance, so provision can be targeted precisely. Equipment, transport and partnerships are most effective when linked to clear curriculum or inclusion priorities and evaluated through agreed baseline and follow-up evidence.

11. Assurance and declaration

School assurance

This report should be checked against the figures and responses entered into the DfE digital return before approval and publication.

Declaration	Response
I confirm that I have authority to approve this report on behalf of the school.	☒
I confirm that the information is true and accurate to the best of my knowledge.	☐
The governing body or relevant committee has reviewed the use and impact of the funding.	☐

Approval	Name	Signature	Date
Headteacher	Sarah Evans	SEvans	27.9.26
PE lead	Lucy Upton	Lupton	28.9.26
Governor / trustee	Erica Dodd	EDodd	28.9.26