

Sports Premium Grant **Funding Plan 2025/2026**



St Chad's CE Primary School

PE and Sport Premium for Primary Schools

All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity.

The Childhood Obesity Plan says that at least 30 minutes of daily activity should take place in schools.

Schools have a key role to play in achieving this aim. This is particularly true of primary schools where the foundations of positive and enjoyable participation in regular physical activity are embedded. All children should have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities. Academic achievement can improve in school because of the benefits children can gain.

Schools should use the PE and sport premium funding to help achieve these aims. It must not be used for core-type school activities. They should use it to make additional and sustainable improvements to the PE, sport and physical activity they provide, such as:

- funding high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities
- providing or improving equal access to sport for boys and girls

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas:

- increasing all staff's confidence, knowledge and skills in teaching PE and sport
- increasing engagement of all pupils in regular physical activity and sport
- raising the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increase participation in competitive sport

How funding is calculated and the amounts payable for 2025 to 2026

Schools receive PE and sport premium funding based on the number of pupils they have in years 1 to 6. In cases where schools may not have set year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding.

For the year 2025 to 2025, the amounts payable will be:

- schools with 16 or fewer eligible pupils will receive £1,000 per pupil
- schools with 17 or more eligible pupils will receive £16,000 and an additional payment of £10 per pupil

Details with regard to funding

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£18240.00
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2025/26	£18240.00
Total amount of funding for 2025/26. Ideally should be spent and reported on by 31st July 2026.	£18240.00

Swimming Data

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%

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?	No
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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/26	Total fund allocated:	Date Updated: 01.08.25		
Intent	Implementation		Imp act	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the amount of physical activity carried out by all children in our school as part of our commitment to promoting healthy, active lifestyles including but not limited to through break and lunchtime enrichment.	To embed and develop the role of Sports Ambassadors through the Department of Sport Media and Culture. Lunchtime staff to support in this To increase the profile of the Department of Sport and the priority of Sports Ambassadors, including equipment for them to use to enhance lunchtime activity.		Pupil leadership programme, TPQL leadership skills and Pupil Advisory Board.	Review: - see below

Created by:



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	Outdoor play equipment to be regularly audited and observed during breaktimes. Meeting with staff leaders at break/lunch times to create dedicated zones for children to engage in a wider variety of sports			
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Overall Review of Impact

The investment in PE and physical activity during 2025/26 has strengthened the school's commitment to ensuring that every child has access to regular, meaningful opportunities to be active. Funding has been used strategically to remove barriers to participation, improve the quality of provision and develop a culture where physical activity is valued across the whole school.

The development of the Department of Sport has provided pupils with genuine leadership opportunities, enabling them to develop confidence, communication skills and a sense of responsibility while encouraging their peers to participate.

Investment in equipment and improved lunchtime provision has increased the range of activities available to pupils, ensuring that children of different ages, interests and abilities can participate successfully.

Overall, the funding has had a positive impact on pupils' physical development, enjoyment of activity and confidence in participating in sport. It has helped to establish a stronger sporting culture within school, where pupils are encouraged to be active, take on leadership roles and develop skills that contribute to lifelong healthy lifestyles.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

'Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps: Review: - see below

Further celebration of sporting achievements both within and beyond school.	Continue to invite parents and carers to sport events in school and competitive events outside of school (if possible) To further encourage positive sporting role models, invite a high-profile sport star (preferably local to school) to share their story and success.			
Introduction of My Happy Mind to support pupils' mental health	Staff receive full training, as will the Department of Health and Wellbeing. Place2b to continue to provide mental health support including counselling (through referral) as well as transition sessions for year 6.		Calmer start for most on Monday mornings. Children able to understand how their brain works and how to support their own mental health.	Review: - see below
Continue to support Saddleworth Village Olympics (SVO)	Support assemblies to encourage children to join in Share info regarding SVO celebration of achievements use of school grounds for training		Increased number of children joining in SVO.	
Increase the awareness and use of physical activity as a regulation tool	Key staff to attend sensory circuit training SENDCO to plan children who will attend sensory circuits alongside staff who engage in training and sessions			

Overall Review of Impact

The investment in PE, sport and wellbeing during 2025/26 has continued to strengthen the school's commitment to developing confident, active and resilient pupils. Funding has been used strategically to provide high-quality physical education, increase participation opportunities, celebrate achievement and ensure that all pupils understand the importance of physical activity, inclusion and personal wellbeing.

The use of positive sporting role models has helped pupils develop a greater understanding of equality, diversity and inclusion within sport. By celebrating achievements from a wide range of athletes and backgrounds, children have been encouraged to recognise that sport is accessible to all. Investment in sporting events and community links has strengthened engagement with families and the wider community. Inviting parents and carers to sporting events has increased support for pupils and provided opportunities for children to share their achievements. Links with local sporting organisations and external coaches have enhanced provision by providing specialist expertise and additional experiences for pupils both during the school day and beyond.

My Happy Mind has further strengthened the school's approach to supporting pupil mental health and wellbeing. Staff training and the development of the Department of Health and Wellbeing have ensured that pupils receive consistent support to understand emotions, develop resilience and build positive relationships. The programme complements the school's wider commitment to developing the whole child, recognising that physical activity, mental health and wellbeing are closely connected.

Overall, the funding has had a positive impact on pupils' physical development, confidence, participation and wellbeing. Children are increasingly aware of the importance of staying active, making healthy choices and demonstrating positive sporting behaviours. The investment has supported the development of a school culture where achievement, inclusion and wellbeing are celebrated.

MyHappyMind has shown a decrease in children struggling to come to school on Mondays. Staff report a calmer start to the morning and week. Parent portal app has supported families.

Next steps include:

- Continue to celebrate sporting achievements within and beyond school through assemblies, displays and awards to maintain a high profile for PE and sport.
- Further develop opportunities for parents and carers to engage with school sporting events and competitive opportunities, strengthening community involvement.
- Explore opportunities to invite high-profile sporting role models, particularly those with local connections, to inspire pupils and share messages around resilience, ambition and inclusion.
- Continue to develop partnerships with local sporting organisations and coaches to provide specialist sessions and create further participation pathways.
- Continue embedding My Happy Mind approaches through staff development and the Department of Health and Wellbeing to ensure consistent support for pupil mental health.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

'Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Intent	Implementation	Impact	
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Created by:



Supported by:



Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
In line with new PE scheme 2025-improve progress and achievement of all pupils, the focus continues to be on the professional development of the staff.	PE Lead and Sports Coach to teachers receive appropriate professional development in PE Provide CPD for staff to enable support their confidence and teaching of PE and Sport including competitive sport. Continue subscriptions to professional bodies		Review: - see below	

Overall Review of Impact

The investment in PE professional development during 2025/26 has strengthened the quality, consistency and confidence of PE teaching across the school. In line with the introduction of the new PE scheme, the focus has remained on ensuring that all pupils experience a well-sequenced, progressive curriculum that develops physical skills, knowledge and understanding over time.

Funding has been used strategically to prioritise staff development, particularly ECTs, ensuring that teachers have the knowledge, skills and confidence required to deliver high-quality PE lessons that meet the needs of all pupils. Through targeted CPD, collaboration and specialist support, staff have continued to develop their understanding of effective PE pedagogy, assessment and progression. CPD for staff has led to an increase in confidence with taking PE sessions. This has been observable, staff have a clear structure to follow and are aware of the next steps in learning and how to support all children to participate in PE.

The PE Lead has provided staff CPD to deepen teachers' subject knowledge and improve confidence in planning, teaching and assessing PE. Staff have developed a stronger understanding of progression, enabling pupils to build on previous learning and develop key physical skills through regular practice. Teachers are increasingly confident in adapting lessons to ensure all pupils, including those with additional needs or

lower confidence, can participate successfully and experience achievement.

A robust induction process has continued to support new members of staff, ensuring they understand the school's PE curriculum intent, progression model and expectations for delivery. This has supported consistency across year groups and ensured that all pupils receive a high-quality PE experience regardless of staffing changes.

Working closely with Edstart and the central team has provided opportunities to monitor the quality of PE teaching across all primary phases, identify strengths and areas for development, and ensure that curriculum delivery remains consistent and effective.

Overall, the funding has had a positive impact on the quality of PE provision across school. Staff confidence has increased, curriculum delivery has become more consistent and pupils are benefiting from a progressive PE curriculum that develops physical competence, teamwork, resilience and enjoyment of activity.

Sustainability and Suggested Next Steps

The school will continue to prioritise staff development to ensure that high-quality PE provision is sustainable and embedded across all phases. Professional development will remain central to maintaining consistency, improving teaching confidence and ensuring that pupils continue to receive a progressive and ambitious PE curriculum.

Next steps include:

- Continue the PE Lead and Sports Coach involvement in Forward As One Learning Communities to maintain strong subject leadership and share best practice.
- Continue providing targeted staff CPD to develop confidence in planning, teaching and assessing National Curriculum PE.
- Maintain the rigorous induction programme for all new staff to ensure consistency of curriculum delivery.
- Continue subscriptions to professional organisations to provide access to resources, training and current developments within PE.
- Continue working with Lancashire County Cricket and other specialist providers to broaden staff expertise and increase the range of physical activities offered to pupils when offered.
- Continue working closely with Edstart to monitor teaching quality, identify development priorities and celebrate effective practice.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

'Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

consolidate through practice:				
Continue to offer and subsidize a wide range of after-school activities both within and outside the curriculum in order to encourage pupils to experience a broad range of physical activity.	Offer sports after school clubs, subsidising this to reduce cost for families and offering to families who may need this support.			Review: - see below
To enrich the physical activity offer in After-school club care	After school club staff to attend physical activity course to enrich offer during this time for working parent families. Monitor response to this through pupil voice.			

Overall Review of Impact

The investment in broadening sporting opportunities during 2025/26 has strengthened the school's commitment to ensuring that all pupils have access to a diverse range of physical experiences that develop skills, confidence and cultural capital. Funding has been used strategically to remove barriers to participation and provide opportunities for pupils to experience activities that may not otherwise be accessible to them.

The school has continued to prioritise opportunities for pupils to engage in new and varied sporting experiences, recognising the importance of developing not only physical competence but also confidence, resilience, teamwork and independence. By extending opportunities beyond the core PE curriculum, pupils have been encouraged to discover new interests, challenge themselves and develop positive attitudes towards lifelong participation in physical activity.

Enriching the offer for children who attend our before and after school care club through physical activity has enabled us to ensure children are active in these sessions, particularly when they attend until 5:45. Children have expressed their enjoyment of this and have taken advantage of the increased offer of physical activity.

A broad programme of extra-curricular activities has continued to encourage participation in a wide range of sports and physical activities. This has supported pupils in developing new skills, improving confidence and finding activities that they enjoy, while ensuring that opportunities are available for pupils with different interests and abilities.

Overall, the funding has had a positive impact on pupils' cultural capital, confidence and engagement with sport. Children have been provided

with experiences that extend beyond the curriculum, enabling them to develop physical skills alongside important personal qualities such as resilience, independence and teamwork.

Next steps include:

- Continue to provide a broad and inclusive extra-curricular programme that encourages participation from all pupils, including those who may be less confident or less engaged in traditional sports.

Key indicator 5: Increased participation in competitive sport

‘Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.’

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to ensure involvement in local competitive events, increasing opportunity and participation for our children.	Continue with competitive and non-competitive sports days to enable all children to shine, alongside allowing competitive sports to continue. Organise inter-trust Trust sports competitions/ tournaments To pay additional hours through payroll for staff to attend sporting events with pupils.			Review: - see below

	Continue to run extra-curricular clubs, with dedicated sessions for boys football, girls football, netball.			
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Overall Review of Impact

The investment in competitive sport during 2025/26 has strengthened the school's commitment to providing inclusive opportunities for all pupils to participate, compete and develop their sporting abilities. Funding has been used strategically to increase access to competitive events, remove barriers to participation and ensure that children of all abilities, backgrounds and interests have opportunities to represent the school and experience success.

The continuation of involvement in local competitive fixtures has enabled pupils to develop important sporting skills while experiencing the values of teamwork, resilience, respect and perseverance. Participation in competitions has provided children with opportunities to apply skills developed during PE lessons and extra-curricular clubs in meaningful situations, helping them to build confidence and develop a positive attitude towards competition.

School house competitions on Sports Day have provided an additional opportunity for all pupils to participate in competitive sport within school. these events have encouraged teamwork, collaboration and healthy competition while ensuring that every child has the opportunity to contribute and represent their house. This has supported a stronger sense of belonging and increased the profile of sport across the whole school community.

The continuation of extra-curricular clubs, including boys' football, girls' football, netball, has increased opportunities for pupils to develop skills, practise regularly and participate in team-based activities. Dedicated sessions have supported increased engagement among different groups of pupils and provided progression pathways for those wishing to develop their sporting abilities further.

Overall, the funding has had a positive impact on participation, confidence and sporting achievement. Pupils have developed greater resilience, teamwork and self-belief through competitive experiences, while the school has continued to promote an inclusive sporting culture where all children are encouraged to participate and achieve.

Next steps include:

- Continue participation in local, Trust and partnership competitions to provide regular opportunities for pupils to represent the school.
- Continue to develop school house competitions to ensure every pupil experiences competitive sport in a supportive and inclusive environment.
- Continue to provide targeted competition opportunities for specific groups, including SEND pupils, girls, KS1 pupils and gifted athletes, to increase confidence and engagement.
- Maintain and develop extra-curricular sporting provision, ensuring a broad range of opportunities are available before, during and after school.
- Explore further opportunities for pupils to develop leadership skills through supporting and organising sporting events.
- Continue to celebrate sporting achievements through assemblies, displays and communication with families to raise the profile of

participation and success.

Signed off by	
Head Teacher:	Kayleigh Pearson
Date:	09.08.25 Review Date: 30.07.26
Subject Leader:	A Blizzard-Gray
Date:	09.08.25 Review Date: 30.07.26
Deputy Head & Governor	E Challinor-Harris
Date:	30.07.26