William Reynolds Primary School and Nursery



SPORTS PREMIUM FUNDING
2025 to 2026

Key achievements to date until May 2025:	Areas for further improvement and baseline evidence of need:
• Continued development of resources and training of support staff to further enhance and encourage physical activity at break and lunch times. (K.I.2, K.I.3) • Continued monitoring, adaptation and development of the PE curriculum to further children's substantive and disciplinary knowledge. (K.I.1, K.I.3, K.I.4) • Continue to review, develop and enhance the provision of after school and extra-curricular activities that children can attend. (K.I.2, K.I.3, K.I.4, K.I.5)	• Reflect on National Curriculum Review and new curriculum (to be released Spring 2027) to check suitability of current curriculum provision and plan for changes where necessary ready for deployment in September 2027. (K.I.1) • Ensure improvements made in staff knowledge and subject confidence are embedded are staff changes between 24/25 and 25/26 (K.I.1) • Look at how to best use available swimming time to develop children's skills and confidence (K.I.2) • Continue to regularly review and develop the 'Extended School' offer given to children across all year groups (K.I.4)

Did you carry forward an under-spend from 2023-24 academic year into the current academic year? NO

If any funding from the academic year 2024/25 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2026.

Academic Year: September 2024 to August 2025	**Total fund carried over: £0**	**Date Updated: June 2025**	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:
Intent	**Implementation**	**Impact**	

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.	
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 2024.	56% (2026)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	12% (2026)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56% (2026)
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 – there was no spare availability in the local facilities to allow additional swimming to take place.

Academic Year: 2025/26	**Total fund allocated:** £19,500	**Date Updated:** June 2026	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.			Percentage of total allocation: %
Intent	**Implementation**		**Intended Impact**	**22.0**
What the teaching staff should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
• Teaching staff to have increased confidence in delivering knowledge and skills in the different areas of PE they are being asked to teach. • Teaching staff able to adapt lessons effectively to allow **all** children to participate in PE lessons. • Support staff to develop and improve knowledge, understanding and skills in the different areas of PE they are being asked to support. • Provide CPD and knowledge and skills development through use of professional sports coaches delivering and supporting PE lessons. • Provide CPD and support for teachers and support staff to develop their knowledge and confidence in teaching of swimming.	• PE Subject Lead to continue to monitor planning. • PE Subject Lead to plan and deliver relevant CPD for staff to continue development of staff skills and confidence, with a focus on **new areas of learning** based on movement of staff across year groups and phases. • PE Subject Lead to plan and deliver relevant CPD for support staff to develop and improve knowledge, understanding and skills in areas of PE they may support. • SCB to deliver 'Chance to Shine' programme, alongside additional sessions and after-school club. • Fund swimming teachers from T&WC Leisure Services to support with delivery of school swimming.	£2,500 £600 £1,200	• Improved teaching staff knowledge and confidence of the different areas of PE they are expected to teach. • Improved support staff knowledge, understanding and skills in the areas of PE that are being asked to support.	• Staff confidence and knowledge continues to improve as curriculum remains consistent. NEXT STEPS • Continue to consider the outcomes of the Curriculum Review and check suitability of current curriculum provision, looking at where changes or adaptations may be necessary. • There was a significant amount of movement among staff for academic year 2026-2027; meaning there may need to be targeted support of whole staff training. • Staff continue to use S.T.E.P to adapt and alter lessons and individual activities to encourage and enable all pupils.

Key indicator 2: Engagement of <u>all</u> 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.*			Percentage of total allocation: %
Intent	**Implementation**		**Intended Impact**	**15.3**
What the pupils should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
• Children to be more active at break and lunch times. • Children able to explain why it is important for them to be more active throughout the day. • Children able to express how they are encouraged to be – and how they are – more active during both the school day and at home.	• Develop timetable and rota for which resources are available at break and lunch time. • Review current provision of resources and identify what equipment needs renewing and replacing. • Source and purchase identified resources for active break and lunchtimes. • Continue to make observations of numbers of children making use of equipment and being physically active during break and lunch times.	£1,030	• Increased opportunities and wider variety of sports and activities for children to participate in at break and lunch times. • More children observed being physically active at break and lunch times.	• Break times run with specified areas leading to more children who are moving and being physically active during break times. NEXT STEPS • Ensure that the offer is equitable across the different sets of staff that lead on the playground at break and lunch times. • Ensure that any equipment available has a link to the PE curriculum being taught so that children can use what they have been learning in PE and practice and develop those skills further. This will also hopefully increase the number of children accessing the 'sports equipment' at break times and lunch times as it will change on a more regular basis and create more variety. • Review and re-look at

				more effective deployment and use of support staff at break times to further encourage children's engagement in physical activity. • Review the provision that supports mental wellbeing of children; through the development of a 'QUIET AREA' on the playground.
• Support staff to develop and improve knowledge and understanding of importance of physical activity to health and mental wellbeing.	• Training sessions to be held with support staff who are on the playground at break and lunch times on how to structure and run activities that will encourage children to be more physically active during break and lunch times.	£750	• Support staff are more confident to run and lead activities at break and lunch times.	• There was no opportunity to provide training sessions as priorities were elsewhere. NEXT STEPS • Look to use some of the support staff update meetings to provide short training sessions to provide training and professional discussion opportunities to share best practice.

• Children able to attend a wider variety and range of after school and extra-curricular activities as part of the extended school provision.	• PE Subject Lead to support extended school and extra-curricular provision to evaluate current provision and opportunities. • PE Subject Lead to support with planning for a variety of sports to be included within the extended school and extra-curricular provision offer. • Identify and purchase any resources that are needed to support the development of extra-curricular and extended school provision.	See K.I.4	• Increased variety of sports and activities offered as part of extended school and extra-curricular provision. • Increased participation across KS1 & KS2 in extra-curricular and extended school provision.	See K.I.4
• More children to leave Y6 meeting NC requirements for swimming and water safety.	• PE Subject Lead to co-ordinate additional swimming for selected Year 5 & Year 6 children in addition to normal curriculum offer.	£1,200	• Greater % of children leaving Y6 meeting NC requirements	• 56% (up 12.7% on 2025 cohort). NEXT STEPS • Review current swimming provision and look at sourcing and providing additional swimming opportunities as they arise.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.				Percentage of total allocation: %
Intent	**Implementation**		**Intended Impact**	**1.3**
What the pupils should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
• Increased and improved opportunities to participate in competitive games and sports during planned and timetabled PE lessons.	• Teachers to ensure that, where possible and appropriate, competitive opportunities are given to all children – this can include levels of personal challenge where team sports are not being taught.	£250	• House point scores to be recorded after competitions have taken place. • House trophy to be awarded at the end of the academic year along with the Sports Day shield for the winning Houses.	• There have been limited opportunities for competitions in PE lessons. **NEXT STEPS:** • Re-initiate expectations for Inter-House competitions in all year groups from Sept 26 for the new academic year.
• Increased opportunities for pupils to participate in TWSSP School Games.	• Membership subscription to be paid for TWSSP. • PE Subject Lead to liaise with TWSSP SGOs to enter competitions that support and enhance opportunities provided with taught curriculum, extend school and extra-curricular provision. • Look at TWSSP diary at beginning of the year; identify competitive opportunities for children to participate in; plan into the diary. • Minibuses used to transport teams to and from sporting and competitive events	See K.I.5 See K.I.5	• Record kept of TWSSP School Games events attended. • Regain School Games Mark.	• School have attended the following events throughout the year: ○ T1 trial festival ○ T1 festival ○ Netball festival ○ Netball competition ○ Indoor Cricket KS2 ○ KS1 Cricket ○ KS2 Girls Cricket ○ KS2 Outdoor Cricket • This marks an improvement in attendance at local events compared to 2024-25.

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.			Percentage of total allocation: %
Intent	**Implementation**		**Intended Impact**	**38.4**
What the pupils should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
• Children able to better participate in sports and physical activities that are incorporated into the revised and updated curriculum and extended school and extra-curricular provision.	• PE Subject Lead to continue to monitor planning. • PE Subject Lead to plan and deliver relevant CPD for staff to continue development of staff skills and confidence, with a focus on **new areas of learning** based on movement of staff across year groups and phases. • PE Subject Lead to plan and deliver relevant CPD for support staff to develop and improve knowledge, understanding and skills in areas of PE they may support.	£1500	• Improved teaching staff knowledge and confidence of the different areas of PE they are expected to teach. • Improved support staff knowledge, understanding and skills in the areas of PE that are being asked to support or deliver as part of the extra-curricular and extended schools provision.	• Staff confidence and knowledge continues to improve as curriculum remains consistent. **NEXT STEPS** • Based on National Curriculum Review, look at necessary changes and adaptations to current curriculum. • Look at any areas of need for updating subject knowledge and confidence of staff to deliver and changed curriculum. • Staff continue to use S.T.E.P to adapt and alter lessons and individual activities to encourage and enable all pupils.
• Children able to attend a wider variety and range of after school and extra-curricular activities as part of the extended school provision.	• PE Subject Lead to support extended school and extra-curricular provision to evaluate current provision and opportunities. • PE Subject Lead to support with planning for a variety of sports to be included within the extended school and	£6,000	• Increased variety of sports and activities offered as part of extended school and extra-curricular provision. • Increased participation across KS1 & KS2 in extra-curricular and extended school provision.	• A wide range of extra-curricular activities was provided as part of the extended school provision. Extending into KS1 in the Summer Term. **NEXT STEPS** • Continue to look at the offer of the extended

	extra-curricular provision offer. • Identify and purchase any resources that are needed to support the development of extra-curricular and extended school provision.			school provision and ensuring that it offers as wide a range of opportunities as possible.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	**23.0**
What the pupils should know and be able to do:	Actions:	Allocated Funding:	What evidence should be seen? What should have changed?	Sustainability and suggested next steps:
• Increased opportunities for pupils to participate in TWSSP School Games.	• Membership subscription to be paid for TWSSP. • PE Subject Lead to liaise with TWSSP SGOs to enter competitions that support and enhance opportunities provided with taught curriculum, extend school and extra-curricular provision. • Look at TWSSP diary at beginning of the year; identify competitive opportunities for children to participate in; plan into the diary. • Minibuses used to transport teams to and from sporting and competitive events	£3,000 £1,500	• Record kept of TWSSP School Games events attended. • Regain School Games Mark.	• School have attended the following events throughout the year: ○ T1 trial festival ○ T1 festival ○ Netball festival ○ Netball competition ○ Indoor Cricket KS2 ○ KS1 Cricket ○ KS2 Girls Cricket ○ KS2 Outdoor Cricket • This marks an improvement in attendance at local events compared to 2024-25. **NEXT STEPS:** Look at the steps required to regain the School Games Mark and aim to achieve Bronze in 2025-2026 round.

Agreed by Governors	
Date:	