

St Vincent's Catholic Primary School

Sports Premium Plan 2025- 2026



We are all children of God, brothers and sisters, learning to use our gifts of knowledge, communication and love for the good of our world."

Total funding for 2025 -2026 £17,750

Details with regard to funding Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	
Total expenditure during 2025/26	
Amount unspent at the end of 2025/26	
Percentage of allocation spent	

Key Indicators for the Primary PE and Sports Premium Funding

1.The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2.The profile of PE and Sport being raised across the school as a tool for whole school improvement
3.Increased confidence, knowledge and skills of all staff in teaching PE and Sport
4.Broader experience of a range of sports and activities offered to all pupils
5.Increased participation in competitive sport

Swimming Data Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	54%
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%
Have you used the Primary PE and sport premium to provide additional swimming provision over and above the national curriculum requirements?	No

Swimming next step: Continue to monitor swimming and water-safety outcomes, with particular attention to improving safe self-rescue. Review the need for further top-up swimming for pupils who have not yet met the National Curriculum requirements.

Action Plan and Budget Tracking

Capture annual spend against the five key indicators. Clarify the success criteria and evidence of impact used to evaluate provision for pupils now and in the future

2025/26	Total fund allocated: £17,760.00	Date Updated: 10/09/2026
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Key indicator 1: The engagement of all pupils in regular physical activity

Intent Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.	Implementation Make sure your actions to achieve are linked to your intentions.	Funding allocated	Impact / evidence of impact What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
To increase opportunities for all pupils to be physically active throughout the school day and to develop positive attitudes towards physical activity. The aim is for pupils to build confidence, enjoyment and positive habits around being active, while improving their physical development, fitness and resilience.	Provide Fit For Sport lunchtime, after-school and mentoring sports clubs to increase opportunities for pupils to take part in regular physical activity. Continue the regular 1-mile-a-day run to support pupils' stamina, fitness and resilience. Deliver targeted physical development sessions for Reception pupils, with a focus on gross motor skills, balance, coordination and physical confidence.	£7,214 - Fit For Sport - lunchtime, afterschool & sports mentoring provision. £1,599 - targeted physical development provision.	Pupils have increased their levels of physical activity through regular lunchtime, after-school and mentoring sports clubs. These opportunities have also supported improved confidence and enjoyment of physical activity. The regular 1-mile run has helped pupils to develop stamina, fitness and resilience through sustained participation in physical activity. Targeted Reception sessions have developed pupils' gross motor skills, balance, coordination and physical confidence. This has helped children to access PE lessons and active play more successfully.	Continue to increase participation in sports clubs and the 1-mile run so that more pupils benefit from regular physical activity. Maintain targeted physical development opportunities for Reception pupils to support strong foundations for future participation in PE and active play. Strengthen links with parents and carers to promote physical development and active lifestyles beyond the school day.

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

Intent Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.	Implementation Make sure your actions to achieve are linked to your intentions.	Funding allocated	Impact / evidence of impact What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
Raise the profile of PESSPA across the school by ensuring that all pupils have access to inclusive, high-quality physical activity and sporting opportunities. Use lunchtime provision and increased participation in inter-school activities to develop pupils' wellbeing, confidence, behaviour, engagement and sense of belonging, while promoting positive attitudes towards being active.	• Provide a broader range of structured lunchtime physical activity clubs across the week, offering both competitive and non-competitive opportunities so that activities appeal to a wide range of pupils. • Train and support staff and pupil sports leaders to help organise and deliver purposeful lunchtime activities, increasing leadership opportunities and supporting the long-term sustainability of provision. • Celebrate participation and achievement through assemblies, newsletters, displays and wider school communications to ensure that PESSPA has a visible and valued place within school life. • Track participation in lunchtime clubs and inter-school events to identify which pupils and groups are being reached and where further opportunities or targeted support may be needed.	£1,500 Playground and activity equipment, including: • Bat and ball equipment • Footballs • Tennis sets • Balance boards • Skateboards	The number and range of pupils taking part in regular physical activity, including pupils who may be less likely to engage in traditional competitive sport has increased. Structured activities and pupil leadership opportunities improved confidence, teamwork, responsibility and positive engagement in physical activity. Behaviour incidents at lunch time and un-structured play reduced as a result of children having focused sports led activities.	Continue to review participation data and pupil feedback to refine the lunchtime offer and ensure that provision remains inclusive and responsive to pupils' interests. Develop the role of pupil sports leaders and staff so that structured activities can be sustained as part of the school's ongoing lunchtime provision. Maintain and replace equipment where necessary and continue to promote participation and achievement across the school. Use participation information to target under-represented pupils and increase opportunities to take part in inter-school activity.

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

Intent Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.	Implementation Make sure your actions to achieve are linked to your intentions.	Funding allocated	Impact / 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 confidence, knowledge and skills of all teaching staff in delivering high-quality PE through regular team-teaching, mentoring and coaching from Fit For Sport coaches. This will strengthen staff subject knowledge, improve lesson delivery and enable teachers to confidently deliver a broad, balanced and inclusive PE curriculum independently.	Establish a structured programme of team-teaching and coaching with Fit For Sport coaches for all class teachers. Identify individual staff development needs through a short PE confidence and skills audit so support can be targeted effectively. Pair teachers with Fit For Sport coaches during PE lessons, enabling staff to observe effective practice, develop subject-specific knowledge and gradually take greater responsibility for planning and delivery. Provide focused coaching in key areas including lesson structure, differentiation, assessment, behaviour management and sport-specific skills. Ensure professional development builds sustainable staff expertise and reduces reliance on external coaches over time. Provide sensory sports coaching for teaching assistants working	£5901 Fit For Sport CPD	Pupils receive more consistent, high-quality PE lessons across the school as staff develop greater confidence and subject knowledge. Pupils demonstrate improved skills, technique and understanding across a wider range of sports and physical activities. Staff are increasingly confident and skilled in planning and teaching PE independently, applying strategies modelled through team-teaching and coaching. Lessons are better differentiated to meet a range of needs, enabling more pupils to participate successfully and make progress from their individual starting points. Teaching assistants working with pupils with significant and complex needs are better equipped	Continue targeted coaching and team-teaching to further strengthen staff confidence and subject knowledge, with an increasing emphasis on teachers independently planning, delivering and evaluating high-quality PE lessons. Use staff confidence and skills audits to identify any remaining development needs and target future CPD accordingly. Embed effective practice across the school by encouraging staff to share successful approaches and resources with colleagues. Continue to develop staff expertise in inclusive and sensory physical activity so provision for pupils with significant and complex needs remains sustainable.

	with pupils with significant and complex needs, supporting staff to deliver appropriate and inclusive physical activity opportunities.		to support inclusive sensory and physical activity provision.	
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils

Intent Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.	Implementation Make sure your actions to achieve are linked to your intentions.	Funding allocated	Impact / evidence of impact What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
To broaden pupils' experiences by providing a wide range of inclusive sports and physical activities, including bespoke and adapted opportunities for pupils with SEND, through PE lessons, lunchtime clubs, after-school clubs and enrichment activities.	Provide Bikeability training to develop cycling skills, confidence and road safety. Offer skateboarding sessions to introduce pupils to a different physical activity. Embed the Daily Mile/run to increase regular physical activity and stamina. Arrange SEND-specific visits to climbing walls, with activities adapted to individual needs. Provide a wider range of inclusive lunchtime and after-school clubs. Review participation to ensure all pupils, including those with SEND, can access and enjoy new activities.	£120 minibus for SEND £100 climbing wall trip.	Pupils have improved their gross motor skills, balance, coordination and overall physical confidence through a wider range of activities. Pupils with SEND have particularly benefited from adapted opportunities that support movement, body control, independence and confidence in taking part in physical activity. Year 5 and Year 6 children took bikeability proficiency which improved co-ordination and road safety awareness, Children with significant SEND have had physical experiences beyond what school can offer	Use participation information and pupil voice to identify activities pupils would like to experience and groups not currently accessing provision. • Continue to develop adaptive and inclusive sporting opportunities. • Build staff confidence so successful activities introduced by specialists can be sustained by school staff. • Seek further partnerships that broaden pupils' experiences and provide good value for Sports Premium funding.

Indicator 5: Increased participation in competitive sport

Intent Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.	Implementation Make sure your actions to achieve are linked to your intentions.	Funding allocated	Impact / evidence of impact What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
To increase opportunities for pupils to participate in competitive sport within school and against other schools. Ensure a wide range of pupils, including pupils with SEND and those who may not normally access competitive sport, have opportunities to represent St Chad's and develop teamwork, resilience and sporting values.	Pupils participated in inter-school sporting events and competitions, including events organised across the MAC. • Transport was provided for pupils to attend the MAC Sports Day at Alexander Stadium. • Pupils were encouraged to represent St Vincent's, with an emphasis on widening participation rather than limiting opportunities to the most able. • Opportunities were provided for pupils with SEND to participate in appropriately adapted competitive sporting activities. • Girls and boys were encouraged to participate in football provision, developing skills, confidence and teamwork for competitive opportunities. • Staff promoted fair play, teamwork, resilience and respect when pupils represented the school	£325.00 Coach to MAC Sports Day, Alexander Stadium. £150 for sports medals. £600 transport for football, basketball and boccia teams to attend external competitions. Aston Primary Schools football Association £250	Pupils experienced representing St Vincent's and participating alongside or against pupils from other schools. • Competitive experiences developed confidence, teamwork and resilience. • MAC sporting events enabled pupils to experience competition within the wider family of schools. • Pupils developed an understanding that competition involves effort, perseverance, respect and fair play as well as the final result. • Opportunities for pupils with SEND helped make competitive sport accessible to a broader range of children.	Continue participation in MAC and inter-school sporting events. • Monitor which pupils represent the school so opportunities are shared across year groups and pupil groups. • Continue to identify appropriate competitive opportunities for pupils with SEND and complex needs. • Increase opportunities for girls to participate in competitive sport. • Develop further intra-school competition so more pupils experience competition before progressing to inter-school events.