# St Clare's Catholic Primary School

## PE and Sport Premium Report 2025/26

### Details with regard to funding

Please complete the table below.

| | |
|---|---|
| Total amount carried over from 2024/25 | **£6841.00** |
| Sport premium allocation for 2025/26 | **£17,850.00** |
| Total amount allocated for 2025/26 | **£24,691.00** |
| Total expenditure during 2025/26 | **£20,632.96** |

### 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? | 70% |
| What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)? | 60% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 70% |
| Have you used the Primary PE and sport premium to provide additional swimming provision over and above the national curriculum requirements? | Yes – From previous year's allocation - £1000 for top up swimming |

**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.

| Academic Year: 2025/26 | Total fund allocated: £17,850.00 + | Date Updated: 10/09/2026 |
|---|---|---|

### Key indicator 1: The engagement of all pupils in regular physical activity

| Intent<br>Your school focus should be clear about what you want pupils to know, be able to do and learn through practice. | Implementation<br>Make sure your actions to achieve are linked to your intentions. | Funding allocated | Impact / evidence of impact<br>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 develop positive attitudes towards physical activity and healthy lifestyles. Provision is inclusive and accessible to pupils with SEND, pupils with complex needs and pupils who may have less access to organised sport outside school. | • Targeted physical-development sessions were provided for Reception pupils, focusing on fine motor skills, coordination and the physical foundations needed for learning.<br>• Adaptive sports provision supported pupils with SEND to participate successfully. Additional specialist support was provided<br>• | **Pentagon Play Phase 1 £8937.50**<br><br>**Dodgeballs £99.00** | • Reception pupils developed physical skills through targeted activities supporting fine motor control, coordination and readiness for learning.<br>• Pupils had increased opportunities to be physically active within and beyond the school day.<br>• Structured lunchtime provision gave pupils regular purposeful activity rather than relying solely on self-directed playground activity.<br>• Pupils with SEND and complex needs were increasingly included in meaningful physical activity matched to their individual starting points and needs. | • Monitor participation and physical fitness across all pupils throughout the year, tracking progress over time and identifying pupils or groups who are less active, under-represented or making less progress, so that provision can be targeted appropriately.<br>• |

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

| **Intent**<br>**Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.** | **Implementation**<br>**Make sure your actions to achieve are linked to your intentions.** | **Funding allocated** | **Impact / evidence of impact**<br>**What do pupils now know and what can they now do? What has changed?** | **Sustainability and suggested next steps** |
|---|---|---|---|---|
| To raise the profile of PE, sport and physical activity so pupils recognise the importance of being active and see sport as an important part of school life. Use PE and sport to support confidence, resilience, teamwork, inclusion, positive relationships and wellbeing. | • Pupils were given opportunities to represent St Clare's at sporting events, including MAC events. | **£294**<br>**for transport** | • Pupils developed confidence, teamwork, resilience and positive relationships through sport.<br>• Inclusive provision reinforced the message that sport and physical activity are for everyone. | • Continue to celebrate participation, effort, improvement, teamwork and sporting values.<br>• Continue to develop structured lunchtime physical activity and widen the range beyond football.<br>• Develop pupil leadership opportunities within PE and sport.<br>• Monitor participation to identify groups who are under-represented and target provision accordingly. |

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

| **Intent**<br>**Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.** | **Implementation**<br>**Make sure your actions to achieve are linked to your intentions.** | **Funding allocated** | **Impact / evidence of impact**<br>**What do pupils now know and what can they now do? What has changed?** | **Sustainability and suggested next steps** |
|---|---|---|---|---|
| To improve staff confidence, knowledge and skills so all pupils receive high-quality PE and physical activity. Develop staff expertise in inclusive and adaptive PE so pupils with SEND and complex needs can participate successfully and make progress from their individual starting points. | • Adaptive Sports provided specialist CPD and support, including practical approaches to adapting activities, equipment and teaching for pupils with SEND.<br>• Reception staff were supported through targeted physical-development sessions, observing strategies that develop fine motor skills, coordination and physical development.<br>• Staff were encouraged to apply strategies modelled by specialists within their own PE teaching and wider physical-activity provision. | **£420 Dave Wellbeing** | • Staff increased their confidence in planning and delivering PE and physical activity.<br>• Teachers developed a wider range of strategies for adapting activities so pupils with differing needs can participate successfully.<br>• Staff developed greater understanding of inclusive PE and how equipment, expectations and support can be adapted appropriately.<br>• Working alongside specialists enabled staff to observe high-quality practice and apply strategies within their own teaching. | • Continue to use the knowledge and strategies gained through CPD and specialist modelling.<br>• Identify individual staff development needs and provide targeted PE CPD.<br>• Embed adaptive teaching approaches so inclusive practice becomes part of everyday provision.<br>• Use the PE Lead to share effective practice and monitor how professional development is translated into teaching. |

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

| **Intent**<br>**Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.** | **Implementation**<br>**Make sure your actions to achieve are linked to your intentions.** | **Funding allocated** | **Impact / evidence of impact**<br>**What do pupils now know and what can they now do? What has changed?** | **Sustainability and suggested next steps** |
|---|---|---|---|---|
| To provide pupils with opportunities to experience a broad range of sports and physical activities beyond usual curriculum PE. Ensure opportunities are accessible to girls, pupils with SEND and complex needs, and children who may have fewer opportunities to participate in organised sport outside school. | • Birmingham Royal Ballet Dance Track workshop broadened pupils' experience of dance.<br>• Adaptive sports and St Ambrose provision widened access to appropriately adapted physical activities (cost allocated under KI3).<br>• Reception pupils accessed targeted physical-development activities focusing on coordination, movement and fine motor development. | **£8937.50**<br>**Pentagon Play Phase 2**<br><br>**Birmingham Royal Ballet: £170.00** | • Pupils experienced physical activity through curriculum PE, lunchtime and after-school provision, targeted sessions, outdoor activity and external experiences.<br>• More pupils were able to find activities in which they could participate successfully and enjoy being active.<br>• Pupils with SEND and complex needs accessed a wider range of appropriately adapted physical activities. | • Develop the after-school provision to offer a greater variety of sports and physical activities across the year, providing pupils with opportunities to experience activities beyond the current offer and encouraging a wider range of children to participate.<br>• Use participation information and pupil voice to identify activities pupils would like to experience and groups not currently accessing provision.<br>• Continue to develop adaptive and inclusive sporting opportunities.<br>• Build staff confidence so successful activities introduced by specialists can be sustained by school staff.<br>• Seek further partnerships that broaden pupils' experiences and provide good value for Sports Premium funding. |

## Key indicator 5: Increased participation in competitive sport

| **Intent**<br>**Your school focus should be clear about what you want pupils to know, be able to do and learn through practice.** | **Implementation**<br>**Make sure your actions to achieve are linked to your intentions.** | **Funding allocated** | **Impact / evidence of impact**<br>**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 Clare's and develop teamwork, resilience and sporting values. | • Pupils participated in inter-school sporting events and competitions, including events organised across the MAC.<br>• Transport was provided for pupils to attend the MAC Sports Day at Alexander Stadium and use of Uber for this and other sports events which works out at better value than coaches.<br>• Pupils were encouraged to represent St Clare's, with an emphasis on widening participation rather than limiting opportunities to the most able.<br>• Opportunities were provided for pupils with SEND to participate in appropriately adapted competitive sporting activities.<br>• Staff promoted fair play, teamwork, resilience and respect when pupils represented the school. | **£94.78**<br><br>**June/July Uber Costs including Alexander Stadium and Swimming Gala @ ABI** | • Pupils experienced representing St Clare's and participating alongside or against pupils from other schools.<br>• Competitive experiences developed confidence, teamwork and resilience.<br>• MAC sporting events enabled pupils to experience competition within the wider family of schools.<br>• Pupils developed an understanding that competition involves effort, perseverance, respect and fair play as well as the final result.<br>• 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.<br>• Monitor which pupils represent the school so opportunities are shared across year groups and pupil groups.<br>• Develop further intra-school competition so more pupils experience competition before progressing to inter-school events. |

## Expenditure Summary

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| Key Indicator 1 | £9036.70 |
| Key Indicator 2 Transport Costs | £294.00 |
| Key Indicator 3 | £420 |
| Key Indicator 4 | £9107.50 |
| Key Indicator 5 | £94.78 |
| Additional / top-up swimming | £1680 (total swimming budget is £6104) |
| **Total expenditure** | **£20,632.98** |
| **Unspent balance** | **£4058.04** |

## Signed off by

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|---|---|---|
| **Head Teacher: V. Rivett** | V. Rivett | Date: 31.07.26 |
| **Subject Leader: C. Murphy** | C. Murphy | Date: 31.07.26 |
| **Governor: B. Mc Phillips** | B Mc Phillips | Date: 31.07.26 |