

Dilhorne Endowed C.E (A) Primary School

Sports Funding Impact Report



2025/26

What is the PE and Sports Premium Funding?

The government has provided funding of over £320 million per annum since 2013 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Here at the Dilhorne Endowed C.E.(A) Primary School we value the difference physical education, sport and outdoor learning opportunities can have on children's lives and we work hard to include all of these aspects within our curriculum. We have as part of previous years funding enhanced our facilities including outdoor learning spaces and the beginnings of what we hope will become a farm school.

Amount of grant received IN YEAR 2025/26 £16,410

Area of Focus	Amount spent	Impact	Sustainability
PE Curriculum & improving the quality of teaching and learning. To embed staff confidence in the delivery of high quality lessons with a clear skill based focus To upskill staff & PE lead. Increase competitive opportunities available to pupils. Improve staff subject specific knowledge in swimming and increase number of pupils meeting recommendations. Links to; Key Indicator 3 Key Indicator 2 Key Indicator 5	£6200 sports coaches teaching alongside school staff. £1100 CPD costs and release time to attend training and develop resources . £1282 resources	Through opportunities to network with other schools and gain new ideas, staff confidence and ability to lead PE has increased. He has been monitoring the quality of PE lessons and the impact on pupils. Going forward this will impact on pupils enjoyment confidence and ability in PE. An audit of PE equipment has taken place to ensure there is enough for every pupil to actively participate in lessons and physical education is now a very well-resourced subject with plenty of resources to support teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons. Opportunities to engage pupils in competitive situations and apply skills in lessons has been a focus and this has resulted in pupils increased confidence, resilience and co-operation. EYFS & KS1 children have all had an opportunity to attend school swimming lessons. Year 6 pupils who had not attained national expected levels were also offered additional swimming lessons in the Summer Term.	PE remains a well-managed and well led subject with PE leader being confident in their knowledge and ability to ensure high quality outcomes for the school. Staff delivery and confidence to teach high quality PE remains high so that future pupils benefit from well taught lessons and the positive outcomes that come from this. Key stakeholders of the school understand and support the subject and this has become part of the whole school ethos and is something that is highly valued
Raising the profile of health & wellbeing and the development of life skills. Improve pupils emotional health and well-being through new opportunities. Build upon and support pupils to develop key life skills Engage with parents on activities that can be continued at home for health and wellbeing. Key Indicator 1	£1282 playground equipment £ 1986 after school opportunities £1357 forest school training £1000 forest school resources	Through new activities and enrichments days linked to other subject areas pupils have been inspired to engage in various forms of physical activity and to use this to engage in other areas of their work. They understand the importance of being active and how they should be doing this daily. Equipment purchased to allow children to embed skills from PE lessons, in their breaktimes. Equipment also purchased to support SEND and less active children, which will engage them in physical activities. Staff feel confident in using a range of resources and strategies to promote pupils physical and emotional health and well-being. These are used when needed within lessons	Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with challenging situations. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in suture year groups.

Key Indicator 4	area development.	at lunchtime and sent home as activities. Pupils feel confident is using these strategies to them to help them deal with emotional situations they may be experiencing. Through participation in regular outdoor learning activities pupils have developed a love of the outdoors and nature and are developing their life skills including trust, respect, teamwork and communication. Parents feel involved in the school and their child's education and are actively supporting learning and health through activities they do at home and in the community. Children & parents are also signposted to clubs and associations to further children's particular interest.	
Wider Curriculum and competitions To link and share ideas with other schools who value PE and Sport in the area. To offer competitive opportunities with CADSSA & PLT. To provide personal best challenges for pupils to take part in. To achieve the school games mark Key Indicator 2 Key Indicator 5	£650 contribution to SSCO role and link with the high school for transition £73 CADSSA fees £ 1,480 teacher release time	Through taking part in competitive activities pupils are developing their understanding of how to deal with their emotions and also developing life skills such as trust, respect, teamwork and communication. SEND children have successfully taken part in extracurricular activities and competitions, with support from staff and parents. Pupils have had the opportunity to see others points of view and perspectives. They have improved their confidence and self-esteem through beating their own scores and trying their best. This year pupils have embedded friendships made with children from other schools, during competition. This has particularly helped year 6 pupils with their transition to high school. School has achieved the gold school games mark for the opportunities they have provided.	Pupils have made connections with pupils from other schools through sport and competition. They have had to use key life skills in these situations and these experiences will stay with them and skills will be used in the future. Competition calendar will continue in future years so other pupils can experience this.

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	90%	<i>The current Year 6 cohort have all received swimming lessons this year. 1 of those children has only ever received school swimming lessons and was a non-swimmer in KS1 and now is a competent swimmer.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	<i>Only 1/11 children are not competent in a range of strokes. They have only ever accessed a swimming pool through school swimming lessons and do now have significant water confidence and are able to perform basic front crawl and backstroke.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>All children were able to perform this.</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	<i>Additional lessons were offered, but declined.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>Observations at the pool side, during swimming lessons. Conversations with specialist swim teaching instructors.</i>

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	
Governor:	
Date:	