



**Evidencing the
impact of the
Primary PE and
sport premium**

**St Francis Xavier
Catholic Primary
School**

2025 - 2026

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2025	Areas for further improvement and baseline evidence of need by 2026:
<ul style="list-style-type: none"> ➤ We provide a wide variety of sports and physical activities through a well-balanced curriculum based on the Get Set 4 PE scheme. ➤ PE is delivered to a high standard by both school staff and specialist external providers. ➤ Our well-equipped PE resources enable all pupils to take part in a broad range of sporting experiences. ➤ Staff receive regular, high-quality CPD to enhance their skills and co-teach effectively across the PE curriculum. ➤ There is strong pupil participation in sport throughout the year, supported by key events such as Sports Day, which promotes enjoyment, teamwork, and healthy competition. ➤ Pupils also have access to a wide range of extra-curricular sporting opportunities through lunchtime and after-school clubs. 	<ul style="list-style-type: none"> ➤ 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 ➤ To offer a broader and more equal experience of a range of sports and physical activities to all pupils ➤ To increase participation in competitive sport
Percentage of Y6 Cohort who can swim 25 meters or over:	47%

Did you carry forward an underspend from 24/25 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 2025.

Academic Year: September 2024 to March 2025	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ 0
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>N/A</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Carry over funding allocated:</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

Swimming

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.	All pupils participate in swimming lesson when they are in year 5.
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.	42%
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke?)	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
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?	N/A

	<p>the quality of PE provision, and complete CPD to share with colleagues.</p>		<p>monitor teaching, support colleagues, and deliver CPD helps to embed best practice, ensure curriculum coverage, and maintain high standards across all year groups.</p> <p>Consistency Across the Curriculum: With all staff following a structured scheme and plans, pupils receive a coherent and progressive PE curriculum, which supports skill development over time.</p> <p>Better Pupil Outcomes: Improved teaching and subject knowledge contribute to higher pupil engagement, better skill acquisition, increased physical confidence, and deeper understanding of sport-specific vocabulary and techniques.</p> <p>Sustainable Improvement: Building internal staff capacity through CPD and leadership development ensures that improvements in PE teaching are long-term and less reliant on external providers.</p>	
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Key indicator 2: increasing engagement of all pupils in regular physical activity and sport				Percentage of total allocation:
				11%
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:
<p>For all children to participate in a minimum of 2.5 hours of physical activity per week</p> <p>For all children to engage in regular physical activity for a minimum of 2.5 hours of physical activity per week at school as suggested by the DfE.</p>	<ul style="list-style-type: none"> • Ensure the playground is well-equipped with outdoor resources to promote active play, with Playground Leaders responsible for setting up and managing the equipment. • Provide daily lunchtime football sessions to encourage regular physical activity and skill development. • Offer a wide variety of after-school sports clubs, delivered by specialist coaches from Xcite, to broaden pupils' exposure to different sports. • Organise a residential outdoor adventure trip for Year 5/6 to develop teamwork, resilience, and physical confidence beyond the classroom. • Protect dedicated curriculum time for high-quality PE delivery across all year groups. • Use competitive sporting events—such as athletics, Sports Day, rounders, and The 	<p>New PE resources- £2000</p>	<ul style="list-style-type: none"> ➤ Increased Daily Physical Activity: ➤ Providing outdoor equipment and structured lunchtime football promotes regular physical movement, helping pupils meet recommended activity levels and supporting their physical and mental wellbeing. ➤ Leadership Development and Responsibility: Empowering Playground Leaders to manage equipment fosters leadership skills, responsibility, and confidence among pupils. ➤ Broader Participation in Sport: ➤ A wide range of after-school clubs delivered by specialist coaches allows pupils to experience diverse sports, helping them discover new interests and develop a wider set of physical skills. ➤ Enhanced Personal Development: ➤ The Year 5/6 residential outdoor 	To continue to develop the range of sporting opportunities available to pupils

	<p>Catholic Cup—as a way to inspire pupil participation, foster team spirit, and promote a love of competitive sport.</p>		<p>adventure trip promotes resilience, teamwork, and independence, supporting personal growth and character development in a real-world setting.</p> <ul style="list-style-type: none">➤ Prioritisation of PE in the Curriculum: Ring-fencing curriculum time for PE ensures consistent delivery, progression of skills, and that physical education is valued equally alongside core academic subjects.➤ Motivation Through Competition: Participation in competitive events like Sports Day, The Catholic Cup, and athletics motivates pupils to challenge themselves, build confidence, and take pride in representing their school.➤ Improved Behaviour and Engagement: Structured physical activity during break times and lunchtimes can lead to improved behaviour, focus in lessons, and overall pupil engagement throughout the school day.➤ Positive School Culture Around Sport: A consistent, visible commitment to sport and physical activity helps embed a positive sporting culture across the school, encouraging lifelong	
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			healthy habits..	
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Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement				Percentage of total allocation:
				7%
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:
PE has equal status within the school as all other curriculum subjects PE is used to support the promotion of the school's ethos and values	<ul style="list-style-type: none"> ➤ All year groups receive weekly PE lessons, with access to specialist sports coaching provided each term. ➤ Dedicated curriculum time for PE and physical activity is protected for every class each week. ➤ PE is celebrated across the school in line with other subjects, through celebration assemblies, certificates, awards, and in-class recognition of pupil achievement. ➤ A wide range of sporting opportunities are available through both after-school and lunchtime clubs. ➤ PE provision is regularly monitored, with staff receiving ongoing support to ensure effective implementation of the curriculum. ➤ Pupil achievements in PE are showcased on the curriculum impact and class impact pages of 	Early years equipment and new opportunities- £1225	<ul style="list-style-type: none"> ➤ PE Holds Equal Status Across the Curriculum: By allocating dedicated curriculum time, celebrating achievements, and ensuring consistent delivery across year groups, PE is valued on par with core academic subjects. This promotes a well-rounded education and reinforces the importance of physical wellbeing as part of holistic child development. ➤ Promotion of School Ethos and Values Through PE: PE lessons are actively used as a platform to model and reinforce key school values such as teamwork, resilience, respect, and perseverance. These values are embedded not only through curriculum content but also through 	To continue to promote the profile of PE in the school community

	<p>the school website.</p> <ul style="list-style-type: none">➤ Parents are invited to attend key sporting events such as Sports Day strengthening home-school links.➤ PE lessons are used as a platform to promote and reinforce the school's ethos and core values.		<p>participation in competitive events and collaborative activities.</p> <ul style="list-style-type: none">➤ Increased Staff Confidence and Consistency in PE Delivery: Ongoing staff CPD, access to specialist coaches, and team-teaching opportunities ensure that all teachers—regardless of their background in sport—are equipped to deliver high-quality PE lessons. This results in greater consistency, improved pupil outcomes, and enhanced staff engagement with the subject.➤ Stronger School Culture Around Physical Activity: Regular celebration of PE achievements, public recognition through assemblies and website updates, and parental involvement in events help foster a school-wide culture where sport and physical activity are valued, inclusive, and aspirational.➤ Broader Access and Inclusion: A variety of lunchtime and after-school	
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			clubs ensures all pupils, regardless of ability, have the opportunity to participate in physical activity and find a sport they enjoy, supporting physical health, mental wellbeing, and social development.	
Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils				Percentage of total allocation: 27%
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:
For all children to participate in a wide range of sporting opportunities during their time in school including opportunities that fully meet the ambition of the National Curriculum and beyond	<ul style="list-style-type: none"> The PE curriculum is delivered through a diverse range of sporting activities, ensuring pupils experience a broad spectrum of physical education as they progress through the school. A wide variety of after-school sports clubs are available, offering pupils opportunities to explore different interests and develop new skills. Pupils regularly participate in a range of competitive sporting events, fostering teamwork, resilience, and a sense of achievement. 	Swimming lessons for- £4100 Improvements on school facilities such as the field, playground and PE store cupboard- £700	Well-Rounded Physical Education: Delivering the PE curriculum through a variety of sports ensures pupils develop a wide range of physical skills, understand the value of physical activity, and remain engaged throughout their school journey. Increased Engagement and Enjoyment: Offering a diverse range of after-school clubs and playground equipment supports pupil choice, increases participation, and fosters a positive attitude towards being active both in and out of school.	<ul style="list-style-type: none"> Evaluate which experiences the children enjoyed to make an annual trip. Make children aware of the relationship between exercise and mental health. Build relationships with outside agencies to encourage children to continue the club either at school or outside of school.

	<ul style="list-style-type: none"> • A broad selection of playground equipment is available at break times to encourage active play and physical engagement. • Parents are kept informed of local sporting opportunities and clubs to help extend physical activity beyond the school setting. • All pupils take part in swimming lessons, supporting the development of essential water safety and swimming skills. • Every pupil has the opportunity to attend an outdoor adventure residential, promoting personal growth, confidence, and physical challenge. • Pupil participation in sport is closely monitored, with targeted support provided to ensure equal access and inclusive involvement for all. 		<p>Development of Key Life Skills: Regular participation in competitive sports and residential outdoor adventures builds confidence, resilience, teamwork, and leadership—skills that transfer across all areas of learning and life.</p> <p>Improved Health and Wellbeing: Access to physical activity during the school day and beyond supports pupils’ physical health, mental wellbeing, focus, and behaviour, contributing to improved outcomes across the curriculum.</p> <p>Swimming Proficiency for All: Ensuring every pupil attends swimming lessons helps meet national curriculum requirements and supports vital water safety and swimming competency.</p> <p>Stronger Home-School Links: Sharing information about local clubs empowers families to engage with physical activity in the community, extending learning beyond the classroom and encouraging lifelong healthy habits.</p> <p>Equity and Inclusion in Sport:</p>	
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			<p>Close monitoring of participation data allows the school to identify and support underrepresented groups, ensuring that all pupils—regardless of background or ability—have equal access to sporting opportunities.</p>	
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Key indicator 5: increase participation in competitive sport				Percentage of total allocation:
Every child in KS1 and KS2 have the opportunity to compete in a sport				7%
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:
For children to have the opportunity to take part in a range of competitive sporting opportunities	<ul style="list-style-type: none"> • Collaborate with Xcite to organise competitive events involving other schools. • Support Xcite in training playground leaders to facilitate and manage inter-school games. • Provide transportation to enable pupils to attend external competitions. • Host an annual School Sports Day to celebrate physical activity and competition. • Participate in The Catholic Cup, fostering school spirit and competitive engagement. • Enter teams into inter-school rounders tournaments to develop teamwork and sporting skills. • Compete in athletics competitions to encourage 	£1200	<p>Enhanced Competitive Experience: Collaborations with Xcite and participation in inter-school competitions provide pupils with valuable opportunities to test their skills in a wider arena, building confidence and motivation.</p> <p>Leadership and Responsibility: Training playground leaders to run inter-school games empowers pupils with leadership skills, teamwork, and a sense of responsibility, fostering personal growth beyond physical activity.</p> <p>Increased Access and Participation: Providing transport ensures all pupils can take part in external competitions, removing barriers related to travel and widening participation.</p> <p>School Community and Spirit: Events like Sports Day, The</p>	<p>Have playground leaders to run competitions in school.</p> <p>Attend more out of school competitions.</p>

	<p>fitness and personal achievement.</p> <ul style="list-style-type: none"> Organise intra-school competitions to promote healthy competition and skill development within the school community. 		<p>Catholic Cup, and intra-school competitions boost school pride, encourage teamwork, and create memorable shared experiences.</p> <p>Development of Key Skills and Fitness: Regular involvement in a variety of competitive sports helps pupils develop physical fitness, resilience, strategic thinking, and sportsmanship.</p> <p>Positive Impact on Wellbeing and Engagement Participation in competitions nurtures a sense of achievement, belonging, and engagement with school life, which positively influences pupils' overall wellbeing and academic motivation.</p>	
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Signed off by	
Head Teacher:	<i>T. Hayes</i>
Date:	16.10.25
Subject Leader:	Mr Marsh
Date:	16.10.25
Governor:	Miss Cotterill
Date:	16.10.25