



St. Norbert's Catholic Primary School Sport Premium Funding Impact statement 2025-26

Updated

July 2025

Sep.25

Jan.26

April 26

July 26

Department
for Education

Created by



Wed 1st Octol

Y5/6 Girls

1st Place: Bourne

2nd Place: Baskin

This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make

additional and sustainable

improvements to the quality of the PE, School

Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

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necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2026.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Total amount carried over from 2024/25	£0
Total amount allocated for 2024/25	£17,790
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2025/26	£17,790
Total amount of funding for 2025/26	£17,790

Activity/Action	Impact	Comments
Consolidate, embed, and further develop the implementation of the Beyond the Physical PE scheme across the school, ensuring a progressive and high-quality PE curriculum for all pupils. Deliver targeted CPD opportunities to enhance staff subject knowledge, pedagogical expertise, and confidence in teaching PE, enabling the sustainable delivery of high-quality lessons across all year groups. Invest in new sporting equipment and replace outdated resources to support the effective implementation of the scheme, broaden the range of sports and physical activities available, and provide pupils with access to high-quality equipment that promotes engagement, skill development, and participation in physical activity.	The implementation of the new PE scheme, alongside a targeted programme of Continuing Professional Development (CPD), has had a significant positive impact on staff confidence, subject knowledge, and teaching practice. Evidence from staff surveys and leadership reviews indicates increased confidence in delivering high-quality PE lessons, with staff demonstrating a greater willingness to develop and refine their professional expertise. Staff morale has also improved, contributing to a positive culture of continuous improvement. To support the delivery of a broad, balanced, and engaging PE curriculum, the school has invested in additional PE and playground equipment. This enhanced provision has improved the quality of curriculum lessons, enriched extracurricular club opportunities, and increased participation in active lunchtime activities. As a result, pupils benefit from a wider range of physical experiences, increased opportunities for skill development, and greater engagement in physical activity throughout the school day.	(Range of comments across the school) Staff demonstrate increased confidence and competence in delivering high-quality PE lessons. PE lessons are consistently planned and delivered using the Beyond the Physical scheme, ensuring progression of skills and knowledge across the curriculum. Pupils experience a broader range of sports and physical activities, increasing engagement and participation. High-quality resources support effective teaching and learning in PE lessons, extracurricular clubs, and active lunchtimes. Sustainable improvements in PE provision are embedded across the school, leading to improved pupil outcomes in physical literacy, enjoyment, and participation.
Increase participation in physical activity by providing a wider range of sporting opportunities through taster sessions, enhanced lunchtime provision, extracurricular clubs, and holiday activities. Target provision towards less active pupils and those from disadvantaged backgrounds to reduce barriers to participation and promote inclusion. Strengthen links with local coaches, sports clubs, and specialist providers to deliver high-quality experiences across a diverse range of sports, broadening pupils' exposure to new activities and fostering a lifelong enjoyment of physical activity and healthy lifestyles.	The increased range of sporting opportunities has successfully engaged a greater number of pupils in regular physical activity, particularly those who are less active and those from disadvantaged backgrounds. Through targeted lunchtime provision, extracurricular clubs, holiday activities, and specialist-led taster sessions, pupils have developed greater confidence, enthusiasm, and motivation to participate in sport. The introduction of a diverse program of activities, including T1 Rugby, SEND Festivals and Tournaments, Kin-Ball, Netball, Football, Cross-Country, Curling, Archery, and Boccia, has ensured that all pupils can access activities that meet their interests, abilities, and needs. Engagement with local coaches and sports specialists has further enhanced the quality of provision, exposing pupils to new sporting experiences and creating clear pathways for continued participation within the community. As a result, participation rates have increased, pupils' physical literacy and teamwork skills have improved, and more children are developing positive attitudes towards lifelong involvement in sport and physical activity.	Staff reported increased pupil engagement and enthusiasm for physical activity, particularly among pupils who had previously been reluctant to participate in sport. Teachers noted that the wider range of activities enabled more children to experience success and develop confidence, especially those with SEND and pupils from disadvantaged backgrounds. Staff also observed improvements in teamwork, resilience, communication, and social interaction during both curricular and extracurricular activities. The support provided by specialist coaches enhanced staff knowledge of inclusive practices and alternative sports, increasing their confidence in promoting participation and physical activity throughout the school day.

To ensure the maximum number of pupils achieve the expected national curriculum standard in swimming by the end of Year 6, the school will continue to implement a structured and progressive swimming pathway across all key stages. This includes the provision of targeted catch-up sessions for Year 5 and Year 6 pupils who have not yet met the required standard through core swimming provision, ensuring additional opportunities to develop confidence, competence, and essential water safety skills. Building on the successful impact of early intervention, the school will continue to strengthen its KS1 and Year 3 swimming programme, where pupils are increasingly emerging as safer, more capable, and stronger swimmers, with a growing number confidently achieving the 25-metre benchmark well ahead of Year 6 expectations. This whole-school approach will continue to drive improved outcomes and ensure a higher proportion of pupils leave Year 6 meeting or exceeding the expected swimming standard.	The school's swimming provision has been highly successful in developing confident, safe, and capable swimmers across key stages. Early exposure to swimming through Yr1, Yr2 and Year 3 has supported pupils in building water confidence from the earliest stages. We have a high proportion of pupils now confidently achieving the 25-metre standard by the end of Year 3, well in advance of Year 6 expectations. This early attainment has strengthened overall swimming outcomes across the school and reduced the need for extensive intervention in upper key stages. Swimming assessment in Year 5 has ensured pupils who have not yet met the expected standard will receive focused support to close gaps in learning when returning in the Autumn as Year6. Letters and signposting parents again this year in KS2 will encourage greater uptake of swimming lessons within the community. As a result, the vast majority of pupils are on track to meet or exceed the expected swimming standard by the end of Year 6, demonstrating strong progression, improved water safety awareness, and sustained confidence in the water.	The school continues to demonstrate strong progress in swimming outcomes, with the percentage of pupils meeting the required standard by the end of Year 6 rising to 73% this year. This reflects the impact of a well-structured swimming curriculum, with high-quality core provision delivered in Years 1, 2 and 3, alongside targeted support for pupils who require additional time to secure the expected standard. Year 5 will be assessed for swimming and data gathered, provision will be reviewed and strengthened further, with tailored booster and catch-up sessions implemented to address identified gaps in learning. This enhanced support will continue through to Christmas 2026, ensuring pupils receive focused, high-quality instruction to develop confidence, competence, and water safety skills. The strong foundation built in Years 1 to 3 will continue to be central to this approach, with an increasing number of pupils achieving the 25-metre standard by the end of Year 3, supporting sustained high attainment by the end of Key Stage 2. We need to monitor and sustain this progress, while continuing to encourage wider parental contributions.
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Key priorities and Planning

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Impact	Cost linked to the action
Provide sporting opportunities through taster sessions and lunch time provisions.	Targeted at less active children and children from disadvantaged backgrounds.	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Raise the proportion of children achieving the recommended levels of physical activity, while encouraging less active students both at school and at home to develop an enjoyment of sport. Ensure that children from disadvantaged backgrounds reach recommended activity levels at rates comparable to their peers.	The school has increased the proportion of pupils meeting recommended physical activity levels, with a clear focus on engaging less active children both in school and at home. A broad range of inclusive opportunities, including lunchtime activities, clubs, targeted interventions, and home-linked challenges, has supported greater participation and enjoyment of sport. Disadvantaged pupils are increasingly accessing provision at rates comparable to their peers, with barriers to participation being effectively reduced. Staff report improved engagement, confidence, and positive attitudes towards physical activity across a wider range of pupils, contributing to a more active school culture and stronger commitment to healthy, active lifestyles.	£400
Engagement with Beyond the Physical and Elite sports providers and expert coaches to offer further opportunities and build upon the enjoyment of sport.	Diverse range of expert coaching and increased opportunity for children to engage in a range of different sports.	Key indicator 3: Profile of PE and sport is raised across the school as a tool for whole – school improvement.	Increase opportunities offered to our children through conventional and non-conventional activities. Such as Football Golf, curling, archery, boccia, Tag Rugby, Mindfulness, and Movement, and Boxercise.	The school has successfully broadened pupils' access to physical activity through an enriched offer of both conventional and non-conventional sports. Activities such as football golf, curling, archery, boccia, tag rugby, mindfulness and movement, and boxercise have increased engagement, particularly among less active pupils. This varied provision has improved participation, boosted enjoyment, and supported the development of confidence, coordination, and teamwork skills across a wider range of learners, contributing to a more inclusive and engaging PE and sport offer.	£8000

Sustain and develop swimming sessions and early entry sessions offered to children before core provision in the school. (Link To Spalding Swimming Club)	Swimming sessions targeted at younger year groups from Yr1 through to Year 3. Assessment session for children in Year 5 who have not yet reached the expected standard of swimming and parent letters shared to develop links.	Key indicator 3: Profile of PE and sport is raised across the school as a tool for whole – school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Eliminate obstacles for younger children who have not had experience with swimming. Enhance parental involvement. Raise the proportion of Year 6 children achieving the required standards at the end of the core provision.	KS1 and Year 3 swimming provision has had a clear and positive impact, with pupils making strong progress in water confidence, safety awareness, and core swimming skills. Regular, structured sessions have helped build resilience and self-belief, with many pupils now approaching water-based activities with increased confidence and enthusiasm. To build on this success, a key priority is to further strengthen provision for Year 5 pupils. Targeted intervention and additional swimming opportunities will be implemented to ensure accelerated progress, close gaps in confidence and competence, and improve overall attainment in line with expected end-of-key-stage outcomes.	£500
Embedding PE curriculum along with new equipment to support this and CPD to support.	High quality provision of PE for all children and increased confidence, competence and pedagogy for all teaching staff.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 2: Engagement of all pupils in regular physical activity.	High quality PE curriculum delivered by staff, teaching the fundamental skills through sport. By implementing this, this should ensure a coherent curriculum is used throughout school; developed, extended and confidence to grow skills and knowledge.	A high-quality PE curriculum is now consistently delivered by staff, with a clear focus on teaching fundamental movement skills through a range of sports. This has strengthened curriculum coherence across the school, ensuring progression is clearly mapped and skills are built upon year-on-year. As a result, pupils are developing greater competence, knowledge, and confidence in PE. Staff confidence in delivery has also increased, leading to more consistent teaching and improved pupil engagement. Pupils are now better able to apply and extend their skills across different sporting contexts, supporting sustained participation and enjoyment in physical activity.	£1600

Purchase new sporting equipment that will increase our offer of sports to the children and support the new curriculum.	A broader range of sports to be offered both within PE lessons and at lunch times for all our children.	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Ensure the curriculum is fully supported and resourced to support coherent teaching. Promote increased engagement with activities to encourage a love of sport.	The PE curriculum is now more effectively supported through improved resourcing, enabling consistent and coherent teaching across all year groups. This has enhanced lesson quality and ensured activities are accessible, well-structured, and progressive. Increased pupil engagement has been evident, with a wider range of activities promoting enthusiasm and enjoyment. As a result, pupils are demonstrating a growing love of sport and a more positive attitude towards physical activity.	£4300
Utilise Elite and School Games provision to support school's offer for competitive sport and develop teams to be Good School Games ambassadors with a competitive spirit.	School aims to offer over 25 sporting opportunities across the school at different events for the children to take part in.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Build on successes of 2024/25 by offering further opportunities for participation in competitive sports for across school.	Building on the successes of 2024/25, the school has continued to expand opportunities for pupils to participate in competitive sport across all year groups. This has led to strong outcomes in school sport, with the boys' team reaching their league final and the netball team achieving significant success, progressing through their league finals and competing in an overall semi-final, before becoming finalists across the three leagues. These achievements reflect increased pupil participation, resilience, and team spirit, alongside a growing culture of ambition and pride in representing the school in competitive sport.	£1300
Encourage girls to participate in a wider range of sports/extra-curricular sports across all key stages.	A broad range of sports to be offered to girls alongside the continuation of the girls football extra-curricular club across all key stages.	Key indicator 3: Profile of PE and sport is raised across the school as a tool for whole – school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	A broad range of sports to be offered to girls and to continue with the girl's football extra-curricular club. Use of external coaches to increase interest and engagement across all key stages.	A broad range of sports continues to be offered to girls, supported by the ongoing development of the girls' football extra-curricular club. The use of external coaches has further enhanced engagement and interest across all key stages, raising participation levels and improving skill development. To build on this success, a greater emphasis will be placed on structured team practice opportunities, alongside targeted support for Year 3 and 4 pupils. This will help younger pupils become familiar with playing competitively, developing confidence, understanding of game play, and teamwork skills from an early stage.	£390

Increase access to physical education for children with specific needs or Special Educational Needs/Disabilities (SEND).	Target children with specific needs or Special Educational Needs, to take part in physical activity and engage in tournaments and events.	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Raise the proportion of children with SEND achieving the recommended levels of physical activity, while encouraging students both at school and at home to develop an enjoyment of sport.	There has been an increased focus on ensuring pupils with SEND access and engage in regular physical activity, resulting in a higher proportion meeting recommended activity levels. Adapted opportunities and targeted support have helped remove barriers to participation, both in school and through encouragement of active lifestyles at home. As a result, pupils are demonstrating greater enjoyment of sport, improved confidence, and a more positive attitude towards physical activity.	£500
Organise for children in Year 5 and 6 to take part in different sports to promote engagement in being active; develop a love of participation and a celebration of being part of a team.	Children to be given the opportunity to take part in a range of sports from boccia; boxercise; archery; curling; T1 Rugby; Kin-Ball; Wheelchair basketball; walking football;	Key indicator 3: Profile of PE and sport is raised across the school as a tool for whole – school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increase children's engagement in different sports, encouraging team work and discipline whilst playing sport. This will be shown by an increased attendance in extracurricular clubs such as Netball and Girls Football.	Pupils have been given increased opportunities to participate in a wide range of inclusive and alternative sports, including boccia, boxercise, archery, curling, T1 Rugby, Kin-Ball, wheelchair basketball, and walking football. This has broadened access to sport for all learners, promoted engagement, and supported the development of teamwork, coordination, and resilience in a non-traditional sporting context. To build on this provision, the school will continue to expand inclusive sport opportunities and ensure sustained access across key stages. A focus will be placed on developing structured progression pathways, enabling pupils to revisit and build skills over time. In addition, opportunities for intra-school competition and team-based formats will be increased to deepen understanding of game play, strengthen teamwork, and further enhance enjoyment and participation.	£400

Offer CPD to support staff to offer further engaging provisions at play times; dinner times; curricular support -PE/ Swimming/ Tennis/ Badminton; Table-Tennis;	Staff given the opportunity to seek courses, enhanced provision; resources and develop breaktime provisions through their skills and training up Sport & Wellbeing leaders.	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increase the number of children engaging in activities at play times and dinner times, developing an enjoyment of sport, movement and exercise.	There has been a clear increase in the number of children engaging in physical activity during playtimes and lunchtimes, leading to improved enjoyment of sport, movement, and exercise across the school. The enhanced provision of lunchtime resources, including balls, rackets, nets, bats, skipping ropes, balance equipment, construction apparatus, and a variety of games and toys, has encouraged more active and inclusive play opportunities. The introduction of engaging initiatives such as music and structured activities has further supported participation and positive behaviour. As a result, pupils are more active, better engaged, and developing stronger social interaction, teamwork, and physical literacy during unstructured times of the school day	£2000
Develop, monitor and record Physical engagement and sporting opportunities across the school.	Focus on Girls, SEND pupils, Pupil Premium pupils, BAME pupils, disadvantaged pupils, EAL pupils, young carers, Looked After Children, less active pupils, and gifted and talented sports pupils. Looking at tracking and engagement.	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increased participation in physical activity and sport, improved confidence and wellbeing, greater inclusion, reduced participation gaps between groups, and enhanced engagement in healthy, active lifestyles. (School Games – Platinum Award)	We will develop, monitor and record participation in physical activity and sport to ensure equitable access and engagement for all pupils. Particular focus will be given to underrepresented and vulnerable groups, including girls, SEND pupils, Pupil Premium pupils and pupils from diverse ethnic backgrounds. Through targeted interventions, enrichment activities and ongoing evaluation of participation data, I will work to reduce barriers, increase engagement levels, improve wellbeing and support positive educational and social outcomes across the school community.	£1800

	Start of year			Autumn Term update		Spring Term update		Summer Term update	
Subject Leader:	Mr. Sam Morton		2.7.26						

Head Teacher:	Mrs. Jenna Withers		2.7.26						
Linked Governor:			2.7.26						