



PE and Sport Premium Grant 2025 – 2026

Including Impact Statement



ST. FAITHS' C OF E VC PRIMARY SCHOOL

NEBULA FEDERATION



Key Indicators

1

The engagement of all pupils in regular physical activity

2

The profile of pesspa being raised across the school as a tool for whole school improvement

3

Increased confidence, knowledge and skills of all staff in teaching P.E. and sport

4

Broader experience of a range of sports and activities offered to all pupils

5

Increased participation in competitive sport

Physical education & sport premium

Funding 2025 – 2026

£16 700

ACTION	IMPACT (WHO)	KEY INDICATOR	SUSTAINABLE IMPACT	COST
CPD • Provide staff with Professional Development • Mentoring and Support • Appropriate Training • Access to External Resources Employment of Specialist Staff Employment of Apprentice and TA with experience and knowledge of teaching PE	• This provides CPD and ongoing support to staff teaching physical education • Embed PE and physical activity within the wider school improvement plan • Establishing sustainable physical activity programmes for a small school with mixed age classes • Introduce new sports and physical activities • Training to provide structured activity at lunchtimes • Pupils will be motivated by high quality provision • Sensory Circuit Training • Best practice is reviewed • Extra-curricular sports for all year groups • Additional sports and PE opportunities are provided. • Training received by	KIs – 2 3 4 • Increasing apprentice 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 – sensory circuits for example, are a fundamental tool in improving attendance and facilitating a positive start or end to the day for vulnerable pupils • Offer a broader and more equal experience of a range of sports and physical activities to all pupils	• Staff will be upskilled and the profile of physical education and sport raised by high quality provision • Pupil engagement will be high • Pupils in lessons will have high quality teaching across all aspects of physical education and access to a broader physical education curriculum • Access to competition will be greater for children as the culture of competing becomes embedded across the school; pressures on staffing competitions are reduced through the additionality • Sensory circuits can be run at various times during the day, meeting the needs of more children • The profile of physical education and sport is raised throughout the school as multiple adults become subject advocates and more staff become aware of the positive benefits of high quality physical	£5 250

	specialist PE apprentices is brought back into school and disseminated		education.	
Participation in competition Employment Specialist PE staff and PE apprentice ensures all pupils have the relevant skills, experience and opportunity to enter a variety of competitions, internally, internally in the federation and external sports competitions. SEND Panathlon	Pupils throughout the school access competition at various levels	KIs – 3 4 5 • Raising the profile of PE and sport across the school, to support whole school improvement • Pupils strive to achieve across the curriculum in order to be selected to represent the school Successes are celebrated in • whole school assemblies • Increase participation in competitive sport	• Pupils will continue to compete in SSP arranged competition • Pupils compete in local leagues with the possibility of progressing to regional and national competition • Pupils compete in Nebula competitions and festivals in partnership with Norwich City Community Sports Foundation. • Intra school House matches and Sports Days focus on inclusion and enjoyment	£1 790
Subscriptions	• Subscriptions to Football, Korfball and Athletics associations	KIs – 1 3 5		£80
Extra Curricular Opportunities including: • Support for trips that provide additional physical opportunities • Before and after school Clubs	• Health and well-being of pupils • Improved lunchtime provision • Access for pupils to a greater range of equipment and staff to encourage more active lunchtimes • Pupils will enjoy more structured, active lunchtimes	KIs 1 2 4 5 • Increasing engagement of all pupils in regular physical activity and sport • Offer a broader and more equal experience of a range of sports and physical activities to all pupils	• Pupils will learn to be independently active • Pupils will learn to work collaboratively and competitively • Pupils able to use exercise techniques in order to self-regulate and access the broader school curriculum independently • Pupils have greater access to adult expertise leading to	£9 610

• Lunchtime physical education or sporting activities • Yoga • Healthy Eating • Well-Being			raising standards • These experiences will raise confidence levels for pupils when attempting new activities and give a sense of achievement when challenged • Exposure to a broad range of activities increases the chances of high percentages of pupils continuing some form of physical activity into adulthood • Raised self-esteem, aspiration, self-awareness, ability to work as part of a team and self-confidence are all life-skills The range of activities available to pupils through the school gives a graduated introduction to managing their personal approach to challenge and risk	
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PHYSICAL EDUCATION & SPORT PREMIUM

Impact statement

Action	impact	comments
Swimming	79% of pupils swam competently, confidently and proficiently over 25m. 67% of pupils used a range of strokes effectively 100% of pupils performed safe self-rescue	
Maintenance, insurance and driving of minibus Access to competition Affiliations	Key indicators 2 4 5 Pupils were able to attend multiple events improving their access to a range of physical	Pupils had access to cross country; korfbal; football; tag-rugby; indoor athletics; athletics, multi-skills, SEND only events and cricket across the key stage.

	activity and a variety of competition at different levels	This included festivals for pupils who would otherwise not be selected to represent the school. Ofsted recognise that the curriculum gives pupils many opportunities to be successful and that pupils can attend a wide range of sporting events and participate in local competitions.
Extra-Curricular Opportunities Including Support for residential and non-residential courses, expansion of active playtimes and lunchtimes, clubs before and after school.	Key indicators 3 4 Greater engagement and participation of children in PE and Sport during lunchtimes, before and after school. Wider variety of activities and opportunities offered.	These skills are transferable and transition to High School for Yr.6 was very successful.
Broadening the curriculum	Key Indicators 1 2 4 - Pupils are engaged in, and have greater success in skills required to develop higher standards in sport and P.E. - Pupils accessing yoga are able to self-regulate and access the wider curriculum more positively	As these skills embed year on year standards will continue to rise. Pupils now have the improved confidence and skills to be able to be competitive with their peers in a variety of sports.
Employment of Specialist PE Staff PE Apprentice and Specialist TA	Key indicators 1 2 3 4 5 Specialist PE staff - Provide CPD to staff - Provides professional development (PD), mentoring, support, and appropriate training to ensure high-quality teaching and delivery across a range of PE and sport disciplines. - The specialist acts as a positive role model, engages pupils in a broad range of activities and extends the scope for competition. P.E. apprentices and TA specialist : - raise the profile of physical education and sport throughout the school by	Provided ongoing CPD to ensure subject specialist knowledge and maintain and sustain high quality teaching and learning. The profile of physical education and sport is raised throughout the school. The specialist acted as a positive role model, engaged pupils in a broad range of activities and extended the scope for competition. As their own skill level increases form working alongside specialists, apprentices are able to disseminate knowledge to other staff who they work

	acting as role models • they provide support during lessons to teachers teaching physical education which raises pupils' standards • provision is increased through lunchtime and after school provision • access to competition improves as pressures on staffing are reduced	alongside.
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