

Evidencing the impact of the Primary PE and sport premium



Academic year 2025/26

Commissioned by



Department
for Education

Created by



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Details with regard to funding

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£19,350
Total amount of funding for 2025/26 to be spent and reported on by 31st July 2026.	£19,350
Total amount spent, as reported using the DfE Reporting PE and sport premium grant expenditure tool	£19432.50

Swimming Data 2025/26

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 which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	66% See table at the end of this report for more detail.
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. Please see note above	93% preferred stroke 85% can also swim competently, confidently and proficiently over a distance of at least 25 metres using an alternative swimming stroke.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
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?	Yes (see table at the end of this report).

Action Plan and Budget Tracking

Academic Year: 2025/26	Total fund committed: £19,350	Date Updated: October 2025/ reviewed June 2026	Percentage of total allocation:	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport			22%	
Intent	Implementation		Impact	Sustainability
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:
Increased confidence, knowledge and skills of all staff in teaching PE and sport by employing a qualified sports coach to work alongside teachers to enhance or extend current opportunities offered to pupils	Our sports coach will continue to train teachers to deliver a range of different sports within their PE lessons. We have prioritised training for teachers, who are new to school, including early career teachers. We will once again be employing a specialist dance teacher through an SLA to deliver dance lessons to all children, with their class teachers accessing CPD in these sessions. This will meet the Key Indicators 1, 2 and 4 as teachers will access CPD, children in all year groups will be accessing more physical activity sessions and we will be offering a broader range of sports activities within the school day. Intended impact – teachers are more confident/ competent in delivering high-quality PE lessons in a range of sports.	£2612.50 (PE People CPD) + £1560 (Dance CPD delivered through MVMNT) Total = £4172.50	Teachers, including early career staff, have increased confidence and subject knowledge through working alongside the sports coach and specialist dance teacher. PE lessons are now more consistently well-structured, with a broader range of activities delivered effectively. Pupils show improved engagement, skill development and enthusiasm, particularly in dance, where both staff confidence and pupil outcomes have strengthened.	The coaching model has built lasting staff expertise, reducing reliance on external support. Resources and approaches are now embedded in planning and practice, supporting current and future staff. Future actions may include targeted CPD where confidence is lower, continued monitoring by the PE lead, and increasing opportunities for staff to share effective practice to ensure long-term sustainability.

Key indicator 2: Engagement of all pupils in regular physical activity				Percentage of total allocation:
				59%
Intent	Implementation		Impact	Sustainability
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:
All children have opportunities to take part in regular physical activity by engaging with extra-curricular sports clubs, including lunch time clubs and after school clubs. By attending clubs, children will develop their physical skills and will apply these skills when playing active games in the playground.	We have continued sports coach led lunch time sports clubs, offering clubs to all year groups from Y1 to Y6. We doubled our offer for lunch clubs last year and will maintain this offer in 2025/26, meaning that 2 x 25-minute clubs run every day. These lunch time clubs include Tag rugby, football, basketball, striking/ fielding and netball. All children from Y1 to Y6 can sign up for lunch time clubs. In addition to this, we offer after school sports clubs every day for children from EYFS to Y6. A broad range of sports are on offer in these clubs over the year, including football, tag rugby, rounders and striking & fielding.	£11,495	Increased provision of lunchtime and after-school sports clubs has led to higher pupil participation in regular physical activity across all year groups. Pupils demonstrate improved physical skills, confidence and enjoyment in active play, with skills developed in clubs increasingly applied during breaktimes and PE lessons. The broad range of activities has supported engagement from a wider group of pupils, including those previously less active.	A well-established programme of lunchtime and after-school clubs ensures ongoing opportunities for regular physical activity. The structured timetable and use of the skilled sports coach provides a sustainable model that can be maintained and adapted annually. Next steps include continuing to broaden the offer, monitoring participation of targeted groups and developing pupil leadership opportunities to further embed an active culture across the school.

Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				N/A
Intent	Implementation		Impact	Sustainability
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:
Our PE curriculum lead is released from teaching duties for subject leadership. Leadership tasks will include, monitoring of teaching & learning, creating sequences of learning, curriculum progression frameworks, organising children's participation in sporting events and liaising with our PE coach & staff regarding curriculum implementation.	Our PE subject leader is released within a planned framework of subject leadership release and also on an ad-hoc basis when they indicate that additional time is needed.	£0 (This is funded from other aspects of the school budget).	Although release time for the PE subject leader has been more limited this year, she has maintained a strong strategic overview of PE through her ongoing commitment to the role. This has ensured that provision remains consistent and that key aspects of curriculum development, monitoring and participation opportunities continue to be effectively managed. As a result, pupils experience a coherent PE curriculum and continue to benefit from a wide range of sporting opportunities and increased participation.	The subject leader's commitment has ensured that key structures, including curriculum frameworks and event organisation, remain in place. This provides a solid foundation for maintaining and developing PE provision over time. Next steps include increasing dedicated leadership time where possible, further strengthening monitoring and evaluation and continuing to develop opportunities for participation to sustain whole-school improvement.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				N/A
Intent	Implementation		Impact	Sustainability
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:
Further opportunities for all children in all year groups (Y1 to Y6) to access dance lessons – this was in place in the 2024/25 academic year, but we will extend the offer so that all year groups access a half-term of dance lessons.	We have employed a specialist dance teacher to deliver weekly dance sessions to children across all year groups. This will also act as staff CPD, as confidence in delivering dance lessons remains lower than other aspects of PE teaching.	See Key Indicator 1	All pupils have accessed high-quality dance lessons, leading to increased confidence, creativity and physical expression across all year groups. Staff have benefited from CPD within these sessions and report improved confidence in teaching dance. The introduction of a dance after-school club has further broadened the extra-curricular offer, engaging pupils who may not typically participate in traditional sports and increasing overall participation.	Dance CPD has built staff confidence and provided a foundation for teachers to deliver dance more independently in the future. Resources and approaches from specialist teaching are now embedded within planning. The established after-school club model ensures continued opportunities beyond the curriculum. Next steps include maintaining staff confidence through ongoing support and embedding dance within the PE curriculum to ensure long-term sustainability.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
Intent	Implementation		Impact	Sustainability
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:
Increased participation in competitive sport, by organising, coordinating and entering sport competitions and tournaments across the local area, including those run by sporting organisations.	We have teams training with and competing against other local schools in a wide variety of sports including hockey, football, rugby, cricket, rounders and cross-country running through the Ilkley Grammar Sports League and the Ilkley Harriers Cross Country League. Children not selected for IGS league teams have access to school-funded after-school sports clubs in school.	£2460	. Increased opportunities to train and compete in a range of sports have led to higher pupil participation in competitive sport across the school. Pupils have developed teamwork, resilience and game understanding through regular competition in local leagues and events. A wider group of pupils, including those not selected for teams, have remained engaged through access to after-school clubs, ensuring inclusive participation and continued skill development	Established links with local leagues and organisations provide a strong foundation for ongoing participation in competitive sport. The combination of team training and inclusive club provision ensures sustainability and continued engagement for all pupils. Next steps include broadening participation further, targeting less-active groups and continuing to develop pathways from clubs into competitive opportunities to embed a lifelong engagement in sport.

Total grant allocated as of November 2025: £18,127.50

Remaining grant to be allocated in this academic year: £1222.50

Use of remaining grant: transport for top up swimming lessons (April to June 2026) in response to lower than typical outcomes. Cost of transport: 9 x £145 = £1305

	Outcomes - April 2026		Outcomes after top up swimming lessons (June 2026)	
	Number of children	% of children	Number of children	% of children
25M Stroke 1 (front crawl/ breast stroke/ back stroke)	28 completed from 57 children	49%	55 completed from 59 children	93%
TW 30 SECONDS	28 completed from 57 children	49%	55 completed from 59 children	93%
PATHWAY	28 completed from 57 children	69%	57 completed from 59 children	97%
SELF RESCUE	17 completed from 57 children	30%	39 completed from 59 children	66%
10M BREAST STROKE	33 completed from 57 children	58%	55 completed from 59 children	93%
10M FRONT CRAWL	51 completed from 57 children	89%	55 completed from 59 children	93%
10M BACK CRAWL	47 completed from 57 children	82%	55 completed from 59 children	93%
25M Stroke 2 (front crawl/ breast stroke/ back stroke)	50 completed from 57 children	88%	50 completed from 59 children	85%
NC PASS	27 completed from 57 children	47%	55 completed from 59 children	93%

Total spend for the academic year 2025 26 = £19432.50 (small overspend of £82.50)

Signed off by	
Head Teacher:	<i>M. Wilson</i>
Date:	22.06.26
Subject Leader:	Sarah Blaby
Date:	22.06.26
Governor:	<i>Aditya</i>
Date:	29.06.26