

# PE and Sports Premium Funding



## 2025-2026

## **PE and Sport Premium Funding Overview**

The **Primary PE and Sport Premium** is a government initiative designed to improve the provision of physical education (PE), physical activity, and sport in primary schools across England. Its aim is to support schools in developing sustainable improvements to the quality of PE and sport, encouraging healthy, active lifestyles from an early age.

## **Eligibility and Pupil Numbers**

Schools receive PE and Sport Premium funding based on the number of pupils in **Years 1 to 6**. In settings where standard year groups are not used—such as **special schools or alternative provision settings**—funding is allocated based on the number of pupils aged **5 to 10 years**.

The majority of schools receive their funding allocations based on **pupil data from the January 2017 school census**. However, **new schools** or those teaching eligible pupils for the first time in the **2017–2018 academic year** had their allocations calculated using **data from the autumn 2017 census**.

## **Purpose of the Funding**

The Sport Premium should be used to:

- Develop or add to the PE and sport activities that schools already offer.
- Build capacity and capability within the school to ensure improvements are sustainable in the long term.
- Increase all pupils' participation in daily physical activity and sport, aiming for the recommended **60 active minutes per day** (30 in school, 30 beyond school).

## **Accountability and Reporting**

Schools are accountable for how they spend the funding and are required to:

- Publish a report each year on their website detailing how the funding is spent and the impact it has had.
- Demonstrate how improvements will be sustainable in future years.
- Show how the funding has increased participation and improved outcomes for pupils.

**School context**

- Alexander McLeod is located in an area of high social and economic deprivation with a large number of pupils receiving the Pupil Premium Grant. At Alexander McLeod our aim is to ensure that all children are able to access a high-quality curriculum. This curriculum should be delivered by skilled practitioners who have a sound understanding of the curricular requirements for PE delivery, as well as a determination to promote a healthy, balanced lifestyle.

**PE and Sports Premium at Alexander McLeod**

Key achievements to date until July 2025:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• increased participation in specialist sports clubs</li> <li>• Increased level of specialist adult support on offer for pupils during Physical Education lessons and during after school clubs.</li> <li>• Children participating in PE sessions as listed in schools risk assessments.</li> <li>• Every child participating in the weekly mile challenge at school.</li> <li>• Children having the opportunity to compete in inter/intra sports competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and support children with a talent for any given sport</li> <li>• Further developing the skills and confidence of teaching staff, especially those new to the school or profession with a focus on less familiar sports</li> <li>• Increase girl’s participation in sport and increase girls choosing to undertake sporting activities</li> </ul>

**PE and Sports Premium Overview**

<b>Number of pupils and PPG received</b>	
Total number on roll	548
Total amount of Sports Premium funding	£21,180

<b>School objectives of PE and Sports Premium spending.</b>
Increase participation in high-quality physical activity for all pupils, <b>particularly those less active or from disadvantaged backgrounds.</b>
Improve the quality of PE teaching across the school through CPD and team teaching with specialist coaches
Embed physical activity into the school day to improve health, concentration, and wellbeing.
Develop a broader and more inclusive range of after-school sports clubs and physical activity opportunities.
Increased participation in competitive sport

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**Record of Pupil Premium Grant spending -2025-2026**

Actions	Amount allocated	Measuring impact	Sustainability and suggested next steps
<p><b>Key indicator 1: Increase participation in high-quality physical activities for all pupils, particularly those with less active or from disadvantaged backgrounds.</b></p>			
<ul style="list-style-type: none"> <li>- Run targeted lunchtime and after-school clubs (e.g. girls-only, non-competitive games).</li> <li>- Monitor and encourage participation via PE lead and class teachers.</li> <li>- Offer free/subsidised clubs for PP pupils.</li> </ul>	<p>-£2,500</p>	<ul style="list-style-type: none"> <li>- Children who participate in these clubs can reflect positively on sporting experiences, and can link these to curricular learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Participation tracking shows increased uptake across all groups.</li> <li>- Targeted children maintain regular attendance.</li> <li>- Parent/pupil surveys show improved engagement.</li> </ul>
<ul style="list-style-type: none"> <li>- Broaden the after-school provision to have an even wider range of clubs on offer to cater for all interests.</li> </ul>	<p>-£2,500</p>	<ul style="list-style-type: none"> <li>- Children attending after-school clubs show a greater interest in sports and their physical wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- Aim for an increase in numbers for after-school clubs.</li> </ul>

<b>Key indicator 2: Improve the quality of PE teaching across the school through CPD and team teaching with specialist coaches</b>			
<ul style="list-style-type: none"> <li>- Deliver CPD through team teaching with PE coach.</li> <li>- Staff attend targeted training (e.g. gymnastics, SEND inclusion).</li> <li>- Share schemes of work and model lessons</li> </ul>	<p>£10,000</p>	<ul style="list-style-type: none"> <li>- Staff feedback indicates increased confidence.</li> <li>- Lesson observations show skill progression.</li> <li>- Pupils demonstrate improved performance and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop peer mentoring for new teachers.</li> <li>- Build long-term partnership with local coaches.</li> <li>- Internal expertise grows among staff.</li> <li>- PE lead supports long-term planning.</li> <li>- Training recorded and shared across staff.</li> </ul>
<b>Key indicator 3: Embed physical activity into the school day to improve health, concentration and wellbeing</b>			
<ul style="list-style-type: none"> <li>- Introduce short movement breaks (e.g. GoNoodle, active maths/phonics).</li> <li>- Use Daily Mile or active travel challenges.</li> <li>- Incorporate movement into classroom routines</li> </ul>	<p>£550</p>	<ul style="list-style-type: none"> <li>- Children will be more confident with the - Staff and pupils report improved focus.</li> <li>- Increased number of active minutes per day.</li> <li>- Behaviour and engagement improves post-activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers confident leading short activities.</li> <li>- Embedded in curriculum planning</li> <li>- Embed into school improvement priorities.</li> <li>- Share good practice in staff meetings.</li> </ul>

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<b>Key indicator 4: Develop a broader and more inclusive range of after-school clubs and physical activity opportunities</b>				
	<ul style="list-style-type: none"> <li>- Expand range of clubs (e.g. dance, martial arts, inclusive games).</li> <li>- Target specific groups for sign-up (girls, SEND, PP).</li> <li>- Partner with local providers</li> </ul>	-£3,000	<ul style="list-style-type: none"> <li>- Clubs run at &gt;75% capacity.</li> <li>- Uptake among PP and underrepresented groups increases.</li> <li>- Pupil voice shows enjoyment and variety.</li> </ul>	<ul style="list-style-type: none"> <li>- Club model reviewed each term.</li> <li>- Internal staff deliver core clubs.</li> <li>- Sustainable links with providers.</li> <li>- Pilot termly "sports tasters".</li> <li>- Apply for grants to support club expansion.</li> </ul>
	<ul style="list-style-type: none"> <li>-Complete a new audit of current provision and identify clubs that children would like to take part in.</li> <li>-Survey children to find out who do/don't participate in sport. From this, ascertain the types of club children would like to participate in, as well as barriers.</li> </ul>	-£1,000	<ul style="list-style-type: none"> <li>- Positive feedback from clubs beginning in September.</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly audit to keep up to date with interest for new clubs.</li> </ul>
<b>Key indicator 5: Increased participation in competitive sport</b>				
	<ul style="list-style-type: none"> <li>-Lunchtime tournaments held (different sport every week) teaching the children about winning, losing and team work.</li> <li>-Promote the use of end of term year group tournaments.</li> <li>- Use DUA coaches to become more involved in Greenwich run competitions including Meridian league and cricket tournament.</li> </ul>	£500	<ul style="list-style-type: none"> <li>- Children will reflect positively on their own competitive experience, identifying things that went well, and personal development points.</li> </ul>	<ul style="list-style-type: none"> <li>- Intramural tournament schedule can be drawn up to embed this amongst lunchtime staff.</li> </ul>

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Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	40% -
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	35% -
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% -
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

Report completed by: Mohammad Mustafa  
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