PE and Sports Premium Funding

Alexander McLeod Primary School

2026-2027

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**.

Funding allocations are determined by the Department for Education using the applicable pupil and funding data for the relevant academic year. Schools should check their published allocation and current guidance when finalising this report.

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

Priorities for 2026-2027:	Areas for further improvement and baseline evidence of need:
• Continue to increase participation in specialist sports clubs. • Maintain access to specialist adult support during PE lessons and after-school clubs. • Ensure pupils participate safely in PE sessions in line with school risk assessments. • Continue the weekly mile challenge. • Provide opportunities to participate in inter- and intra-school competitions.	• Identify and support pupils with talent in a range of sports. • Develop the skills and confidence of teaching staff, particularly those new to the school or profession, with a focus on less familiar sports. • Increase girls' participation in sport and encourage girls to choose sporting activities. Audit participation and identify barriers for disadvantaged pupils and pupils with SEND.

PE and Sports Premium Overview

Number of pupils and PPG received	
Total number on roll	543
Total amount of Sports Premium funding	£21,060 (confirm 2026-2027 allocation)

School objectives of PE and Sports Premium spending.
Increase participation in high-quality physical activity for all pupils, particularly those less active or from disadvantaged backgrounds.
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.
Increase participation in competitive sport.

Record of PE and Sport Premium planned spending - 2026-2027

	Actions	Amount allocated	Measuring impact	Sustainability and suggested next steps
Key indicator 1: Increase participation in high-quality physical activities for all pupils, particularly those with less active or from disadvantaged backgrounds.				
	Run targeted lunchtime and after-school clubs, including girls-only and non-competitive games. Monitor and encourage participation through the PE lead and class teachers. Offer free or subsidised clubs for disadvantaged pupils. Broaden after-school provision to cater for a wider range of interests.	£2,500	- Use participation registers to track uptake across year groups and pupil groups. Gather pupil voice about enjoyment, confidence and barriers to participation. Review whether targeted pupils attend regularly.	- Review participation each term and adjust provision where gaps remain. Use pupil and parent feedback to shape future clubs. Continue targeted promotion to pupils who are less active.
	- Broaden the range of after-school sports clubs to include activities that appeal to different interests and abilities.	£2,500	- Monitor club attendance and retention. Gather feedback from pupils and club providers about engagement and physical wellbeing.	- Review club uptake each term and aim to increase participation. Develop sustainable links with external providers where appropriate.

Key indicator 2: Improve the quality of PE teaching across the school through CPD and team teaching with specialist coaches				
	- Deliver CPD through team teaching with a PE specialist. Provide targeted training, including gymnastics and SEND inclusion. Share schemes of work, model lessons and effective practice.	£10,000	- Staff feedback indicates increased confidence. Learning visits and lesson monitoring show clear progression in pupils' skills. Pupils demonstrate improved performance, understanding and participation.	- Develop peer mentoring for new teachers. - Build sustainable partnerships with local coaches. Increase internal expertise and ensure training and effective practice are shared.
Key indicator 3: Embed physical activity into the school day to improve health, concentration and wellbeing				
	Introduce short movement breaks, such as active maths and phonics. Use the Daily Mile or active travel challenges. Incorporate movement into classroom routines.	£550	- Staff and pupils report improved focus and engagement. Participation in active breaks and challenges is monitored. Staff consider whether engagement improves following movement activities.	- Support teachers to lead short activities confidently. - Embed movement into curriculum planning and share effective practice in staff meetings.

Key indicator 4: Develop a broader and more inclusive range of after-school clubs and physical activity opportunities				
	Expand the range of clubs, such as dance, martial arts and inclusive games. Target sign-up from girls, pupils with SEND and disadvantaged pupils. Work with local providers where appropriate.	£3,000	Monitor club capacity and attendance. Review uptake among disadvantaged pupils and underrepresented groups. Use pupil voice to evaluate enjoyment and variety.	- Review the club offer each term. - Develop sustainable links with providers. Consider termly sports tasters and external grants to support expansion.
	Audit current provision and identify clubs pupils would like to attend. Survey pupils who do and do not participate to identify interests and barriers.	£1,000	- Use the audit and pupil survey to identify demand, participation gaps and potential new activities.	- Repeat the audit annually and use findings to update provision and address barriers.
Key indicator 5: Increased participation in competitive sport				
	Hold lunchtime tournaments across a range of sports. Promote end-of-term and year-group tournaments. Encourage participation in Greenwich competitions, including the Meridian League and cricket tournaments, where available.	£500	- Monitor participation in tournaments and competitions. Use pupil reflections to consider teamwork, resilience, sportsmanship and personal development.	- Create an intramural tournament schedule. Build competition opportunities into the annual PE calendar and review participation.

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?	62%

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 additional lessons for Year 3 (2 week intensive training)

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