



Evidencing the Impact of the Primary PE and Sport Premium

Report for Academic Year 2025-2026

Key achievements to date:	Areas for further improvement and baseline evidence of need:
- Continued improved levels of physical activity demonstrated by children during break and lunch time. - An improvement in the quality of teaching in relation to subject knowledge and lesson structure. - Children's enthusiasm and confidence in their skills for taking part in sporting activities. - Families showing an increased interest in the importance of PESPA (Physical Education, sport and physical activity) in school.	- There is inconsistency in the attitude of children towards physical activity – demonstrated through comments in relation to PE lessons, sporting events or physical activity such as walking on school educational visits. - Many children joining the school have weak core strength. - Pupil conferencing indicates that many families don't engage in regular physical activity at home, indicating a lack of understanding of the importance of this in a healthy lifestyle.

National curriculum requirements for swimming and water safety	Percentage of children reaching this standard - these statistics are for those children in year 6 for academic year 2024-2025
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	43%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	54%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%
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 as indicated below

At Cherrywood School children attend swimming sessions in year 5. The school recognises that many children do not regularly attend swimming outside of school so additional swimming sessions occur in year 3 to address water confidence and pre-teach the skills that will be covered in year 5. .

Academic Year: 2024-25	Total fund received: £17,800 (£7,296 received at present with a further £10,504.00 expected) Total fund allocated in this plan: £18,958			Date Updated: 25 th July 2026
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				38% = £7,281
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Planned monitoring:	Evidence an impact to date:
Increased physical activity during playtimes to develop a love of physical activity.	- PE leader to mentor year 6 play leaders – including regular updates with play leaders and liaison with Lunchtime Supervisors and PE Leader. - Sports Leaders employed to enhance the lunchtime supervisor team to run structured sporting sessions to target children who have difficulty engaging successfully in physical activities.	£720 £3,511	- PE Leader to review with Senior Lunchtime Supervisor – spring 1 - Governor to observe and complete pupil conferencing – summer 2	- EYFS and KS1 strongly articulate the joy they get from activities led by play leaders. - Lunchtime supervisors comment on the effective communication skills of play leaders and their modelling of school values. - Children in KS2 articulate a love of sporting activities and the support of sports leaders in ensuring that these are fairly run. - There has been an increase in the number of children who regularly get involved with team sporting activities for sustained periods of time.
Improved equipment for football which can be used at break times as well as lessons and afterschool clubs.	Football posts purchased to provide a designated location for games to take place.	£750	- PE Leader to review with Senior Lunchtime Supervisor – spring 1 - Governor to observe and complete pupil conferencing – summer 2	Action not completed – seeking advice on posts that are robust but have flexibility of placement
Children play a range of activities to keep them enthused about physical activity.	Additional resources purchased to enhance provision, with improvements made to existing resources	£2,300	- PE Leader to review with Senior Lunchtime Supervisor – spring 1 - Governor to observe and complete pupil conferencing – summer 2	- The majority of KS1 children actively engaged with resources and games of a physical nature when on the playground. - Reduction in the number of KS2 children who demonstrate regular sedentary play. - Improved skills in team sports e.g. ensuring all are involved, managing conflict. - Increased engagement physical, imaginative / role play games through the provision of additional materials.

Key indicator 2: The profile of PESPA (PE, sport and physical activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.2%=£50
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Planned monitoring:	Evidence and impact to date:
Sporting success is celebrated raising the profile of PESPA encouraging others to participate more.	- Sporting achievement display kept up to date. - Sporting success celebrated in assemblies with 'player of the match' trophy, values certificates awarded and continuation of termly sporting award. - Sporting successes celebrated through website and newsletters, to share successes with families and develop a sense of pride in children. Children are responsible for preparing news articles.		- Governor to monitor website use to celebrate and promote PESPA - autumn 2. - Governor to complete learning walk, including attending a celebration assembly and pupil conferencing – autumn 2.	- Children express pride in their abilities and those of their peers. - Children across the school express a desire to take part in events with other schools. - Children show pride in the accomplishments of their peers.
Children aspire to become play leaders as role models for the school.	Play leaders are given additional responsibilities e.g. supporting the organisation of playtime resources in the PE shed. They will also contribute regularly to assemblies sharing reminders and expectations as well as promoting any events which require physical activity within the community.	£50	- PE Leader to review with Senior Lunchtime Supervisor – spring 1 - Governor to observe and complete pupil conferencing – summer 2	- Year 5 children describe the role of play leader as something they aspire to be when they move to year 6. - Some year 6 children have requested additional play leader duties as they find the role so rewarding.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%=£1,750
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Planned monitoring:	Evidence and impact to date:
Children achieve well in PE through improved quality of teaching as a result of personalised coaching.	- PE Leader released to support peer observations of PE practice as well as personalised coaching to continue to enhance and improve the quality of teaching and learning in this subject. - PE Leader to attend training to ensure their own subject knowledge is strong and up to date.	£1,200 £100	PE Leader and Headteacher to observe PE lessons – autumn 2 and spring 2	- There is sustained improved confidence in the teaching of PE through strong subject knowledge and strategies for increasing engagement and positive learning behaviours. - The quality of PE provision has increased in consistency across the school.
Children achieve well in PE through improved quality of teaching as a result of a curriculum which focusses on progression of skills and engagement of pupils.	Subscription to PE Hub which provides resources and planning to ensure the PE curriculum is well pitched and has high levels of expectation.	£450	PE Leader to complete scrutiny of planning – termly	- Teachers share the value in this resource for ensuring their subject knowledge is strong. - Children articulate that the resources shared from this support the understanding of themselves and others.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				49%=£9,201
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Planned monitoring:	Evidence and impact to date:
Children have access to a range of sports and physical activities during their lunch breaks	Sports Leaders to run structured sporting sessions at lunchtime targeting identified children leading to sustained play and improved confidence and skills.	£3,511	- PE Leader to review with Senior Lunchtime Supervisor – spring 1 - Governor to observe and complete pupil conferencing – summer 2	- Children in KS2 articulate a love of sporting activities and the support of sports leaders in ensuring that these are fairly run. - There has been an increase in the number of children who regularly get involved with team sporting activities for sustained periods of time.
Children to have access to a range of after school clubs that increase physical activity and cover a range of sports.	- Football club established. - Dance club established. - Martial arts fitness club established.		Head teacher to review attendance and report to charity – autumn 1 and summer 1	There has been improved attendance at after school clubs for some year groups.
Children have a greater chance of achieving the expectations of the swimming curriculum through additional lessons being provided. (Many children have very little experience of being taken swimming outside of what is provided by the school).	- Additional swimming lessons provided for a second year to build upon the skills learnt through the first series of lessons. - Additional swimming coach provided so that group sizes can be smaller allowing for children to receive more targeted support. - An additional learning support assistant from school allocated to go into the pool with the children with very low skills and water confidence.	£5,690	- Pupil questionnaire completed before and after each series of lessons – to include questions about the amount of leisure swimming and swimming lessons that they take part in out of school hours – autumn 1 - PE Leader to attend first and last swimming sessions to ensure that coaches leading these are aware of the skill expectation we have and that their judgments are validated – autumn 1	- All children expressed increased confidence in their swimming abilities. - Whilst swimming abilities are low there has been progress made by all children from year 5. - Swimming instructors commented on the improved water confidence of year 5 pupils.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%=£676
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Planned monitoring:	Evidence and impact to date:
A greater number and range of children take part in competitive sporting events alongside and against other local schools.	• PE leader to lead this work liaising with a cluster leader. • Additional staff required to supervise children at events. • Events set up outside school on a regular basis – friendly matches, league matches, taster sessions. • Attendance of children carefully tracked to ensure targeted children have the opportunity - this has included children with SEND as well as disadvantaged. • Events celebrated through assemblies and blogs added to the school website.	£570 (PE Lead) £106 (LSA)	• Pupil conferencing completed by PE Leader and Governor to determine the value of these events and whether there has been an increase in participation in out of school sporting clubs / events – spring 2 • Governor to analyse the tracking of attendance to review how inclusive these events are – spring 2	• Children articulate pride and improved confidence and skills following attendance at these events. • Feedback from event organisers compliments the sporting values shown by children from Cherrywood. • These events are valued by children with those who have attended excited to share their experience with others and many children expressing a desire to be chosen for future events.

Monitoring Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Leader to complete scrutiny of planning	Governor to monitor website use to celebrate and promote PESPA	PE Leader and Senior Lunchtime Supervisor review through observation and conferencing – role of play leaders, sports leaders, additional equipment, activities and play areas	PE Leader and Headteacher to observe PE lessons – quality of education, level of engagement, impact of training, use of resources	PE Leader to complete scrutiny of planning	PE Governor review through observation and conferencing – role of play leaders, sports leaders, additional equipment, activities and play areas
PE leader complete pupil conferencing of attitudes and abilities of swimming before and after sessions.	Governor to complete learning walk, including attending a celebration assembly and pupil conferencing	PE Leader to complete scrutiny of planning	PE Leader and Governor review attendance and impact of cluster sporting events		PE Leader and Governor to review club attendance registers
Headteacher and PE Governor to review club attendance registers		Headteacher and PE Governor to review club attendance registers			
	PE Leader and Headteacher to observe PE lessons – quality of education, level of engagement, impact of training, use of resources				